

Assessment criteria – Speaking interaction

Communication		Application of language	
5	Able to deal with unpredictable element(s) without difficulty. Interacts well. Takes the initiative and expands opinions and attitudes. Justifies opinions. Very little or no hesitation.	5	Interaction deploys a very wide range of structures and lexis as appropriate to task. Use of some more complex lexical items. Very competent use of different tenses.
4	Able to respond to unpredictable element(s) with partial success. Extends replies and takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty. Minimal hesitation and little or no prompting necessary to sustain interaction	4	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of different tenses.
3	Responds to straightforward tasks but experiences problems with more complex question forms. Conveys simple opinions but rarely expands. A degree of hesitation but not unduly reliant on teacher-examiner. Unable to deal with unpredictable element(s).	3	Offers some examples of subordination. Uses t different tenses with some ambiguity. Mostly predictable lexical items deployed. Some inconsistency in structures. Communication unaffected despite a fair number of significant errors.
2	Conveys some information without ambiguity. Responses invariably limited and restricted to straightforward questions. Hesitant and reliant on the teacher-examiner. Does not attempt some of the tasks. Some prompting necessary. Pronunciation affects communication at times.	2	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.
1	Conveys little relevant information. Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Reliant on prompting of teacher-examiner. Extremely hesitant. Communication impaired by poor pronunciation and language error.	1	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language. Consistently inaccurate language impedes basic communication most of the time.
0	No effective communication.	0	No rewardable language.