



# **ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT**

## **Common Oral Assessment Task**

### **Sample Marking key**

<b>Criterion 1: Content</b>	<b>Marks</b>
Analyses and evaluates the issues/topics related to the unit context. Presents relevant and well-structured responses to questions, with ideas developed in-depth and with detail to explain and justify a point of view. Presents well-developed examples to support a coherent argument and own opinions.	8
Analyses and evaluates the issues/topics related to the unit context. Presents relevant and developed responses to questions, with detailed ideas to explain and justify a point of view. Gives well-developed examples to support an argument and own opinions.	7
Explains in detail the issues/topics related to the unit context. Presents relevant responses to questions with ideas to explain and justify a point of view. Gives developed examples to support an argument and own opinions.	6
Explains in some detail the issues/topics related to the unit context. Presents relevant responses to questions with ideas to explain a point of view. Gives examples to support an argument and own opinions.	5
Explains the issues/topics related to the unit context. Presents relevant responses to questions with some ideas to explain a point of view. Gives examples to support own opinions.	4
Discusses the issues/topics related to the unit context. Presents responses to most questions with some ideas. Gives few examples.	3
Provides a superficial description of the issues/topics related to the unit context. Presents some relevant responses to questions. Gives few examples.	2
Attempts to describe the issues/topics related to the unit context. Answers few questions with relevance or coherence.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>8</b>
<b>Criterion 2: Fluency and clarity (pronunciation, intonation, stress)</b>	
Is intelligible and fluent, using stress and intonation to highlight significant points and supporting detail. The L/D1 accent may be evident but does not impede communication in any way.	5
Is generally intelligible and fluent, using stress to highlight significant points and supporting detail. The L/D1 accent may be evident but does not impede communication.	4
Is generally intelligible and fluent with some appropriate use of stress on words. Pronunciation interference from L/D1 may be evident but mostly does not impede communication.	3
Is generally intelligible and/or pronunciation interference from L/D1 is evident and impedes communication at times.	2
Shows developing control of the sound system and intonation patterns of English so that many words or phrases may be unintelligible to the listener.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>
<b>Criterion 3: Linguistic resources (accuracy, appropriacy and range of grammar and lexis)</b>	
Controls linguistic resources, evenly, accurately and appropriately.	5
Controls linguistic resources mostly evenly, accurately and appropriately.	4
Generally controls linguistic resources with some accuracy and appropriateness; however, not always evenly.	3
Generally controls some linguistic resources, but unevenly and with frequent errors.	2
Has little control of linguistic resources so that meaning is impeded.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>
<b>Criterion 4: Communication and register</b>	
Uses communication strategies effectively including the sustained use of an appropriate register and repair strategies for clarification. Uses notes/visual aids as a prompt but does not read from these.	2
Uses some communication strategies including the use of an appropriate register with few lapses and some ability to use repair strategies for clarification. Uses notes/visual aids as a prompt and mostly does not read from these.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>20</b>

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