

FACHPRÜFUNG 3 - oral exam

ID	Student name	Assessment				Grade
		Lexico-Gram. Resources & Fluency	Pronunciation & Vocal Impact	Content & Relevance	Interaction	

Rating scale for speaking – FP 3

FP3	Descriptors for LEXICO-GRAMMATICAL RESOURCES & FLUENCY
1 C2	<ul style="list-style-type: none"> - shows great flexibility formulating ideas in differing linguistic forms to convey finer shades of meaning precisely, using appropriate register - maintains consistent lexical and grammatical control of [complex] language as appropriate for the genre, even while attention is otherwise engaged - can express him/herself at length with a natural flow
2	
3	<ul style="list-style-type: none"> - has a good command of a very broad range of language to express him/herself clearly and appropriately - generally maintains a high degree of lexical and grammatical control, as appropriate for the genre, where errors are rare and mostly insignificant - can express him/herself fluently and almost effortlessly (i.e. rarely pauses for reasons of grammar or word choice, reducing pauses by using appropriate fillers; reformulations occur mainly for reasons of expressing ideas fully)
4 C1	<ul style="list-style-type: none"> - has a good command of a broad range of language to express him/herself clearly and appropriately - generally maintains a high degree of lexical and grammatical control, as appropriate for the genre although occasional errors may occur; repair strategies are used where relevant - can express him/herself fluently but may occasionally pause for reasons of grammar or word choice; pauses and reformulations do not strain the listener

FP3	Descriptors for PRONUNCIATION & VOCAL IMPACT
1 C2	<ul style="list-style-type: none"> - maintains consistent control of the salient segmental, suprasegmental, and other prosodic features of a particular variety of English to convey finer shades of meaning precisely (e.g. deliberate and appropriate use of pacing, pauses, volume, intonation, stress, voice quality, articulation)
2	
3	<ul style="list-style-type: none"> - generally maintains a high degree of control of the salient segmental and suprasegmental features of a particular variety of English
4 C1	<ul style="list-style-type: none"> - generally maintains control of the salient segmental and suprasegmental features of a particular variety of English, although occasionally puts strain on the listener.

FP3	Descriptors for CONTENT & RELEVANCE
1 C2	<ul style="list-style-type: none"> - shows complete task awareness and develops a given role according to the prompt - contributes ideas of relevance to the joint discourse and displays great flexibility in responding to others, e.g. by framing the issue, establishing a line of approach, proposing and evaluating, recapping, summarising, etc. Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument. Can easily follow and contribute to complex interactions even on abstract, complex unfamiliar topics.
2	
3	<ul style="list-style-type: none"> - shows satisfactory task awareness and develops a given role according to the prompt - contributes ideas of relevance to the joint discourse and displays flexibility in responding to others Can easily keep up with the discussion and argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.
4 C1	<ul style="list-style-type: none"> - shows sufficient task awareness and develops a given role according to the prompt - contributes ideas of relevance to the joint discourse and relates and adapts his/her contributions to those of others Can easily keep up with the discussion and argue a formal position, responding to questions and comments and answering complex lines of counter argument.

FP3	Descriptors for INTERACTION
1 C2	<ul style="list-style-type: none"> - shows great flexibility [re]formulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity - can relate own contribution skillfully to those of other speakers by making effective use of collaboration strategies, e.g. "floor management" skills (getting/keeping/giving the floor), back-channelling devices, reception strategies (picking up and using non-verbal and intonational cues), taking the initiative, paralinguistic features (e.g. gesture, posture/poise, facial expression, eye contact, use of space)
2	
3	<ul style="list-style-type: none"> - shows ... flexibility [re]formulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity - can relate own contribution to those of other speakers by making effective use of collaboration strategies, e.g. "floor management" skills (getting/keeping/giving the floor), back-channelling devices, reception strategies (picking up and using non-verbal and intonational cues), taking the initiative, paralinguistic features (e.g. gesture, posture/poise, facial expression, eye contact, use of space)
4 C1	<ul style="list-style-type: none"> - can adjust his/her way of expressing him/herself to the situation and the interlocutor - can relate own contribution to those of other speakers by applying a number of collaboration strategies, e.g. "floor management" skills (getting/keeping/giving the floor), back-channelling devices, reception strategies (picking up and using non-verbal and intonational cues), taking the initiative, paralinguistic features (e.g. gesture, posture/poise, facial expression, eye contact, use of space)