

YEAR 9

SPEAKING

MARKING SCALE 2010

Task 1 + Task 2 (15 points)

	TASK ACHIEVEMENT	COMMUNICATION	VOCABULARY	GRAMMAR	PRONUNCIATION AND FLUENCY
3	The student successfully copes with the tasks.	The student successfully maintains communication: can begin, develop and end conversation, express his/her opinion and feelings, ask specifying questions if necessary.	Vocabulary is appropriate to the topic and varied, occasional inaccuracies may occur.	Speech is grammatically correct with minor slips. The student uses varied language constructions.	Pronunciation, intonation, word and sentence stress are correct. Speech is fluent in spite of occasional hesitation and pauses of thought.
2	The student generally copes with the tasks but occasionally needs the interviewer's assistance.	The student can maintain communication with occasional slips, may ask for repetition of a word, question or sentence that he/she has not exactly understood.	Vocabulary is limited but sufficient for dealing with the topic.	Speech is generally grammatically correct, the occurring mistakes do not interfere with understanding. The student uses simple language constructions.	Pronunciation, intonation, word and sentence stress are generally correct. Some pronunciation mistakes and/or unnatural intonation do not interfere with understanding. Speech is not sufficiently fluent; there are pauses while searching for words and grammatical forms.
1	The student can cope with the tasks only with the interviewer's assistance.	Maintaining communication is difficult for the student, he/she cannot ask specifying questions.	Limited vocabulary, inaccurate and inappropriate use of words make it hard to understand the student.	Many grammar mistakes in speech make it hard to understand the student.	Numerous mistakes in pronunciation, intonation and/or stress make it hard to understand the student. There are many long pauses in the student's speech.
0	The student does not cope with the tasks.	The student cannot maintain communication and understand the interviewer.	Extremely limited vocabulary makes communication impossible.	Numerous grammar mistakes make the speech unintelligible.	Completely faulty pronunciation, intonation, word and sentence stress make student's speech unintelligible.