MARKS	**Communicative Effectiveness** relevance, coverage, coherence, organisation of ideas, sequencing, fluency	**Range** lexical and structural range, flexibility and appropriacy – adequacy of repertoire in relation to tasks and topics	**Accuracy** lexical and grammatical - frequency and communicative significance of mistakes and errors	**Pronunciation** Comprehensibility and effective communication of meaning, including word stress, sentence stress and intonation
10	• contributions entirely relevant • very clear, systematically developed descriptions, effective highlighting of significant points • ideas developed logically and coherently • very good use of a variety of linking devices and discourse markers • high degree of fluency and spontaneity • all aspects of the task addressed and convincingly expanded	• expresses her/himself very clearly, no restriction • very wide range of vocabulary for the task • uses a wide range of complex structures	• lexical accuracy very high, hardly any incorrect word choice • very good grammatical control • seldom lexical or grammatical slips	• clear, natural pronunciation • uses intonation appropriately to highlight significant points
9				
8	• contributions almost entirely relevant • clear, systematically developed descriptions, effective highlighting of significant points • ideas developed mainly logically and coherently • good use of a variety of linking devices and discourse markers • remarkable degree of fluency and spontaneity • nearly all aspects of the task addressed and expanded	• expresses her/himself clearly without much restriction • wide range of vocabulary for the task, varies formulation to avoid repetition • uses a range of complex structures	• lexical accuracy high, occasional slips do not hinder communication • good grammatical control, slips or non-systematic errors are rare • slips and errors often corrected in retrospect	• generally clear, natural pronunciation • uses intonation appropriately to highlight significant points almost all the time
7				
6	• contributions mainly relevant • occasionally produces extended stretches • ideas developed logically in some places • generally good use of simple linking devices and discourse markers • fluent and spontaneous performance, causing no strain on the listener • most aspects of the task addressed and sufficiently expanded	• sufficient range of language for the task, some restriction • generally good range of vocabulary for the task, varies formulation to avoid frequent repetition • some searching for words when expressing more complex ideas • uses some complex structures	• lexical accuracy generally high, mistakes do not hinder communication • grammatical control relatively high; any mistakes do not cause misunderstanding • can correct slips and errors if she/he becomes conscious of them	• pronunciation generally clear enough to be understood despite some mispronunciations and noticeable mother tongue influence • stress and intonation generally appropriate
5				

4	• contributions mainly relevant, but almost always short • ideas often not presented logically • limited use of some simple linking devices and discourse markers • performance imposes strain on the listener due to lack of fluency and spontaneity • only some aspects of the task addressed but not sufficiently expanded	• mostly sufficient range of language for parts of the task, but frequent restrictions • limited range of vocabulary for the task, lack of range sometimes causes repetition • limited use of complex structures	• insufficient lexical and grammatical control • accuracy influenced by L1, errors frequently impede communication • fails to correct mistakes which have caused misunderstanding	• frequent mispronunciations and noticeable mother tongue influence often lead to misunderstandings • stress and intonation often not appropriate • asking for repetition may sometimes be necessary
3				
2	• contributions almost entirely irrelevant and/or very limited • can use the most basic linear connectors only to link single words or short phrases • performance imposes considerable strain on the listener due to lack fluency and spontaneity - frequent hesitation with non-productive pauses • only some aspects of the task addressed, none expanded	• insufficient range of language, frequent restrictions • insufficient vocabulary for the task • uses / foreignizes words from L1	• vocabulary elementary; major errors occur when expressing more complex thoughts • accuracy influenced by L1, breakdown of communication • inability to monitor mistakes	• frequent mispronunciations impede communication • asking for repetition may often be necessary
1				
0	sample inadequate even to justify the lowest mark – not enough language for assessment	sample inadequate even to justify the lowest mark– not enough language for assessment	sample inadequate even to justify the lowest mark– not enough language for assessment	