

Assessment criteria – Presentation

COMMUNICATION AND CONTENT				APPLICATION OF LANGUAGE		ACCURACY	
<i>Presentation</i>		<i>Follow-up questions & answers</i>		<i>(Marked globally across presentation and follow up questions and answers)</i>			
8	Comprehensive coverage of topic. Highly confident delivery. Logical and coherent structure presentation. No hesitation	8	Responds very well to a wide range of question-types. Expands and develops relevant interchange on own initiative. Expresses a wide range of opinions with frequent justification.	6-7	Presentation and follow up answers deploy a very wide range of structures and lexis as appropriate to task. Use of some more complex lexical items. Very competent use of present, past and future modes.	6-7	Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.
6-7	Very relevant coverage of topic with minor omissions Confident delivery Mostly logical and coherent structure with minor lapses. Occasional hesitation Occasional prompting needed to sustain presentation	6-7	Responds well to a wide range of question types. With occasional prompting Takes initiative/develops more elaborate responses. Conveys opinions without undue Difficulty and occasional justification	5	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	5	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
4-5	Relevant coverage of topic. Generally confident delivery. Good attempt at logical and coherent structure but with lapses. Some hesitation Some prompting needed to sustain presentation	4-5	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Deals with open questions but rarely expands. Conveys simple opinions. Dependent on teacher-examiner's structured language.	4	Offers some examples of subordination. Uses tenses other than the present with some ambiguity. Mostly predictable lexical items deployed.	4	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
2-3	Limited coverage of topic. Delivery inconsistent. Some coherence in the presentation of ideas Significant prompting needed to sustain presentation	2-3	Answers invariably limited, short and very hesitant. Responses restricted to very straightforward questions. Opinions limited to basic likes and dislikes. Very dependent on teacher-examiners' language and prompts	3	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/ repetitive range of structure and lexis.	3	Communicates main points despite high incidence of errors. Some 'pre-learned' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1	Minimal coverage of topic. Halting delivery. Disjointed, unconnected use of ideas. Reliant on prompting of teacher-examiner.	1	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable content.	0	No rewardable content.	0	No rewardable language	0	No rewardable language.