

**Task Achievement (communicative strategies) to be evaluated separately (each task max. 6 points).**

<b>Task Achievement (communicative strategies)</b>				
	<b>Task 1: Interview</b>	<b>Task 2: Role Play</b>	<b>Task 3: Monologue</b>	
<b>6</b>	Can participate fully in an interview, expanding on and developing the questions being asked.	Can fluently, accurately and spontaneously participate in the given situation.	Can give the main idea of the text and an elaborate opinion, developing particular points and rounding off with an appropriate conclusion.	<b>6</b>
<b>5</b>	Can participate effectively in an interview and give extended answers to most of the questions.	Can rather fluently participate in the given situation. Some hesitation might occur.	Can give the main idea of the text and develop his/her opinion, expanding on the issue raised in the text and supporting his/her main points.	<b>5</b>
<b>4</b>	Can answer the questions rather effectively, but occasionally does so with limited precision.	Can maintain a conversation in the given situation but may sometimes have difficulties to say what she/he would like to.	Can give the main idea of the text. Can state his/her point of view on at least one point relevant to the topic. May sometimes lack precision.	<b>4</b>
<b>3</b>	Can provide straightforward answers to questions, but almost all of them are short.	Can maintain a conversation in the given situation using mostly short phrases, which sometimes might hinder effective communication.	Can relate his/her ideas in a simple, sometimes clumsy way. The ideas might be only partly related to the topic.	<b>3</b>
<b>2</b>	Can provide only short and simple answers to most questions.	Can handle short social exchanges, but there are misunderstandings in communication.	Can express some ideas. Their relation to the topic is often not clear.	<b>2</b>
<b>1</b>	Attempts to provide some answers.	Can handle very short and often inaccurate social exchanges, often misinterprets what is asked.	Can give separate, very simple, mostly unrelated statements.	<b>1</b>
<b>0</b>	Not enough to evaluate.	Not enough to evaluate.	Reading the original text aloud is not evaluated.	<b>0</b>

**Vocabulary, Grammar, Fluency and Pronunciation to be evaluated for the whole performance.**

	<b>Vocabulary</b>	<b>Grammar</b>	<b>Fluency and Pronunciation</b>	
<b>4</b>	Has a good command of broad vocabulary. Can express him / herself, provide clear descriptions, opinions and arguments.	Consistently maintains a high degree of grammatical accuracy using a wide range of grammatical structures; occasional insignificant errors.	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Has acquired a clear, natural pronunciation and intonation.	<b>4</b>
<b>3</b>	Has sufficient vocabulary to express him/herself and provide arguments.	Uses various language structures. Some errors and minor flaws in sentence structure may still occur.	Can express him/herself with ease. Pauses occur only when searching for ideas. Pronunciation is clear and easy to understand, errors are rare.	<b>3</b>
<b>2</b>	Has sufficient vocabulary to conduct routine, everyday transactions.	Uses reasonably accurately a range of basic grammatical structures. The errors do not cause problems in communication.	Can make him/herself understood in short utterances, even though pauses and reformulation are very evident. Pronunciation is generally clear enough.	<b>2</b>
<b>1</b>	Has limited vocabulary. Uses basic phrases.	Shows only limited control of simple grammatical structures and sentence patterns. Errors often cause problems in communication.	Can manage very short utterances, with much pausing to search for expressions. Pronunciation can be understood with some effort.	<b>1</b>
<b>0</b>	Not enough to evaluate.			<b>0</b>

**Total Points: 30**