**ORAL ASSESSMENT CRITERIA GRID** date: name:

Situation:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication (pronunciation and stress)** | sometimes hard to understand what student wants to communicate | frequent lapses, unsure, but understandable | occasional lapses, feels quite sure, well understandable | student sounds natural, hardly any mistakes |
| 0 |  | 1 |  | 2 | 3 |
| **Fluency** | a lot of hesitation, communication fails | pauses, false starts and reformulation are evident; comprehensible  | keeps going comprehensibly, some pauses in free production | express him-/herself almost fluently, few pauses in free production |
| 0 |  | 2 |  | 3 |  | 4 |
| **Vocabulary / range** | doesn’t know a lot of simple words, little knowledge of key words | basic sentence patterns with some memorised phrases,  | enough language to get by, sufficient vocabulary | sufficient range of language for clear descriptions, hardly any searching for words |
| 1 |  | 3 |  | 5 | 6 |
| **Accuracy**  | a lot of basic mistakes, shows only limited control of a few simple grammatical structures  | simple structures are correct, systematically makes some basic mistakes  | reasonably accurate in predictable situations, corrects most of his/her mistakes | high degree of grammatical control, errors are rare and generally corrected |
| 1 |  | 3 |  | 5 |  | 6 |
| **Vorgaben / Information / Ziel** | nicht eingehalten / kaum oder falsche Informationen / Ziel deutlich verfehlt | teilweise eingehalten / wenige Informationen / Ziel nur teilweise erreicht | kleine Ungenauigkeiten / ausreichende Information / Ziel erreicht | alle eingehalten / ausführlich und präzise / klar erreicht |
| -2 |  | -1 |  | 0 | 1 |

additional remarks:

 total: **/ 20**

p = 4, p = 6

**ORAL ASSESSMENT CRITERIA GRID** date: name:

Situation:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication (pronunciation and stress)** | sometimes hard to understand what student wants to communicate | frequent lapses, unsure, but understandable | occasional lapses, feels quite sure, well understandable | student sounds natural, hardly any mistakes |
| 0 | 1 | 2 | 3 |
| **Fluency** | a lot of hesitation, communication fails | pauses, false starts and reformulation are evident; comprehensible  | keeps going comprehensibly, some pauses in free production | express him-/herself almost fluently, few pauses in free production |
| 0 | 2 | 3 | 4 |
| **Vocabulary / range** | doesn’t know a lot of simple words, little knowledge of key words | basic sentence patterns with some memorised phrases,  | enough language to get by, sufficient vocabulary | sufficient range of language for clear descriptions, hardly any searching for words |
| 1 | 3 | 5 | 6 |
| **Accuracy**  | a lot of basic mistakes, shows only limited control of a few simple grammatical structures  | simple structures are correct, systematically makes some basic mistakes  | reasonably accurate in predictable situations, corrects most of his/her mistakes | high degree of grammatical control, errors are rare and generally corrected |
| 1 | 3 | 5 | 6 |
| **Vorgaben / Information / Ziel** | nicht eingehalten / kaum oder falsche Informationen / Ziel deutlich verfehlt | teilweise eingehalten / wenige Informationen / Ziel nur teilweise erreicht | kleine Ungenauigkeiten / ausreichende Information / Ziel erreicht | alle eingehalten / ausführlich und präzise / klar erreicht |
| -2 | -1 | 0 | 1 |

additional remarks:

 total: **/ 20**

p = 4, p = 6