



Διαφοροποιημένες και Διαβαθμισμένες Εθνικές Εξετάσεις Γλωσσομάθειας  
ΕΡΓΟ ΤΟΥ ΕΘΝΙΚΟΥ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟΥ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΑΘΗΝΩΝ



ΥΠΟΕΡΓΟ 2: Επιμόρφωση Αξιολογητών και Ανάπτυξη Εκπαιδευτικού Υλικού για την Εξ αποστάσεως Εκπαίδευση Εξεταστών της Αγγλικής



# THE A LEVEL SPEAKING TEST

ASSESSING ORAL PRODUCTION  
AT A LEVEL

ORAL EXAMINER INFORMATION PACK

SEPTEMBER 2014



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



## 1. THE A LEVEL EXAM: DISTINGUISHING CHARACTERISTICS

The A level language exam, introduced in May 2008, aims to certify A1 level and A2 level competence, on the scale set by the Council of Europe, as described by the *Common European Framework of Languages* (CEFR). The A1 and A2 level candidate, according to CEFR, belong to the basic user category.

The theory of language underlying the A level exam is the same as that on which all other KPG exams are based. All the KPG exams adhere to a functional approach to language use and set out, throughout all the modules, to evaluate socially-purposeful language knowledge and literacy.

The view of language that the KPG exam battery adheres to is that language is a social phenomenon, and that to use language for a variety of purposes means to take part in social practices. Language is a dynamic, interactive, social phenomenon between the speaker and listener (or the reader and writer). We convey meanings not by single, isolated sentences which occur in a vacuum, but by more complex exchanges produced in a specific context in which the participants' beliefs, expectations, the knowledge they share about each other and of the world, and the situation in which they interact play a crucial part and determine the linguistic choices they will make. Language is not used to express grammar or vocabulary; it is used to perform or fulfil certain functions or purposes (e.g. to agree or disagree, to invite, to congratulate, to advise, to promote, to convince, to request, etc.) and the functions we want to perform will determine the shape of the text that emerges as we communicate with one another.

The format and structure of the A level exam shares similarities with the other level exams, but it has the following distinguishing features:

1. It is an integrated-graded exam. Each module contains an equal number of A1 and A2 level items.
2. It aims to assess the foreign language knowledge and skills developed within or outside the formal school system. Its content is loosely linked to the national school curriculum for English: *English Across the Curriculum for Compulsory Education*, whereas it is linked directly with the recently developed *National Foreign Languages Curriculum* which has been implemented in a number of pilot schools across the country.
3. Certification at this level does not serve the purpose of a job qualification but it does function as a reward for having developed basic level competence in the foreign language.
4. The present A level exam is designed for young learners aged 10-15 years. In the near future, an adult version of the A level exam will also be administered.
5. The A level exam does not include mediation activities for production. That is, candidates at this level are not required to produce oral or written speech in English prompted by a Greek text. It contains mediation activities at the level of comprehension. One such activity type involves a text in English and comprehension questions in Greek. Another involves an utterance or text in

English to be matched with a text or utterance in Greek, through locating the pragmatic meaning of both.

6. Rubrics are always in English but *also* often in Greek (when test item writers consider it necessary to help candidates understand what to do).

## 2. OVERVIEW OF THE A LEVEL EXAM

As with all other level exams, the A level exam consists of 4 modules or tests. Each module aims at assessing specific communicative uses of language.

Past papers from the exam can be found at <http://rcel.enl.uoa.gr/kpg/>, the site of the *Research Centre for Language Teaching, Testing and Assessment (RCeL)* of the University of Athens.

### Module 1: Reading comprehension

This module tests candidates' (a) ability to understand written (multimodal) texts and (b) language awareness with regard to lexical and grammatical elements as used in utterances and brief texts. The test consists of 50 items, 40 multiple choice (20 for A1 and 20 for A2) and 10 short answer items (5 for A1 and 5 for A2). The 40 multiple choice items are awarded a maximum of 40 points (1 mark per item) and the 10 short answer items are awarded a maximum of 10 points (1 mark per item), the total being 50 marks. The duration of this test is 65 minutes.

### Module 2: Writing

This module tests the candidates' ability to produce messages and short texts in writing, given instructions and cues. Writing at this level is very controlled. It consists of 4 activities, 2 activities for A1 and 2 for A2. **The candidate is required to do all four activities if she/he wants to be certified for A2 level proficiency.** The maximum total mark the candidate can obtain from all four written activities is 30 points from marker A and another 30 points from marker B, in other words a maximum of 60 points. The duration of this test is 40 minutes.

### Module 3: Listening comprehension

This module tests candidates' ability to understand spoken language which is linguistically simple. The messages candidates are asked to listen to are on predictable, everyday topics, and they are all studio-recorded so that speech is slow and clear, with no background noise interfering. Candidates always have the opportunity to listen to the recording *at least* twice before responding. This test consists of 10 multiple choice items (5 for A1 level and 5 for A2 level) and 10 short answer items (5 items for each level). All 20 items of the test are awarded a maximum of 50 points (2 marks per item for the multiple choice items and 3 marks per item for the short answer items). The duration of this test is 20 minutes.

### Module 4: Speaking

This module tests candidates' ability to deliver a message orally and specifically, (a) to respond to personal questions (two questions for each level, i.e., four questions in

total), (b) to respond to questions about something that s/he sees in one or more pictures (two questions for each level, i.e., four questions in total) and (c) to answer questions about one or more multimodal texts belonging to the same thematic category (2 questions for A1 level) and to ask questions relating to missing information in one of the multimodal texts (3 questions for A2 level). The maximum total marks the candidate can obtain from all three oral activities is 20 points from examiner A and 20 points from examiner B, that is a total maximum of 40 marks. The duration of this test is 20 minutes.

