

6.3. Assessment grid (COPY TEMPLATE)

Candidate:			Class/School:		
Exam paper & Topic:			Date:		
Band	Task achievement (Relevance, detail, accuracy, clarity, identification with the context/situation)	Monologue Dialogue	Language switch and interaction (Flexibility, spontaneity, initiative, coherence and cohesion, accommodation to interlocutor, ability to mediate)	Monologue Dialogue	Range and accuracy (of spoken language) (Appropriateness of vocabulary and structure in relation to context, task and topic; flexibility; frequency and communicative significance of mistakes in vocabulary, structure, pronunciation and intonation)
10	(1) all aspects of the tasks are addressed and are convincingly executed (2) both interlocutors receive all the desired information (3) conduct continuously corresponds to the context/situation		(1) switches language on his/her own initiative when it appears logical and sensible in a given situation (2) leads the course of conversation satisfactorily for both interlocutors (3) mediates successfully between the interlocutors (4) reacts flexibly to a change in language (5) reacts appropriately and spontaneously		(1) demonstrates a broad linguistic range in both languages for the given tasks (2) paraphrases or circumlocutes to compensate for occasional lack of vocabulary (3) mistakes are rare in both languages and they do not cause misunderstanding; they can often be corrected by the candidate himself/herself (4) to a certain extent, pronunciation and intonation are natural and smooth
9					
8	(1) all aspects of the tasks are addressed and executed (2) both interlocutors receive nearly all of the desired information (3) conduct, for the most part, corresponds to the context/situation		(1) generally switches language on his/her own initiative when it appears logical and sensible in a given situation (2) generally leads the course of conversation satisfactorily for both interlocutors (3) generally mediates successfully between the interlocutors (4) generally reacts flexibly to a change in language (5) generally reacts appropriately and spontaneously		(1) demonstrates a fairly broad linguistic range in both languages for the given tasks (2) compensates verbally for his/her lack of vocabulary (3) mistakes rarely interfere with communication and occasional misunderstandings can be clarified (4) pronunciation and intonation are easily understood
7					
6	(1) most aspects of the tasks are addressed and sufficiently executed (2) both interlocutors receive most of the desired information OR one interlocutor receives all of the desired information while the other interlocutor receives only a part of the desired information (3) conduct generally corresponds to the context/situation		(1) infrequently switches language on his/her own initiative (2) mainly leads the course of conversation satisfactorily for both interlocutors (3) mainly mediates successfully between the interlocutors (4) mainly reacts flexibly to a change in language (5) mainly reacts logically		(1) demonstrates a sufficient linguistic range in both languages in order to cope with the given tasks (2) compensates non-verbally and most of the time also verbally for his/her lack of vocabulary (3) mistakes sometimes interfere with communication; possible misunderstandings can usually be clarified (4) pronunciation and intonation can be sufficiently understood
5					
4	(1) only some aspects of the tasks are addressed but not sufficiently executed (2) both interlocutors receive only a part of the desired information OR one interlocutor hardly receives any of the desired information (3) conduct rarely corresponds to the context/situation		(1) never switches language on his/her own initiative (2) the course of conversation is mainly guided by the interlocutors (3) shows little success in mediating between the interlocutors (4) rarely reacts flexibly to a change in language (5) does not always react appropriately		(1) linguistic range is too insufficient in one of the languages to be able to cope with the given tasks (2) has major difficulty compensating for lack of vocabulary (3) mistakes often interfere with communication
3					
2	(1) only some aspects of the tasks are partially addressed (2) neither of the interlocutors receive much information at all (3) conduct does not correspond to the context/situation		(1) - (2) course of conversation is guided by the interlocutors (3) cannot mediate between the interlocutors (4) does not react flexibly to a change in language (5) rarely reacts appropriately		(1) linguistic range is too insufficient in both of the languages to be able to cope with the given tasks (2) cannot compensate for lack of vocabulary (3) mistakes often prevent communication
1					
0	Tasks are not achieved			not enough language to assess	