

Speaking assessment criteria for B1 (CEF)

45. BAG Villigst 16. -18. Mai 2007 AG 2

| Mark | Fluency and coherence | Lexical resource / range | Grammatical range and accuracy | Pronunciation (sound stress intonation) | Interaction (listen and respond) | Task achievement |
|-------------|---|---|--|--|--|---------------------------------|
| 5 | speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar Speaks coherently and develops topics fully and appropriately | 10 Ability to express with some flexibility and appropriacy, giving effective descriptions and expressing viewpoints on a variety of topics. 9 Use of rather complex forms and sentence structures | Fairly complex use structures, largely accurate. Though minor grammatical inaccuracies may still occur. | Consistently correct pronunciation and clear articulation. Good feeling for intonation. | Contributions are well related to those of other speakers. Very active in development of conversation and very flexible. | Task dealt with fully. |
| 4 | speaks at length without noticeable effort or loss of coherence. May demonstrate language-related hesitation at times, or some repetition and/or self-correction. Topics not fully developed. | 8 Noticeably limited range but relatively little searching for words and expressions. 7 Ability to express more detailed viewpoints on most familiar topics | Occasional use of fairly complex structures with some inaccuracies but the majority do not impede communication of the broad meaning or prevent understanding of detail. | Mostly correct and clear pronunciation. Hardly any errors. Communication therefore not hindered. | Contributions are adequately related to those of other speakers. Sufficiently active in development of conversation and quite flexible. | Task dealt with almost fully. |
| 3 | is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation. Topics not fully developed. | 6 Growing ability to communicate with some flexibility. 5 Some evidence of awareness of appropriacy. | Predominant use of simple structures. Grammatical errors occur but it is clear what the candidate is trying to express. | By and large intelligible articulation. Phonological errors which occasionally obstruct communication and understanding. | Contributions are sometimes not related to those of other speakers. Reasonably active in development of conversation and flexible enough to keep conversation going. | Task mainly dealt with. |
| 2 | usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going Produces simple speech fluently, but more complex communication causes fluency problems. | 4 Noticeably limited range but enough to get by, with sufficient vocabulary for familiar topics. 3 Has enough range to combine basic sentence patterns with memorised phrases | Use of some simple structures and expressions but makes frequent systematic errors. | Frequently unintelligible articulation. Frequent phonological errors. | Contributions are often unrelated to those of other speakers. Generally passive in development of conversation and not flexible. | Task partly dealt with. |
| 1 | cannot respond without noticeable/long pauses and may speak slowly, with frequent repetition and self-correction. Links basic sentences but with some breakdowns in coherence. | 2 Uses predominantly simple structures and vocabulary, mostly correctly. 1 Correct use of familiar vocabulary and structures apart from few minor mistakes | No correct use of even simple structures. | Insufficient accuracy. Too many errors. Mainly unintelligible errors. | Contributions are mainly unrelated to those of other speakers. Shows hardly any initiative in development of conversation and very limited flexibility | Task dealt with inappropriately |
| 0 | No communication possible | | | | | |