

Area	Unsatisfactory		Satisfactory	Very Good	Excellent
	1.0 – 3.9	4.0 – 6.9	7.0 – 7.9	8.0 – 8.9	9.0 – 10
<b>Grammar</b>	<p>Very <b>limited range</b> of tenses, <b>lack of precise use</b> of <b>prepositions</b> and other grammatical forms, <b>word order mistakes occur frequently</b>.</p> <p>Signs of consistent <b>incorrect usage</b> of grammatical forms; errors <b>obscure meaning</b>.</p> <p><b>Little evidence</b> of newly acquired knowledge.</p>	<p><b>Insufficient range, basic</b> tense and simple syntax structures <b>predominate</b> heavily over complex use of grammatical forms.</p> <p>Frequent signs of <b>fossilized incorrect usage</b>, occasional misuse of tense and prepositions and other grammatical forms in common expressions.</p> <p><b>Insufficient evidence</b> of newly acquired knowledge.</p>	<p><b>Adequate range</b> of structures sufficiently appropriate, <b>good attempt</b> to use complex grammatical forms.</p> <p>Grammar is <b>sufficiently accurate</b> to convey intended meanings; occasional traces of fossilized incorrect usage.</p> <p><b>Satisfactory demonstration</b> of newly acquired knowledge.</p>	<p><b>A wide range</b> of structures used appropriately; complex grammatical forms <b>used with ease</b>.</p> <p><b>Low occurrence</b> of inaccuracies.</p> <p><b>Sound evidence</b> of newly acquired knowledge.</p>	<p><b>Great range</b> of structures, appropriate and <b>consistent use of complex</b> grammatical forms.</p> <p><b>Minimal occurrence</b> of minor inaccuracies.</p> <p><b>Excellent ability</b> to apply newly acquired knowledge.</p>
<b>Vocabulary</b>	<p>Very <b>limited range, lack of precise use</b> of vocabulary or <b>idiomatic expressions</b>.</p> <p>Signs of consistent <b>incorrect usage</b>, misuse of words in <b>common expressions</b>.</p> <p><b>Little evidence</b> of newly acquired knowledge (specific terms, collocations, phrasal verbs, etc).</p>	<p><b>Insufficient range, basic vocabulary</b> predominates, <b>little use</b> of specific, complex and/or idiomatic expressions.</p> <p>Frequent signs of <b>fossilized incorrect usage</b>, occasional misuse of words in common expressions.</p> <p><b>Insufficient evidence</b> of newly acquired knowledge (specific terms, collocations, phrasal verbs, etc).</p>	<p><b>Adequate range</b> sufficiently appropriate, <b>good attempt</b> to use specific, complex and/or idiomatic expressions.</p> <p><b>Sufficiently accurate</b> usage with occasional minor errors/fossilizations.</p> <p><b>Satisfactory demonstration</b> of newly acquired knowledge (specific terms, collocations, phrasal verbs, etc).</p>	<p><b>A wide range</b> used appropriately; specific, complex and/or idiomatic expressions <b>used with ease</b>.</p> <p><b>Low occurrence</b> of inaccuracies.</p> <p><b>Sound evidence</b> of newly acquired knowledge (specific terms, collocations, phrasal verbs, etc).</p>	<p><b>Great range</b>, appropriate and consistent use of specific, complex and/or idiomatic expressions, <b>creative and imaginative</b> way of choosing words.</p> <p><b>Minimal occurrence</b> of minor inaccuracies.</p> <p><b>Excellent ability</b> to apply newly acquired knowledge (specific terms, collocations, phrasal verbs, etc).</p>
<b>Pronunciation</b>	<p><b>Noticeable</b> L1 accent which puts a <b>strain</b> on the listener; <b>indistinct pronunciation</b> of words and phrases most of the time.</p> <p><b>Completely incorrect use</b> of intonation; non-existent linking and weak forms.</p> <p><b>All problematic sounds</b> for Czech speakers <b>consistently mispronounced</b>; <b>high occurrence</b> of words with misused stress pattern.</p>	<p><b>Noticeable</b> L1 accent which <b>often</b> puts a strain on the listener; <b>frequent indistinct pronunciation</b> of words and phrases.</p> <p><b>Incorrect use of intonation</b>; <b>limited attempt</b> at linking and weak forms.</p> <p><b>Most</b> problematic sounds for Czech speakers <b>mispronounced</b>; <b>high occurrence</b> of words with misused stress pattern.</p>	<p><b>Some traces</b> of L1 accent which may put <b>some strain</b> on the listener; <b>indistinct pronunciation</b> of <b>certain</b> words and phrases only.</p> <p><b>Mostly correct</b> use of intonation; <b>some attempt</b> at linking and weak forms.</p> <p><b>Most</b> problematic sounds for Czech speakers <b>pronounced correctly</b> but there are still some sounds which <b>need improvement</b>; <b>occasional errors</b> in word stress.</p>	<p><b>No noticeable strain</b> on the listener in terms of L1 accent; mispronunciation of individual words is <b>exceptional</b>.</p> <p><b>Appropriate use</b> of various intonation patterns; <b>very good</b> linking and weak forms.</p> <p><b>All sounds</b> pronounced correctly with occasional errors; <b>no problems</b> with word stress except for <b>some difficult</b> words.</p>	<p><b>Solid mastering</b> of English rhythm, <b>no occurrence</b> of mispronunciation.</p> <p>Intonation, linking and weak forms <b>used naturally</b> and <b>with ease</b> at all times.</p> <p><b>All sounds</b> in almost all situations pronounced <b>correctly</b>; <b>no problems</b> with word stress, even difficult words are mostly well-stressed.</p>

