

Assessment criteria marking sheet (individual presentation)

Name _____ Class _____ Task _____

	I Pronunciation & delivery	II Communication strategies	III Vocabulary & language patterns	IV Ideas & organisation
6	<p>Can project the voice appropriately for the context.</p> <p>Can pronounce all sounds/sound clusters and words clearly and accurately.</p> <p>Can speak fluently and naturally, with very little hesitation, and using intonation to enhance communication.</p>	<p>Can use appropriate body language to show focus on audience and to engage interest.</p> <p>Can judge timing in order to complete the presentation.</p> <p>Can confidently invite and respond to questions or comments when required for the task.</p>	<p>Can use a wide range of accurate vocabulary.</p> <p>Can use varied and highly accurate language patterns; minor slips do not impede communication.</p> <p>Can choose appropriate content and level of language to enable audience to follow, without the use of notes.</p> <p>Can self-correct effectively.</p>	<p>Can convey relevant information and ideas clearly and fluently without the use of notes.</p> <p>Can elaborate in detail on some appropriate aspects of the topic, and can consistently link main points with support and development.</p>
5	<p>Can project the voice appropriately for the context.</p> <p>Can pronounce all sounds/sound clusters clearly and almost all words accurately.</p> <p>Can speak fluently with only occasional hesitation, and using intonation to enhance communication, giving an overall sense of natural nonnative language.</p>	<p>Can use appropriate body language to show focus on audience and to engage interest.</p> <p>Can judge timing sufficiently to cover all essential points of the topic.</p> <p>Can appropriately invite and respond to questions or comments when required for the task.</p>	<p>Can use varied and almost always appropriate vocabulary.</p> <p>Can use almost entirely accurate and appropriate language patterns.</p> <p>Can choose content and level of language that the audience can follow, with little or no dependence on notes.</p> <p>Can usually self-correct effectively.</p>	<p>Can convey relevant information and ideas clearly and well.</p> <p>Can elaborate on some appropriate aspects of the topic, and can link main points with support and development.</p>
4	<p>Can project the voice mostly satisfactorily.</p> <p>Can pronounce most sounds/sound clusters and all common words clearly and accurately; less common words can be understood although there may be articulation errors (e.g. dropping final consonant clusters).</p> <p>Can speak at a deliberate pace, with some hesitation but using sufficient intonation conventions to convey meaning.</p>	<p>Can use appropriate body language to display audience awareness and to engage interest, but this is not consistently demonstrated.</p> <p>Can use the available time to adequately cover all the most essential points of the topic.</p> <p>Can respond to any well-formulated questions that arise.</p>	<p>Can use mostly appropriate vocabulary.</p> <p>Can use language patterns that are usually accurate and without errors that impede communication.</p> <p>Can choose mostly appropriate content and level of language to enable audience to follow, using notes in a way that is not intrusive.</p> <p>Can self-correct when concentrating carefully, or when asked to do so.</p>	<p>Can present relevant literal ideas clearly and in well-organised structure.</p> <p>Can expand on some appropriate aspects of the topic with additional detail or explanation, and can sometimes link these main points and expansions together effectively.</p>
3	<p>Volume may be a problem.</p> <p>Can pronounce all simple sounds clearly but some errors of sound clusters; less common words may be misunderstood unless supported by contextual meaning.</p> <p>Can speak at a careful pace and use sufficient basic intonation conventions to be understood by a familiar and supportive listener; hesitation is present.</p>	<p>Can use some appropriate body language, displaying occasional audience awareness and providing some degree of interest.</p> <p>Can present basic relevant points but has difficulty sustaining a presentation mode.</p> <p>Can respond to any cognitively simple, well-formulated questions that arise.</p>	<p>Can use simple vocabulary and language patterns appropriately and without errors that impede communication, but reliance on memorised materials or written notes makes language and vocabulary use seem more like written text spoken aloud.</p> <p>Can choose a level of content and language that enables audience to follow a main point, but needs to refer to notes.</p> <p>Can sometimes self-correct simple errors.</p>	<p>Can present some relevant literal ideas clearly, and can sometimes provide some simple supporting ideas.</p> <p>Can sometimes link main and supporting points together.</p>
2	<p>Volume may be a problem.</p> <p>Can pronounce simple sounds/sound clusters well enough to be understood most of the time; common words can usually be understood within overall context.</p> <p>Can produce familiar stretches of language with sufficiently appropriate pacing and intonation to help the listener's understanding.</p>	<p>Can use a restricted range of features of body language, but the overall impression is stilted.</p> <p>Can present very basic points but does not demonstrate use of a presentation mode and is dependent on notes.</p> <p>Audience awareness is very limited.</p>	<p>Can appropriately use vocabulary drawn from a limited and very familiar range.</p> <p>Can read notes aloud but with difficulty.</p> <p>Can use some very basic language patterns accurately in brief exchanges.</p> <p>Can identify some errors but may be unable to self-correct.</p>	<p>Can make an attempt to express simple relevant information and ideas, sometimes successfully, and can attempt to expand on a few points.</p> <p>Can link the key information sequentially.</p>
1	<p>Volume is likely to be a problem.</p> <p>Can pronounce some simple sounds and common words accurately enough to be understood.</p> <p>Can use appropriate intonation in the most familiar of words and phrases; hesitant speech makes the listener's task difficult.</p>	<p>Body language may be intermittently present, but communication strategies appropriate to delivering a presentation are absent. The delivery is wholly dependent on notes or a written text. There is no evident audience awareness.</p>	<p>Can produce a narrow range of simple vocabulary.</p> <p>Can use a narrow range of language patterns in very short and rehearsed utterances.</p> <p>A restricted sample of language makes full assessment of proficiency difficult.</p>	<p>Can express a main point or make a brief statement when prompted, in a way that is partially understandable.</p>
0	<p>Does not produce any comprehensible English speech.</p>	<p>Does not attempt a presentation.</p>	<p>Does not produce any recognisable words or sequences.</p>	<p>Does not express any relevant or understandable information.</p>

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Comments

I _____

II _____

III _____

IV _____

Marks

Overall _____