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| **Student’s Name:** | | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | **Track:** | 1 □ | | | 2 □ | 3 □ | | | 4 □ | | 5 □ |
| **Student’s No.:** | | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | **Group:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | |
|  | | **4** | | **3** | | | | | **2** | | | | | **1** | | | |
| **TASK ACHIEVEMENT** | | □ -Answers to the task set completely.  Includes extensive detail/elaboration. | | □ For the most part answers to the task set (role given, style, audience).  Lack of some details.  Some irrelevant information may be present. | | | | | □ Partially answers to the task set.  Lacks details.  Mostly irrelevant information is present. | | | | | □ - Does not answer to the task set.  No details.  Irrelevant information. | | | |
| **LANGUAGE USE AND VOCABULARY**  (Appropriacy of vocabulary, flexibility, grammatical control, grammatical forms, range) | | □ -Complete control and mastery of words and phrases used, fitting the context of task set on the whole.  Skillfully adapts the language in order to give emphasis to differentiate according to the context and to eliminate ambiguity. (e.g. reformulating, paraphrasing)  Effective use of simple and complex grammatical forms with good degree of control.  Sophisticated use of comprehensive range of vocabulary | | □ -Use of words and phrases mostly fit the context of the given task.  Mostly adapts the language in order to give emphasis to differentiate according to the context and to eliminate ambiguity. (e.g. reformulating, paraphrasing)  Effective use of simple grammatical forms with minor problems in complex constructions.  Adequate range of vocabulary and grammatical structures with occasional errors | | | | | □ - Use of words and phrases partially fit the context.  Mostly using simple grammatical forms with recurring problems, and no attempt at using complex constructions.  Limited range of vocabulary. | | | | | □ - Recurring use of irrelevant words and phrases.  Use of only simple grammatical forms with major problems.  Repetitive use of very limited range of vocabulary. | | | |
| **PRONUNCIATION: (**intelligibility, phonological features, stress, intonation) | | □ - Intelligible with minor problems which do not hinder meaning.  Natural, and skilful use of individual sounds, stress, prominence and intonation | | □ - Overall intelligible with some problems which do not hinder meaning.  Somewhat natural use of individual sounds, stress, prominence and intonation with minor problems | | | | | □ - Recurrent problems with intelligibility caused by mispronunciations, ambiguity in meaning as a result of problems in prominence and stress, unintelligible accent at times. | | | | | □ - Mostly unintelligible.  Can only be understood by EFL/ESOL specialists. | | | |
| **INTERACTIVE COMMUNICATION: (**development of interaction, initiating and responding, prompting and supporting, turn and simple exchange) | | □ - Proactively involves the other party with a suggestion or question about further developing the topic.  Responds/reacts adequately  Effective use of body language (facial expressions, hand gestures, etc.) | | □ - Actively contributes to the conversation.  Starts a new turn by introducing a new idea or a development of the current topic.  Responds/reacts adequately | | | | | □ - Minimally contributes to the conversation.  Does not develop the conversation.  Limited reaction/response. | | | | | □ - Does not contribute to the conversation.  No/intermittent response/reaction. | | | |
| **DISCOURSE:**  **(**coherence and cohesion, extended stretches of language, relevance, repetition) | | □ - Complete control and mastery of cohesive devices, related vocabulary, grammatical devices and discourse markers.  Adequate amount of language produced appropriate to the task.  Produced language is on the whole relevant to the task | | □ - Adequate use of cohesive devices (e.g. *and, but, or, so*, etc.), related vocabulary, and grammatical devices (e.g. *it, this, one*, etc.), and use of discourse markers (e.g. *you know, actually, well…*)  Adequate amount of language produced appropriate to the task.  Produced language mostly relevant to the task, minor irrelevancies may occur. | | | | | □ – Limited and/or repeated use of cohesive devices, related vocabulary, grammatical devices, and discourse markers.  Amount of language produced may not be appropriate to the task.  Produced language is mostly irrelevant to the task, although some minor relevancy may still be present | | | | | □ - No use of cohesive devices, grammatical devices or discourse markers.  Amount of language produced is insufficient for the task.  Produced language is on the whole irrelevant to the task. | | | |
| **FINAL SCORE** *Adjust the score to 100-point scale by mult***i***plying it by 5, after adding the score for each criterion up.* | | | | | | | | | | | | | | | |  | |
| **Graded by:** |  | | | | **Date:** |  | | | | **Signature:** | | |  | | | | |

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| INDEPENDENT USER | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.  Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| BASIC USER | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.  Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

**COMMON REFERENCE LEVEL of CEFR ( Global Scale )**