

Assessment criteria for speaking

Assessment criteria for all tasks (Note that the candidate product should not be assessed according to one criterion only)

LEVEL 6 General criteria	Fluency	Flexibility	Coherence/ cohesion	Propositional precision/ range/Idiomatcity	Pronunciation/ phonological control	Grammatical accuracy
Speaks extremely fluently, and only occasionally speech contains non-target language features such as a foreign accent. Can convey even finer shades of meaning precisely, and uses idiomatic expressions in a versatile and appropriate manner. Can deal with the most complex topics and add subthemes, develop different points of view, and end his/her presentation in an appropriate manner.	Can express him/herself with a natural, effortless, unhesitating flow, even in a longer stretch of speech. Pauses only at times to find the right word in order to express his/her thoughts or to find an appropriate example or explanation.	Shows great flexibility in reformulating ideas by using a variety of linguistic forms -to eliminate ambiguity -to give emphasis, and -to differentiate and adjust according to the situation and the interlocutor.	Can create coherent and cohesive speech making full and appropriate use of -a variety of organisational patterns, and -a wide range of cohesive devices.	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Has a very extensive vocabulary and can use consistently, correctly and appropriately -idiomatic expressions -colloquial expressions, and -connotative expressions.	As at Level 5: Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	Maintains consistent grammatical control of complex language; only occasional 'slips' may occur.

- LEVEL 5 -> 6**
- ▶ More accuracy and variety in expressions.
 - ▶ Speech is more idiomatic.
 - ▶ The abstraction level of the content is higher.

LEVEL 5 General criteria	Fluency	Flexibility	Coherence/ cohesion	Propositional precision/ range/idiomatcity	Pronunciation/ phonological control	Grammatical accuracy
Speaks fluently and with only occasional obvious pauses when searching for expressions. Contributions are natural, coherent and of an appropriate length. Can present a clear, detailed description also about a complex topic. Can use idiomatic and colloquial expressions and is able to convey shades of meaning fairly well.	Can express him/herself fluently and spontaneously, almost effortlessly. Only conceptually difficult subjects can hinder a natural, smooth flow of language.	As on Level 4: Can adjust what he/she says and the means of expressing it to the situation and the recipient, and adopt a level of formality appropriate to the circumstances, both in familiar and somewhat less familiar situations.	Can produce fairly clear, smoothly flowing, well-structured speech, showing relatively controlled use of organisational patterns, connectors and cohesive devices.	Can qualify opinions and statements precisely in relation to degrees, for example, certainty/uncertainty, belief/doubt, likelihood, etc. Has an extensive vocabulary and -is able to use, with ease, circumlocutions, idiomatic and colloquial expressions, -with little obvious searching for expressions and using avoidance strategies. Occasional minor slips, but no significant vocabulary errors.	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	Consistently maintains a high degree of grammatical accuracy. Some unnatural errors may occur.

LEVEL 4 General criteria	Fluency	Flexibility	Cohesion/ coherence	Propositional precision/ range/idiomaticity	Pronunciation/ phonological control	Grammatical accuracy
Can manage fairly well even in less familiar situations. Can distinguish, at least to a certain degree, between formal and less formal language. Can present and justify his/her opinions intelligibly. Can relate and describe what he/she has seen, heard and experienced. Is seldom forced to use circumlocutions in everyday situations because of restricted language skills.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Regular interaction with native speakers is possible without imposing strain on either party.	Can adjust what he/she says and the means of expressing it to the situation and the recipient, and adopt a level of formality appropriate to the circumstances.	Can use a variety of linguistic means to mark relationships between ideas and produce coherent discourse, although there may be some lack of coherence in long contributions	Can convey information in a reliable and detailed manner. Has a good range of vocabulary for matters connected with his/her own field and most general topics. Can vary formulation in order to avoid repetition, but lexical gaps can still cause hesitation and circumlocution. Occasional wrong word choices and mix-ups do not hinder communication.	Has acquired a clear, natural, pronunciation and intonation.	Fairly good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structures may occur, but they are rare. Does not make mistakes that lead to misunderstanding.

LEVEL 3 -> 4

- ▶ More variety in expression.
- ▶ Level of abstraction is higher.
- ▶ The speaker distinguishes between formal and informal registers.

LEVEL 3 General criteria	Fluency	Flexibility	Coherence/ cohesion	Propositional precision/range/ idiomaticity	Pronunciation/ phonological control	Grammatical accuracy
Can cope in most practical situations and is able to show initiative in everyday situations. Speech can be fairly slow, but there are few unnatural pauses. Is easy to understand in spite of the fact that he/she transfers structures from the mother tongue or some other language into the target language, and that his/her foreign accent is clearly evident.	Can express him/herself with relative ease. Despite some problems in formulation resulting in pauses, he/she is able to keep going effectively without help.	Can exploit a wide range of simple language flexibly even in less routine situations.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Can express things he/she regards as important in comprehensible and fairly accurate manner. Errors, however, occur in expressing complex ideas or when the situation or topic is less familiar. Has sufficient vocabulary to express him/herself on most topics pertinent to his/her everyday life (family, hobbies and interests, work, travel, etc.).	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Communicates with reasonable accuracy in familiar contexts, though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.

LEVEL 2 General criteria	Fluency	Flexibility	Coherence/ cohesion	Propositional precision/ range/ idiomaticity	Pronunciation/ phonological control	Grammatical accuracy
Can only manage in routine situations that require a simple and direct exchange of information. Limited proficiency restricts the situations and topics which he/she is able to cope with. Getting the message across depends on how much help in formulating it the conversational partner is ready to give. Pronunciation may considerably differ from that of the target language and can be understood only with effort. Mispronunciations may hinder communication.	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very common.	Can exploit rehearsed and memorised simple phrases and is able to use them in new, but routine, situations.	Can use the most frequently occurring connectors (such as 'and', 'but' and 'because') to link simple sentences in order to tell a story or describe something as a simple list of points.	Can convey simple and straightforward information in familiar, routine communicative situations. Can control a narrow and concrete vocabulary that has to do with everyday needs.	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.	Uses some simple structures correctly, but still systematically makes mistakes in basic structures, for example, mixes up tenses. Nevertheless, it is usually clear what he/she is trying to say.

TASO 1 -> 2

- ▶ Speech is more continuous.
- ▶ There is more content in speech.
- ▶ The speaker tries to produce speech more actively.

LEVEL 1 General criteria	Fluency	Flexibility	Coherence/ cohesion	Propositional precision/ range/ idiomaticity	Pronunciation/ phonological control	Grammatical accuracy
Can interact in the simplest communicative situations, but has to use a large number of non-linguistic means to get his/her message across. Communicating is slow and full of pauses. Can use some simple polite forms, and ask and answer simple questions that are connected with the most immediate everyday needs.	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.	Not required on Level 1.	Can link words or word groups with very basic linear connectors such as 'and' and 'then'.	Can use isolated words and phrases related to everyday simple situations.	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.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.