

MODULE: 18					
SCALE	0	4	6	8	10
OUTPUT (30%)	The speaker's speech is mostly broken , marked by basic and repetitive utterances. The speaker's speech presents little spontaneity. Ideas lack significant support or explanations. There are more than 6 prolonged pauses (2 seconds each) which place a strain on the listener as the speaker searches for patterns and expressions. Much effort is required from the other speaker to keep the conversation going.	The speaker's speech seems spontaneous at few points in the interaction, yet it is made up of basic and repetitive utterances. There are more than 5 prolonged hesitations (2 seconds each) which place a strain on the listener as the speaker searches for patterns and expressions. No attempt is made to correct mistakes. Faulty turn-taking interaction always results in the interruption of one of the speaker's speech, thus establishing a dominant speaker who limits the other speaker's speech.	Although the speaker's speech is spontaneous and occasionally fluent, it consists mostly of simple and short utterances . The speaker's tone is mainly hesitant and marked by 5 frequent and prolonged pauses (2 seconds each) which hinder the message as he/she searches for patterns or struggles to maintain the interaction. No attempt is made to self-correct mistakes. There is some faulty turn-taking interaction that almost always results in the interruption of one of the speaker's speech.	Can interact with a degree of fluency, confidence and spontaneity occasionally. Some ideas are expressed with precision and supported by relevant explanations. Few times does the speaker struggle to initiate, maintain and end discourse appropriately. There are 3 prolonged hesitations (3 seconds each) which somehow interrupt the flow of ideas. Turn-taking strategies like holding the turn or using hesitations occasionally interrupt the other speaker's speech.	Throughout the interaction, he/she can interact with remarkable fluency, confidence and spontaneity. Can express his/her ideas and thoughts with precision, providing relevant explanations and comments convincingly. Can initiate, maintain and end discourse appropriately with effective turntaking. There are at least 3 brief hesitations as the speaker searches for patterns and expressions, or tries to correct mistakes; however, the flow of ideas is not interrupted.
GRAMMAR (30%)	The interaction is developed using a single verb tense. There was no attempt to use transitions words like however, nevertheless, for example, for instance, finally, etc. All of the questions asked were not correctly structured. More than 4 basic grammar mistakes. More than 4 verb tense or subject-verb agreement mistakes.	The interaction includes the use of two different verb tenses, 2 questions, as well as 2 transitions words like however, nevertheless, for example, for instance, finally, etc. There were some mistakes related to the use of transitions as well as some mistakes related to the structure of questions. Up to 4 basic grammar mistakes. Up to 4 verb tense or subject-verb agreement mistakes.	The interaction includes the use of two different verb tenses as well as 2 transitions words like however, nevertheless, for example, for instance, finally, etc. The interaction includes 3 questions which were not totally well structured. Up to 3 basic grammar mistakes. Up to 3 verb tense or subject-verb agreement mistakes.	The interaction includes the use of three different verb tenses as well as 3 transitions words like however, nevertheless, for example, for instance, finally, etc. 3 questions were appropriately structured. Up to 2 basic grammar mistakes. Up to 2 verb tense or subject-verb agreement mistakes.	The interaction includes the use of three different verb tenses as well as 4 or more transitions words like however, nevertheless, for example, for instance, finally, etc. 4 or more questions were appropriately structured. 0 basic grammar mistakes
VOCABULARY (20%)	There was no attempt to use vocabulary studied in the lesson National Parks to describe ecosystems, conservation, destruction of national parks, and the biodiversity in those areas.	Although there was an attempt to use vocabulary studied in the lesson National Parks to describe ecosystems, conservation, destruction of national parks, and the biodiversity in those areas, there were some mistakes (related to meaning) as the words/expressions were used in context.	Appropriately uses at least 4 words featured in the lesson National Parks to describe ecosystems, conservation, destruction of national parks as well as characteristics of the biodiversity in those areas.	Appropriately uses at least 5 words featured in the lesson National Parks to describe ecosystems, conservation, destruction of national parks as well as characteristics of the biodiversity in those areas.	Appropriately uses a variety (6 or more) of words featured in the lesson National Parks to describe ecosystems, conservation, destruction of national parks as well as characteristics of the biodiversity in those areas.
PRONUNCIATION (20%)	There is no attempt to produce a variation of pitch to express surprise, empathy, hesitation etc. A monotonous tone is heard during the interaction. There is no attempt to produce rising/falling intonation in yes/no and information questions. More than 3 word stress mistakes. More than 4 overall pronunciation mistakes.	Hardly ever, is there a variations of pitch to express surprise, empathy, hesitation etc. throughout the interaction. There is an attempt to produce rising/falling intonation in yes/no and information questions. However, the interrogative intonation is not clearly produced at least for 2 questions. 3 word stress mistakes. 4 overall pronunciation mistakes.	Uses different variations of pitch to express surprise, empathy, hesitation etc. in some sections of the interaction. There is an attempt to produce rising/falling intonation in yes/no and information questions. However, the interrogative intonation is not clearly produced at least for 1 question. 3 word stress mistakes. 3 overall pronunciation mistakes.	Uses different variations of pitch to express surprise, empathy, hesitation etc. most of the time. There is rising/falling intonation in yes/no and information questions, accordingly. Up to 2 word stress mistakes. Up to 2 overall pronunciation mistakes.	Uses different variations of pitch to express surprise, empathy, hesitation etc. throughout the interaction. There is rising/falling intonation in yes/no and information questions, accordingly. 1 word stress mistakes. 0 overall pronunciation mistakes.