

Marking Scheme for the Speaking Assessment

Part 1 Reading Aloud

Basic Competency Descriptor	Score	Scoring Guide
Showing a basic understanding of simple and familiar texts by reading the texts aloud with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation (KS, ES)	4	<ul style="list-style-type: none"> ▶ Read fluently and clearly with appropriate pausing and intonation. ▶ Make very few or no pronunciation mistakes.
	3	<ul style="list-style-type: none"> ▶ Read fluently and clearly. ▶ Make very few or no pronunciation mistakes.
	2	<ul style="list-style-type: none"> ▶ Read quite clearly. ▶ Make some mistakes in pronunciation.
	1	<ul style="list-style-type: none"> ▶ Read hesitantly with many mistakes in pronunciation. ▶ Skip words occasionally.
	0	<ul style="list-style-type: none"> ▶ Read only a few words. ▶ Skip some words or phrases.

Part 2 Teacher-student Interaction

Basic Competency Descriptor	Score	Scoring Guide
Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES)	4	<ul style="list-style-type: none"> ▶ Provide relevant answers to most of the questions and give elaboration to some of the questions.
	3	<ul style="list-style-type: none"> ▶ Provide relevant answers to most of the questions.
	2	<ul style="list-style-type: none"> ▶ Provide relevant answers to some of the questions.
	1	<ul style="list-style-type: none"> ▶ Provide relevant answers to some of the questions with prompting.
	0	<ul style="list-style-type: none"> ▶ Give one or no comprehensible responses to the questions. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▶ Give irrelevant answers to most of the questions.

Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes (IS, KS , ES)	3	▶ Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.
	2	▶ Use a small range of vocabulary and sentence patterns with some grammatical mistakes.
	1	▶ Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes.
	0	▶ Practically make no attempt at all.

Part 3 Presentation

Basic Competency Descriptor	Score	Scoring Guide
Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS , ES)	4	▶ Provide plenty of information and ideas relevant to the topic. ▶ Communicate ideas very clearly.
	3	▶ Provide information and ideas relevant to the topic. ▶ Communicate ideas clearly.
	2	▶ Provide some information and ideas relevant to the ▶ topic with prompting. ▶ Communicate ideas quite clearly.
	1	▶ Provide information and ideas mostly irrelevant to the topic. ▶ OR ▶ Provide limited information and ideas.
	0	▶ Provide information and ideas totally irrelevant to the topic.

		OR ► Practically make no attempt at all.
Award a <u>score of 1</u> if the student has an appropriate eye contact with the teacher assessor.		
Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes (IS, KS , ES)	3	► Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.
	2	► Use a small range of vocabulary and sentence patterns with some grammatical mistakes.
	1	► Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes.
	0	► Practically make no attempt at all.
Pronouncing simple and familiar words comprehensibly (KS)	3	► Speak clearly with very few mistakes in pronunciation.
	2	► Speak quite clearly despite a few mistakes in pronunciation.
	1	► Speak unclearly with many mistakes in pronunciation.
	0	► Make no attempt at all.