



Критерії оцінювання говоріння

<p>Communicative impact</p> <p>This criterion refers to:</p>	<ul style="list-style-type: none"> ✓ the candidate's ability to take an active part in the interaction and express him/herself effectively in fulfilling the task; ✓ the candidate's ability and willingness to contribute actively and positively to the development of the task and move it towards a conclusion (rather than supplying only minimal responses), to initiate and respond adequately, at a natural speed; ✓ the candidate's ability to use interactive strategies to maintain and / or repair communication (asking for clarification, paraphrasing, etc.); ✓ the amount of assistance (additional prompting) required from the interlocutor for the candidate in the course of fulfilling the task; ✓ hesitations and pauses that appear in the candidate's speech.
<p>Grammar & Coherence</p> <p>This criterion refers to:</p>	<ul style="list-style-type: none"> ✓ the range of grammatical structures the candidate uses during the performance; ✓ the accurate and appropriate use of structures; ✓ the frequency and gravity of errors; ✓ the candidate's ability to express hem/herself coherently by using appropriate linking devices; ✓ the candidate's ability to maintain a coherent flow of language over several utterances (these utterances should range from those consisting of only one word to longer ones consisting of several words or even sentences).
<p>Vocabulary</p> <p>This criterion refers to:</p>	<ul style="list-style-type: none"> ✓ the range of vocabulary the candidate uses; ✓ the appropriacy of the vocabulary the candidate uses; ✓ the candidate's ability to convey the intended meaning by using alternative words and / or phrases without excessive repetitions; ✓ the candidate's ability to use appropriate style and register.
<p>Sound, stress, intonation</p> <p>This criterion refers to:</p>	<ul style="list-style-type: none"> ✓ the quality of the candidate's speech, i.e. his/her ability to produce comprehensive utterances; ✓ the candidate's production of individual sounds; ✓ the candidate's use of word and sentence stress; ✓ the candidate's ability to use intonation in order to convey the intended message effectively.

Шкала оцінювання говоріння

SCORE	CRITERIA			
	COMMUNICATIVE IMPACT	GRAMMAR AND COHERENCE	VOCABULARY	SOUNDS / STRESS/ INTONATION
	Candidate ...	Candidate ...	Candidate's vocabulary ...	Candidate ...
5	<ul style="list-style-type: none"> • makes entirely natural hesitations when searching for ideas • participates with ease without requiring additional prompting • contributes fully and effectively to the communication 	<ul style="list-style-type: none"> • uses wide range of structures • uses accurate grammar • makes fully coherent contributions 	<ul style="list-style-type: none"> • has wide range • is fully appropriate 	<ul style="list-style-type: none"> • is understood with ease • uses accurate and appropriate sounds and stress • uses a wide range of intonation to convey meaning effectively
4	<ul style="list-style-type: none"> • makes mostly natural hesitations when searching for ideas • requires no additional prompting • in general contributes effectively to the communication 	<ul style="list-style-type: none"> • uses good range of structures • makes occasional minor mistakes only • makes adequately coherent contributions 	<ul style="list-style-type: none"> • has appropriate range • is generally appropriate with isolated inappropriacies 	<ul style="list-style-type: none"> • is understood easily with some difficulties • uses mostly accurate and appropriate stress & sounds • uses an adequate range of intonation to convey meaning effectively
3	<ul style="list-style-type: none"> • often makes hesitations in order to search for language • in general requires no additional prompting • contributes sufficiently to the communication, occasionally making irrelevant contributions 	<ul style="list-style-type: none"> • uses sufficient but somewhat limited range of structures • makes occasional major and minor mistakes • makes mostly coherent contributions with occasional inconsistencies 	<ul style="list-style-type: none"> • has sufficient but somewhat limited range • is generally appropriate with occasional disturbing inappropriacies 	<ul style="list-style-type: none"> • is understood with some strain • makes mistakes in sounds and stress that occasionally affect comprehensibility • uses a limited range of intonation to convey meaning effectively

2	<ul style="list-style-type: none"> • frequently makes intrusive hesitations when searching for language • requires additional prompting • frequently makes irrelevant contributions 	<ul style="list-style-type: none"> • uses limited range of structures • makes occasional major and frequent minor mistakes • makes coherent contributions with frequent inconsistencies 	<ul style="list-style-type: none"> • has limited range • is frequently inappropriate 	<ul style="list-style-type: none"> • is understood with strain • makes frequent mistakes in sounds and stress that affect comprehensibility • makes little use of intonation to convey meaning
1	<ul style="list-style-type: none"> • constantly makes intrusive hesitations when searching for language • constantly requires additional prompting • contributes little to the communication 	<ul style="list-style-type: none"> • uses very limited range of structures • makes frequent major and minor mistakes • makes mainly incoherent contributions 	<ul style="list-style-type: none"> • has very limited range • is mostly inappropriate 	<ul style="list-style-type: none"> • is understood with constant strain • mostly uses sounds and stress that are difficult to understand • uses a very limited range of intonation to convey meaning
0	No assessable language	No assessable language	No assessable language	No assessable language

