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| **Speaking Assessment Descriptors for Introductory LEAP, LEAP 1 & LEAP 2** | | | | | | | | |
| **First examiner:                                                                        Second examiner:**  **Course:                                                                                      Date:** | | | | | | | | |
| **Student Number** |  | | | | | | | |
| *Equally weighted 25% each* | **Mark** | **Less than 40%/Fail** | **40%+** | **50%+** | **60%+** | **70%+** | **80%+** | **90%+** |
| **Range of lexis and sophistication of expression** |  | The speaker cannot even use the most basic constructions. | Speaker is unable to use anything other than very basic constructions and very simple words and phrases. | Speaker tends to only use simple constructions with a very limited range of words/phrases. | Speaker can use a good range of words, phrases and structures for this level. | Though most constructions are simple and or common, the speaker varies the structures used. The range of words and phrases is high for this level. | Although most constructions are common and/or simple, the speaker is able to vary construction with ease and use a very wide range of words and phrases for this level. | Speaker uses an impressive range of vocabulary for this level. Language is expressed with a good level of sophistication. |
| **Accuracy** |  | Speech characterised by very many errors in basic grammar and vocabulary. | Speech characterised by many errors in basic grammar and vocabulary. | Speech characterised by some errors in basic grammar and vocabulary. | Speech exhibits some inaccuracies in grammar and word use, but most basic language is sound. | Speech exhibits only a few minor inaccuracies in grammar and word use, but these tend to be associated with more difficult constructions. | Speech exhibits hardly any inaccuracies in grammar and word use, even with more difficult constructions. | Speech exhibits no inaccuracies in neither grammar nor word use. |
| **Fluency**  **Phonological clarity and accent** |  | The speaker cannot achieve any kind of discourse fluency and/or manage the interaction.    A very strong L1 accent causes strain for the listener. All words are mispronounced. | The speaker makes frequent pauses and hesitations even when the topic is simple.    A strong L1 accent causes strain for the listener. Most words are mispronounced. | The speaker can communicate effectively and reasonably fluently some of the time.    Accent may be strong but this does not impede understanding. Quite a few mispronunciations occur. | The speaker can communicate effectively and reasonably fluently most of the time. Rate of production and quality of smoothness are adequate but tend to deteriorate when the topic is complex.  Accent may be marked but this does not impede understanding. | The speaker communicates effectively and fluently most of the time.  Rate of production and quality of smoothness are generally good for this level.  Speech characterised by an acceptable L1 accent. Most words are pronounced correctly. Natural intonation and rhythm are evident. | The speaker communicates very effectively and fluently most of the time.  Rate of production and quality of smoothness are generally very good. Speech is characterised by a very acceptable L1 accent. Nearly all words are pronounced correctly. Natural intonation and rhythm are evident. | The speaker communicates effectively and fluently throughout. Rate of production and quality of smoothness are impressive. There is little evidence of an L1 accent. All words are pronounced correctly. Speaker utilises natural intonation and rhythm throughout. |
| **Task fulfilment and communicative quality**  **(includes: turn taking,  facial expressions, gestures and eye contact)** |  | Task is unfulfilled. Little evidence of preparation and there is no coherent structure.    Speaker displays no spontaneity.    Communicative style  is unengaging. | Task fulfilment is largely inadequate.    Evidence of poor preparation and little evidence of coherent structure.    Speaker lacks spontaneity. Communicative style is unengaging. | Task fulfilment is adequate but incomplete.    The task is structured but could have been more thoroughly prepared.    Speaker displays some spontaneity. Communicative quality is adequate. | Task fulfilled to a satisfactory standard.    Well-structured, displaying both preparation and sufficient spontaneity.    A   developing communicative style. | Task fulfilled to a very satisfactory standard.    Well-structured, displaying both good preparation and good spontaneity.    An engaging communicative style. | Task fulfilled to much more than a satisfactory standard.    Well-structured, displaying both thorough preparation and excellent spontaneity.    A very engaging communicative style. | Task fulfilled to an impressive standard. Faultlessly structured, displaying both thoughtful preparation and excellent spontaneity throughout.    A thoroughly engaging communicative style. |
| **Final Mark** |  |  |  |  |  |  |  |  |
| **Comments** |  |  |  |  |  |  |  |  |

**Assessment Descriptors for Written Exam: Introductory LEAP, LEAP 1 & LEAP 2**

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| *Equally weighted* | **Less than 40%/Fail** | **40%+** | **50%+** | **60%+** | **70%+** | **80%+** | **90%+** |
| **Quality of Language** | Far too many basic errors, very limited vocabulary and very limited range of structures. | Many errors, most of which are basic; range of vocabulary quite limited and limited range of structures. | Many errors, some of which are basic; range of vocabulary adequate and adequate range of structures. | Reasonably accurate with some errors; range of vocabulary and structures adequate. | Accurate with only a few minor errors; range of vocabulary and structures good. | Very accurate with only one or two very minor errors; range of vocabulary and structures is very good. | Very accurate with hardly any errors; range of vocabulary and structures is excellent. |
| **Task Fulfilment and originality** | Task is unfulfilled.         It is very difficult to follow the meaning. | Task fulfilment is largely inadequate.      The meaning is not easy to follow. | Task fulfilled to a reasonable standard.    Not all of the meaning is clear or easy to follow | Task fulfilled to a good standard.      Most of the meaning is clear and quite easy to follow. | Task fulfilled to a very good standard.      The meaning is clear and easy to follow. | Task fulfilled to a high standard.    The meaning is very clear and easy to follow. | Task fulfilled to an exceptional standard.    The meaning is exceptionally clear and easy to follow. |