

## Candidate speaking performance mark recording sheet (Internal use only)

**Student Name** ..... **Task** .....

| Content & Response (18)  |             | Range of language (6)  |     | Accuracy (6)  |     |
|--|-------------|--|-----|---|-----|
| <ul style="list-style-type: none"> <li>• Communicates comprehensive and detailed information related to chosen visual/topic/stimulus.</li> <li>• Interacts very well</li> <li>• Speaks very confidently and with spontaneity</li> <li>• Frequently takes initiative and develops elaborate responses.</li> <li>• No difficulty in expressing and explaining a range of ideas and points of view.</li> <li>• Very little or no hesitation.</li> <li>• Able to deal with unpredictable elements without difficulty.</li> </ul> | 16-17-18    | <ul style="list-style-type: none"> <li>• Uses wide range of appropriate vocabulary and structures, including some complex lexical items.</li> <li>• Consistently competent use of different tenses.</li> </ul>                                   | 6   | <ul style="list-style-type: none"> <li>• Very accurate, with only isolated and usually insignificant errors.</li> <li>• Consistently good pronunciation and intonation.</li> </ul>                          | 6   |
| <ul style="list-style-type: none"> <li>• Communicates detailed and relevant information related to chosen visual/topic/stimulus.</li> <li>• Interacts well</li> <li>• Speaks confidently.</li> <li>• Takes initiative and develops more elaborate responses.</li> <li>• Has little difficulty expressing and explaining ideas and points of view.</li> <li>• Little hesitation and little or no prompting necessary.</li> <li>• Able to deal with unpredictable elements with some success.</li> </ul>                       | 12-13-14-15 | <ul style="list-style-type: none"> <li>• Good variety of appropriate vocabulary and structures.</li> <li>• Unambiguous use of different verb tenses.</li> <li>• Generally at ease with subordination.</li> </ul>                                 | 5   | <ul style="list-style-type: none"> <li>• Some errors, especially in more complex structures, but generally accurate.</li> <li>• Pronunciation and intonation generally good.</li> </ul>                     | 5   |
| <ul style="list-style-type: none"> <li>• Communicates relevant information related to the chosen visual/topic/stimulus but with some obvious omissions.</li> <li>• Some interaction</li> <li>• Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms.</li> <li>• Conveys opinions, but rarely expands.</li> <li>• Some hesitation</li> <li>• Able to deal with some unpredictable elements.</li> </ul>                                     | 8-9-10-11   | <ul style="list-style-type: none"> <li>• Adequate but predictable range of vocabulary and structures.</li> <li>• May include different tenses or time frames, perhaps with some ambiguity.</li> <li>• Some examples of subordination.</li> </ul> | 3-4 | <ul style="list-style-type: none"> <li>• A fair number of errors made, including some basic, but communication overall unaffected.</li> <li>• Pronunciation and intonation generally accurate.</li> </ul>   | 3-4 |
| <ul style="list-style-type: none"> <li>• Limited communication related to chosen visual/topic/stimulus.</li> <li>• Some coherence in unambiguous presentation of simple information and opinions, but responses very limited.</li> <li>• Very hesitant and reliant on teacher-examiner prompting.</li> <li>• Able to deal with isolated unpredictable elements.</li> </ul>   | 4-5-6-7     | <ul style="list-style-type: none"> <li>• Limited and/or repetitive range of vocabulary or structures.</li> <li>• Predominantly uses short sentences.</li> </ul>  | 2   | <ul style="list-style-type: none"> <li>• Many basic errors, but main points communicated.</li> <li>• Simple 'pre-learnt' stereotypes correct.</li> <li>• Pronunciation generally understandable.</li> </ul> | 2   |
| <ul style="list-style-type: none"> <li>• Minimal description of chosen visual/topic/stimulus.</li> <li>• Conveys very little relevant information in minimal responses (mainly one word replies).</li> <li>• Largely disjointed and unconnected ideas.</li> <li>• Very limited comprehension of basic questions.</li> <li>• Wholly reliant on teacher-examiner prompting.</li> </ul>   | 1-2-3       | <ul style="list-style-type: none"> <li>• Very limited range of basic structures.</li> <li>• Frequently resorts to non-target language.</li> <li>• Rarely offers complete sentences.</li> </ul>   | 1   | <ul style="list-style-type: none"> <li>• Consistently inaccurate language and pronunciation frequently impede basic communication.</li> <li>• Only isolated examples of accurate language.</li> </ul>       | 1   |
| <ul style="list-style-type: none"> <li>• No rewardable language</li> </ul>   | 0           | <ul style="list-style-type: none"> <li>• No rewardable language</li> </ul>   | 0   | <ul style="list-style-type: none"> <li>• No rewardable language</li> </ul>  | 0   |

Please circle the mark achieved in each of the three columns above and insert total mark in the total box.

**Total**