# AOC ASSESSMENT GRID FOR SPEAKING

CEBS

| | Communicative effectiveness — relevance, coverage, coherence, organisation of ideas, sequencing | Interaction — comprehension, initiation, response, independence, participation, negotiation of meaning, turntaking & accommodation, 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 almost entirely relevant<br>□ produces extended stretches when appropriate<br>□ ideas developed logically and coherently<br>□ good use of a variety of linking devices and discourse markers | □ initiates and maintains simple conversation on familiar topics when appropriate<br>□ responds appropriately with little hesitation, taking the interaction further<br>□ keeps going with little support<br>□ interacts sensitively throughout without dominating the conversation | □ adequate range of structures and lexis to deal effectively with the tasks set and to express some more complex ideas<br>□ uses a wide range of simple language flexibly and appropriately<br>□ some searching for words when expressing more complex ideas | □ largely accurate use of a repertoire of frequently used patterns and vocabulary<br>□ reasonably accurate use of more unfamiliar and complex structures and expressions<br>□ errors and mistakes hardly ever impair communication | □ pronunciation clearly intelligible despite occasional mispronunciations<br>□ stress and intonation largely appropriate and natural<br>□ sometimes varies intonation to enhance communication of meaning |
| **9** | | | | | |
| **8** | □ contributions almost entirely relevant<br>□ sometimes produces extended stretches when appropriate<br>□ ideas developed mainly logically and coherently<br>□ generally good use of common linking devices and discourse markers | □ uses simple techniques to start and maintain short conversations on familiar topics when appropriate<br>□ responds appropriately with some hesitation<br>□ keeps going with some support<br>□ interacts sensitively most of the time without dominating the conversation | □ adequate range of structures and lexis to deal with the tasks set and to express some detail<br>□ uses a repertoire of simple language flexibly and appropriately<br>□ some repetition and searching for words when dealing with detail in less familiar situations | □ largely accurate use of a more limited repertoire of frequently used patterns and vocabulary<br>□ some accurate use of more unfamiliar and complex structures and expressions<br>□ errors and mistakes do not often impair communication | □ pronunciation generally intelligible despite occasional mispronunciations<br>□ stress and intonation largely appropriate |
| **7** | | | | | |
| **6** | □ contributions mainly relevant<br>□ occasionally produces extended stretches<br>□ ideas developed logically in some places<br>□ generally good use of simple linking devices and discourse markers | □ can ask a variety of simple questions on familiar topics<br>□ responds appropriately most of the time despite noticeable hesitation and false starts<br>□ often depends on the partner or the interlocutor for support | □ sufficient range of simple structures and lexis to deal with most of the tasks set<br>□ uses a repertoire of simple language appropriately<br>□ some repetition and frequent searching for words in less familiar situations | □ largely accurate use of some simple, frequently used patterns and vocabulary<br>□ still systematically makes basic mistakes<br>□ errors and mistakes may sometimes impair communication | □ pronunciation generally clear enough to be understood despite frequent mispronunciations and noticeable mother tongue influence<br>□ stress and intonation generally appropriate<br>□ asking for repetition may sometimes be necessary |
| **5** | | | | | |
| **4** | □ contributions mainly relevant, but almost always short<br>□ ideas often not presented logically<br>□ limited use of some simple linking devices and discourse markers | □ can ask some simple questions on familiar topics<br>□ responds appropriately most of the time in very simple exchanges<br>□ very noticeable hesitation and false starts<br>□ largely depends on the partner or the interlocutor for support | □ limited range of simple structures and lexis<br>□ range sufficient only to deal with some parts of the tasks set<br>□ very frequent searching for and inability to find words | □ generally accurate use of only a few simple patterns and frequent vocabulary<br>□ errors and mistakes are frequent and sometimes prevent communication | □ frequent mispronunciations and noticeable mother tongue influence often lead to misunderstandings<br>□ stress and intonation often not appropriate<br>□ asking for repetition may often be necessary |
| **3** | | | | | |
| **2** | □ contributions almost entirely irrelevant and/or very limited<br>□ can use the most basic linear connectors only to link single words or short phrases | □ can ask and answer some very simple questions on familiar topics<br>□ lots of long pauses and hesitation<br>□ entirely depends on the partner or the interlocutor for support | □ basic and very limited range of simple structures and lexis<br>□ range insufficient to deal with the tasks set | □ frequent inaccurate use of simple patterns and vocabulary<br>□ errors and mistakes often prevent communication | □ pronunciation of a very limited repertoire of words and phrases can be understood with some effort |
| **1** | | | | | |
| **0** | sample inadequate even to justify the lowest mark | sample inadequate even to justify the lowest mark | sample inadequate even to justify the lowest mark | sample inadequate even to justify the lowest mark | |