

EFSET Speaking - Assessment Rubric

ACCURACY	
A1	<ul style="list-style-type: none"> - Frequent and noticeable errors made when using a limited number of simple grammatical structures / sentence patterns. - Errors significantly impede intelligibility.
A2	<ul style="list-style-type: none"> - Demonstrates control over simple grammatical structures / sentence patterns although consistent, basic errors made. - Errors often impede intelligibility.
B1	<ul style="list-style-type: none"> - Demonstrates control over common grammatical structures / sentence patterns, although some evidence of errors being made. - Errors occasionally impede intelligibility.
B2	<ul style="list-style-type: none"> - Demonstrates control over a variety of grammatical structures / sentence patterns, although noticeable errors may be infrequently made. - Errors made do not impede intelligibility. - Some demonstration of self-correction.
C1	<ul style="list-style-type: none"> - Demonstrates a high level of control over a variety of grammatical structures / sentence patterns, with errors rarely made. - Errors are rarely noticeable. - Evidence of consistent self-correction when errors made.
C2	<ul style="list-style-type: none"> - Demonstrates a high level of control over a variety of grammatical structures / sentence patterns, even when involved in other activity (e.g. when actively thinking about what to say next).
RANGE	
A1	<ul style="list-style-type: none"> - Noticeably restricted use of simple, basic vocabulary and set expressions / phrases.
A2	<ul style="list-style-type: none"> - Limited use of common vocabulary and set expressions / phrases.
B1	<ul style="list-style-type: none"> - Uses common vocabulary and set expressions / phrases to provide information and opinions in common situations. - Evidence of hesitation occurring due to lack of language knowledge.
B2	<ul style="list-style-type: none"> - Uses a variety of vocabulary and set expressions / phrases to clearly provide information and opinions in common situations. - Some evidence of more complex language forms being used. - Limited hesitation due to lack of language knowledge.
C1	<ul style="list-style-type: none"> - Uses a variety of vocabulary and set expressions / phrases to clearly provide information and opinions in a variety of different situations, adjusting the type of language they use to do this. - Evidence of complex language forms being used.
C2	<ul style="list-style-type: none"> - Uses a variety of vocabulary and set expressions / phrases to clearly provide information and opinions in a variety of different situations, adjusting the type of language they use to do this. - Evidence of nuanced, complex language used to convey meaning precisely. - Uses idioms and colloquial language.
FLUENCY	
A1	<ul style="list-style-type: none"> - Frequent, noticeable and disruptive hesitation evident when producing very short and simple utterances.
A2	<ul style="list-style-type: none"> - Frequent hesitation, restarts and pauses are evident, although short utterances can be made successfully.
B1	<ul style="list-style-type: none"> - Noticeable pauses evident due to self-correction of what has been said and response planning, although longer, comprehensible responses can successfully be made.
B2	<ul style="list-style-type: none"> - Able to produce understandable, longer responses with infrequent noticeable pausing / hesitation.
C1	<ul style="list-style-type: none"> - Able to produce longer responses and spontaneously add to what has been said. - Tempo of response is smooth, although difficult topics may cause some hesitation.
C2	<ul style="list-style-type: none"> - Able to produce long utterances and spontaneously add to what has been said, even when responding to complex questions, expressing complex ideas. - Tempo of response is smooth and natural-sounding, with no noticeable hesitation, pausing or repair.
COHERENCE	
A1	<ul style="list-style-type: none"> - Able to make very basic connections between words using conjunctions such as 'and'.
A2	<ul style="list-style-type: none"> - Able to make connections between short phrases using basic conjunctions such as 'because' and 'but'.
B1	<ul style="list-style-type: none"> - Able to connect short phrases into a sequential series of ideas or events.
B2	<ul style="list-style-type: none"> - Logically structures and organizes utterances, and connects ideas using a limited number of discourse markers and conjunctions. - A lack of organization / logical connection may be evident in longer responses.
C1	<ul style="list-style-type: none"> - Logically structures and organizes utterances, and connects ideas using appropriate discourse markers and conjunctions.
C2	<ul style="list-style-type: none"> - Logically structures and organizes utterances, and connects ideas using a wide variety of discourse markers and conjunctions. - Evidence of complex organizational patterns being used