

Scoring in the speaking test

All four tasks (interview, presentation, transactional dialogues and communication task) are marked together. The assessor (the person who is NOT asking the questions) gives a maximum of twenty marks in total. The interlocutor gives five marks.

Range and Accuracy (5 marks) - is the candidate using grammar, vocabulary and other language appropriate for the level? And to what extent is the candidate getting it right?

Fluency and Coherence (5 marks) – is the candidate speaking without stopping and starting? Is s/he making sense?

Pronunciation (5 marks) – can we understand the words? Does it sound like English?

Communication Strategies (5 marks) – is the candidate really talking to the examiner and (in task 4) other candidate? E.g. answering, asking, listening.

Glossary of terms

circumlocution	You don't know a word so you talk around it, e.g. bird that thing that flies
coherent discourse	What you are saying is logical and makes sense
cohesive devices	Words like and, but however, also, first of all which tie your sentences together and make it easy to understand
connected speech	When words are said together in sentences they change. E.g. Fish and Chips sounds like fi-shan-chips
intonation patterns	This is 'music' of the language. Yes/no questions for example go up at the end, e.g. Are you ill?
register	Different groups of people use different types of language. The register of lawyers for example is different from pop group singers.
repair strategies	Everybody (including native speakers) go wrong sometimes when they are saying something. Repair strategies are putting it right again.
turns	When people talk together they take turns. Knowing how to take your turn or giving a turn to other people is an important speaking skill.

	Range and Accuracy	Fluency and Coherence	Pronunciation	Communication Strategies
5	Wide range of grammar, lexis and cohesive devices used to complete the tasks, circumlocution only occasionally necessary. Comfortable with more complex structures and lexis although errors still occur.	Maintains a smooth flow of language with hesitation mainly to formulate ideas, not language. Links ideas into clear coherent discourse with little or no jumpiness even in extended contributions.	Although there may still be an evident foreign accent, pronunciation is natural and places little strain on the listener. The candidate often utilises features of connected speech and English intonation patterns.	Initiates maintains and ends turns. Uses repair strategies (clarification, circumlocution) where necessary. Uses appropriate register and intonation.
4				
3	Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks although circumlocution may be necessary. Few errors in simple sentences. Errors when attempting more complex structures and lexis do not generally hinder communication.	Some hesitation while formulating language, but can effectively maintain flow of speech. Can link ideas into clear, coherent discourse although with noticeable jumpiness especially in extended contributions.	Pronunciation is clearly intelligible in spite of evident foreign accent and occasional mispronunciations putting some strain on the listener.	Initiates maintains and ends turns satisfactorily although not always smoothly. Evidence of ability to use repair strategies (clarification, circumlocution) although not always applied. Uses appropriate register.
2				
1	Range of grammar, lexis and cohesive devices insufficient to adequately complete the tasks. Repeated errors even in simple sentences.	Frequent hesitation and inability to link ideas coherently causes great strain on the listener.	Mispronunciations and inability to produce certain sounds frequently impedes communication of the message.	Generally, fails to initiate maintain and end turns satisfactorily. Does not use repair strategies (clarification, circumlocution). Uses inappropriate register.
0	Insufficient language for assessment			