

INTERLOCUTOR'S AND ASSESSOR'S MATERIALS

DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION

Department of Curriculum Management

Educational Assessment Unit

CRITERIA FOR ASSESSING ENGLISH ORAL SKILLS		
Range of vocabulary (5 marks)		
0 – 1 – 2 – 3 – 4 – 5		
Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language.		Can use a wide range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context.
Range of grammatical structures (5 marks)		
0 – 1 – 2 – 3 – 4 – 5		
Can use basic grammatical structures and construct simple sentence structures.		Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.
Fluency and interaction (4 marks)		
0 – 1 – 2 – 3 – 4		
Can interact in a simple way provided the Interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate.		Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction.
Task achievement (2 marks)		
½	1	2
Response is only partially relevant in spite of prompting and rephrasing.	Can understand the questions/instructions but needs some time/prompting to formulate a relevant response.	Can immediately understand the question/instructions and response is relevant.
Pronunciation, intonation, and stress (2 marks)		
½	1	2
Speech characterised by mispronunciations that interfere with meaning, and intonation and stress are heavily influenced by the first language.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.
Task Specific (2 marks)		
Task 3: Inverted Interview – Question Formation		
Task 4: Thematic Picture – Substantiating Opinion (e.g. giving reasons why they would find an object in a particular place)		