Area	Unsatisfactory		Satisfactory	Very Good	Excellent
	1.0 – 3.9	4.0 – 6.9	7.0 – 7.9	8.0 – 8.9	9.0 – 10
<b>Discourse Management</b>	<b>Irrelevant and inadequate</b> contributions at all times, <b>mostly lacking coherence</b> . Contributions <b>mostly incomplete</b> and <b>extremely short</b> . A <b>complete absence</b> of discourse markers to show progression of thought.	<b>Mostly irrelevant and inadequate</b> contributions, <b>often lacking coherence</b> . Contributions <b>often incomplete</b> or choppy, inappropriate in length ( <b>too short or too long</b> ). <b>Insufficient use</b> of discourse markers, making the train of thought hard to follow.	<b>Generally relevant and adequate</b> contributions, coherent – discourse developed <b>adequately</b> . Contributions <b>generally appropriate</b> in length. <b>Satisfactory use</b> of discourse markers, though occasionally missing or misused.	<b>Mostly relevant and adequate</b> contributions, coherent – discourse <b>mostly developed effectively</b> . Length of contributions <b>mostly appropriate</b> . <b>Sound use</b> of discourse markers.	<b>Always relevant and adequate</b> contributions, coherent – discourse developed <b>consistently and effectively</b> . Length of contributions <b>appropriate at all times</b> . <b>Excellent use</b> of discourse markers - used with ease.
<b>Interactive Communication</b>	<b>Unable</b> to initiate or maintain the conversation. <b>Often hesitates</b> or fails to respond entirely which leads to <b>dissolution</b> of interaction. <b>Does not display adequate</b> skills in maintaining conversation such as turn taking, response and other cues.	<b>Responds occasionally</b> but not at a sufficient level to ensure the continuity of the conversation. <b>Frequent hesitations</b> or extremely slow responses which <b>interfere</b> with quality of conversation. Displays a <b>few skills</b> of interactive communication but enough below normal to <b>cause difficulties</b> for others in discussion.	<b>Adequate ability</b> to initiate or maintain the conversation. Responds to comments <b>appropriately</b> . <b>Occasional hesitation</b> in responding but this does <b>not seriously impede</b> the conversation. Displays <b>adequate</b> conversational skills such as turn taking, responses and other cues.	Is <b>able</b> to respond and initiate interaction and sustain the conversation with very <b>minor</b> difficulties. <b>Rarely hesitates</b> when responding to other speakers. Displays <b>good conversational skills</b> and awareness of how to interact effectively.	Initiates, maintains and sustains interaction <b>well</b> . <b>Responds well</b> and in a timely manner to enhance the interaction. Displays <b>excellent</b> conversational skills both in turn taking and in assisting others to participate actively.
<b>Notes</b>	Grammar	Vocabulary	Pronunciation	Discourse Management	Interactive Communication

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Total Points Gained (Out of 50): \_\_\_\_\_

Name of Examiner(s): \_\_\_\_\_