

ORAL ASSESSMENT CRITERIA GRID: CEFR Table 3; Manual Table C2

Highlights chap 3 (table 3.3)

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1+					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

SUPPLEMENTARY CRITERIA GRID: "Plus Levels", Manual table C3

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2					
C1					
B2+	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	Shows good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.	Can intervene appropriately in discussion, exploiting a variety of suitable language to do so, and relating his/her own contribution to those of other speakers.	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
B2					
B1+	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influences.	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.	Can exploit a basic repertoire of strategies to keep a conversation or discussion going. Can give brief comments on others views during discussion. Can intervene to check and confirm detailed information.	<i>No descriptor available</i>
B1					
A2+	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, though he/she will generally have to compromise the message and search for words.	<i>No descriptor available</i>	Can adapt rehearsed memorised simple phrases to particular situations with sufficient ease to handle short routine exchanges without undue effort, despite very noticeable hesitation and false starts.	Can initiate, maintain and close simple, restricted face-to-face conversation, asking and answering questions on topics of interest, pastimes and past activities. Can interact with reasonable ease in structured situations, given some help, but participation in open discussion is fairly restricted.	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
A2					
A1					

Supplementary CEFR Scales

SUSTAINED MONOLOGUE: Describing Experience	
C2	<i>Can give clear, smoothly-flowing, elaborate and often memorable descriptions.</i>
C1	<i>Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating subthemes, developing particular points and rounding off with an appropriate conclusion.</i>
B2	<i>Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.</i>
B1	<i>Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.</i>
A2	<i>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.</i>
A1	<i>Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.</i>
A1	<i>Can describe him/herself, what he/she does and where he/she lives.</i>

OVERALL SPOKEN INTERACTION	
C2	<i>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.</i>
C1	<i>Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</i>
B2	<i>Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</i>
B1	<i>Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc. Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</i>
A2	<i>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</i>
A1	<i>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</i>

	PHONOLOGICAL CONTROL
C2	<i>As C1</i>
C1	<i>Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.</i>
B2	<i>Has acquired a clear, natural, pronunciation and intonation.</i>
B1	<i>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</i>
A2	<i>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</i>
A1	<i>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</i>

SPEAKING ASSESSMENT SCALES (PROJECT)

(maximum points: 25)

Descriptors printed in bold type pertain to level B2.

Descriptors printed in normal types pertain to level B1.

Descriptors in italics are below the minimum requirements for level B1.

	MONOLOGUE (max. 11 points)			DIALOGUE (max. 11 points)			BOTH TASTS (max. 3 points)
Criteria	Task achievement (content). Language resource (max. 4 points)	Fluency and cohesion (max. 4 points)	Accuracy (max. 3 points)	Task achievement (communicative intentions) (max. 4 points)	Interaction and flexibility (max. 4 points)	Accuracy (max. 3 points)	Pronunciation and intonation (max. 3 points)

4	The task is dealt with effectively, relevant supporting detail and examples are given. A broad range of vocabulary allows to express ideas almost effortlessly. A variety of lexical (e.g. lower-frequency) and grammatical (more complex) resources are used. The candidate can freely paraphrase.	Spontaneous and natural communication. Ideas are expressed freely and easily. Discourse markers and linking words are used efficiently to mark the relationships between ideas and highlight main points.		The communicative intentions of the task are effectively realised: ideas are clearly expressed, alternatives evaluated, arguments provided.	The candidate can appropriately initiate, maintain and end a conversation with effective turntaking. S/he uses a variety of phrases. S/he can engage the partner in the conversation and comment on his/her ideas.		
3	The task is dealt with effectively, but relevant supporting detail and examples are not always given. A good range of vocabulary, but there is some repetition of expression. Low-frequency lexis and more complex grammatical	Rather even tempo, longer pauses are few. There may be ‘jumpiness’ in a long contribution. Discourse markers and linking words are not always used appropriately.	Errors do not cause misunderstanding. Errors occur in complex structures, and are often corrected.	The communicative intentions of the task are effectively realised: the majority of the ideas are clearly expressed, even if argumentation is not always effective. Details are provided for the main points only.	The candidate can appropriately maintain a conversation, comment on proposals of the partner, conclude the discussion and avoid deviations. S/he comments on the partner’s ideas.	Errors do not cause misunderstanding. Errors occur in complex structures, and are often corrected.	Pronunciation and infonation are clear, tempo and rhythm are natural, logical stress is used to express ideas more effectively.

	structures are used less often. Lexical gaps can cause hesitation, circumlocution or repetition.						
2	Occasional deviations from the main points of the task, some details are irrelevant. The range of vocabulary is limited: simple lexical and grammatical structures prevail. Lexical gaps can cause hesitation, circumlocution or repetition which are quite difficult to handle.	The tempo is not even and it can slow down. There are pauses. The same discourse markers are repeated.	Errors do not cause misunderstanding. Errors occur both in complex and simple structures. Errors are sometimes corrected.	The communicative intention of the task is partly achieved. The partner's position is only briefly commented upon. Alternatives are compared when looking for a solution. The candidate can convey simple factual information with occasional detail.	The candidate can maintain conversation but its success largely depends on the partner. S/he repeats some of his partner's words.	Errors do not cause misunderstanding. Errors occur both in complex and simple structures. Errors are sometimes corrected.	Pronunciation and infonation are clear and natural. Pronunciation errors are rare.
1	The task treatment is very limited and dealt with in general terms, with no examples. Limited range of vocabulary is sufficient to explain the main points. Attempts to paraphrase are unsuccessful.	There is no even tempo: there are many pauses when searching for suitable words. The candidate can link a series of discrete simple elements into a connected linear sequence. Occasional and/or inappropriate use of discourse markers.	Errors are more frequent. Simple structures are often used inaccurately.	The communicative intention of the task is partly achieved. Personal opinion is expressed clearly but briefly. The success of the task largely depends on the partner. Simple straightforward facts are conveyed.	The candidate shows little initiative in the conversation and only agrees or disagrees with the partner's ideas.	Errors are more frequent. Simple structures are often used inaccurately.	Pronunciation is clear enough despite a evident foreign accent and frequent mispronunciations.
0	<i>Inadequate attempts at the task. Range of vocabulary is too narrow to discuss the tasks. Only basic structures are used.</i>	<i>There are many pauses and false starts. The candidate uses the most frequent connectors to link simple sentences and words (and, but, because).</i>	<i>Frequent errors in simple structures make it difficult to follow the candidate.</i>	<i>The communicative intentions are not achieved. The candidate can only present his/her ideas or agree/disagree with hi/hers partner.</i>	<i>The candidate can participate in the exchange only with the partner's help.</i>	<i>Frequent errors in simple structures make it difficult to follow the candidate.</i>	<i>The conversational partner sometimes needs to ask for repetition because mispronunciations cause misunderstanding.</i>

