

FACHPRÜFUNG 1 - oral exam

ID	Student name	Assessment				Grade
		Vocabulary	Grammar	Pronunciation	Presentation	

Rating scale for speaking – FP 1

FP1	Descriptors for VOCABULARY
1/C1	<ul style="list-style-type: none"> Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Some use of idiomatic expressions and colloquialisms (where appropriate). Occasional minor slips, but no significant vocabulary errors.
2	
3/B2+	<ul style="list-style-type: none"> Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.
4/B2	<ul style="list-style-type: none"> Has a good range of vocabulary to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words for matters connected to his/her field and most general topics. Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution, and incorrect word choice does occur. Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.

FP1	Descriptors for GRAMMAR
1/C1	<ul style="list-style-type: none"> Consistently maintains a high degree of grammatical accuracy although occasional errors may occur.
2	
3/B2+	<ul style="list-style-type: none"> Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
4/B2	<ul style="list-style-type: none"> Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.

FP1	Descriptors for PRONUNCIATION
1/C1	<ul style="list-style-type: none"> Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. Repeated/consistent error in one of the above.
2	
3/B2+	
4/B2	<ul style="list-style-type: none"> Has acquired a clear, natural, pronunciation and intonation. A serious problem in one of the above areas but "acceptable" pronunciation/intonation otherwise.

FP1	Descriptors for PRESENTATION
1/C1	<ul style="list-style-type: none"> Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
2	
3/B2+	<ul style="list-style-type: none"> Can give clear, systematically developed descriptions and presentations, with a highlighting of significant points, and relevant supporting detail. Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
4/B2	<ul style="list-style-type: none"> Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. Can produce stretches of language with a fairly even tempo; although he/she searches for patterns and expressions. There are few noticeably long pauses. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

FACHPRÜFUNG 2 - oral exam

ID	Student name	Assessment				Grade
		Vocabulary	Grammar	Pronunciation	Interaction	

Rating scale for speaking – FP 2

FP2	Descriptors for VOCABULARY
1	<ul style="list-style-type: none"> Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms (where appropriate); shows awareness of connotative levels of meaning. Consistently correct and appropriate use of vocabulary.
2/C1	<ul style="list-style-type: none"> Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Some use of idiomatic expressions and colloquialisms (where appropriate). Occasional minor slips, but no significant vocabulary errors.
3	
4/B2+	<ul style="list-style-type: none"> Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.

FP2	Descriptors for GRAMMAR
1	<ul style="list-style-type: none"> Consistently maintains a high degree of grammatical accuracy; where errors are rare and insignificant (errors are rare and difficult to spot).
2/C1	<ul style="list-style-type: none"> Consistently maintains a high degree of grammatical accuracy although occasional errors may occur.
3	
4/B2+	<ul style="list-style-type: none"> Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

FP2	Descriptors for PRONUNCIATION
1	<ul style="list-style-type: none"> Occasional slips or errors in any of the above; still sounding very much like a native sp.
2/C1	<ul style="list-style-type: none"> Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. Repeated/consistent error in one of the above, but still relatively pleasing to listen to.
3	
4/B2+	

FP2	Descriptors for INTERACTION
1	<ul style="list-style-type: none"> Satisfactory task achievement. All content points addressed and most developed appropriately. "Text type" requirements largely met.
2/C1	<ul style="list-style-type: none"> Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc. Sufficient task achievement. Most content points addressed and clearly noticeable attempts at developing them. "Text type" clearly recognizable.
3	
4/B2+	<ul style="list-style-type: none"> Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.