The minimum score for achieving the A1 level certification is 60/200, whereas that for the A2 is 120/200. In modules 1, 2 and 3 of the A level exam, all instructions are provided in both English and Greek. Additionally, one activity in module 1 and one in module 3 check candidates' reading and listening comprehension, respectively, through the use of items written in Greek.

### 3. CHARACTERISTICS OF YOUNG LEARNERS AND TEST-TAKERS

The A level Speaking test is designed for candidates 10-15 years old. Therefore, it takes into account that children relate to and make sense of the world differently from adults. Most importantly, there is consideration that children are unaccustomed to formal testing situations and that a speaking test situation in a foreign language will be an unfamiliar experience for them and thus anxiety provoking. Finally, it is based on research with young Greek learners of English, taking the KPG Speaking test. This has shown that even competent learners need constant encouragement to produce oral speech, due to their lack of familiarity with this situation. Generally speaking, the exam has been designed taking into account the following:

- Topics that children feel comfortable with are those related to their immediate environment (e.g. family, friends, the world of school and play).
- It is most meaningful for them if they are asked to do things which they have experienced.
- They are able to perform concrete actions in their minds but may have difficulty thinking in abstract terms or acting upon their own thoughts.
- It is best if tasks assigned to children of this age are contextualized. When tasks are decontextualized or the context is unfamiliar to the child, s/he might not be able to make sense of what s/he sees and hears.
- All material should be presented in a lively, fun-like manner and should have a game like character in order to become appealing to children of this age and to motivate them to perform at their best.

## 4. OVERALL ORAL LANGUAGE ABILITY OF THE A LEVEL CANDIDATE

The **A-level** candidate is a *basic user* of English.

The A level candidate, according to the *Common European Framework of Languages* (CEFR), has a limited command of basic grammatical structures and sentence patterns, and a limited vocabulary. On the basis of this knowledge, s/he is expected to be able to understand and to use everyday language familiar to him/her to satisfy his/her basic communicative needs. S/he can introduce him/herself and others, ask and answer questions about personal details, such as where s/he lives, people s/he knows, etc. Finally, s/he is expected to be able to interact in a simple way provided that his/her interlocutor talks slowly and clearly and is prepared to help.

### A1 LEVEL: EXPECTATIONS FOR ORAL PRODUCTION

**A1 level** candidates are expected to be in a position to demonstrate that they are able to use common, familiar everyday expressions so as to meet specific practical needs, exchanging information with others, when they speak slowly, clearly and are prepared to help by repeating, simplifying or reformulating information. In other words, candidates must be able to ask and answer simple and clearly formulated questions that do not contain idiomatic language. More specifically, they must be in a position to:

- Answer simple questions concerning familiar topics (e.g. people they know), personal details (e.g. where they live, what surrounds them), or routine issues (e.g. places they go to, what they buy at the supermarket, etc.).
- Express a sequence of events (or actions) by placing them in some sort of order (e.g. temporal) or connect phrases using simple conjunctions (e.g. “and”, “but”).
- Handle numbers, quantities, qualities of things, simple directions and the concept of time (e.g. what I am going to do next week or at 3:00 o'clock, what I did last Friday, etc.).
- Describe a person, an object or a place using simple lexico-grammatical structures.
- Respond to simple statements and familiar topics related to everyday events in the immediate environment.
- Use simple everyday polite forms of greeting, leave-taking, introducing oneself, saying “please”, “thank you”, “I’m sorry”, etc.
- Make simple comparisons between persons, objects and daily activities.
- Respond to simple texts of instructions, descriptions or other types of information using elementary language, and ask for clarifications using simple phrases.

### A2 LEVEL: EXPECTATIONS FOR ORAL PRODUCTION

**A2 level** candidates must show that they are in a position to use the target language in everyday situations to seek and provide basic information. They use simple structures and vocabulary, basic cohesion devices and their pronunciation/ stress

should be intelligible. They should be able to describe someone or something, introduce themselves and others, talk about living conditions, daily habits, and likes/dislikes (e.g. of their family, of people in their immediate environment) about personal and family issues, hobbies, shopping, educational background, etc.) More specifically, they must be able to:

- Ask and answer questions related to common aspects of everyday life, such as travelling, food, shopping, entertainment, means of transport, television programs, school, etc., or to convey and retrieve information pertaining to quantities, figures, prices, etc.), and to exchange ideas and information concerning familiar issues in predictable everyday situations.
- Describe (or list) places, events (personal or not), incidents, daily habits, emotions (likes/ dislikes), experiences or impressions.
- Provide simple 'for and against' arguments on a familiar issue.
- List the main points of a topic which they have seen, heard, or read about.
- Speak about their personal future plans or planned actions.
- Express an opinion or attitude in simple terms or make simple comparisons.
- Address (or respond to) invitations, suggestions, apologies, etc.
- Ask for clarifications or for help.
- Express a sequence of events using simple language structures using expressions like "at first", "then", "later", "finally" and conjunctions like "and", "but" or "because".
- To repeat something in a proper manner (showing that they understand how one speaks in which situations), to act out a dialogue or a role appropriately.
- Participate in an exchange assuming the role of speaker or listener, taking and giving the floor smoothly.

## 5. CONTENT AND STRUCTURE OF THE A LEVEL SPEAKING TEST

<b>Duration</b>	15-20 minutes
<b>Mode of participation</b>	Candidates are tested in pairs but do not converse with each other. They interact with the Examiner / Interlocutor.

### Activity 1: Dialogue / Interview (5 minutes – 2½ per candidate)

This is a “getting to know you” task, which requires interaction between Examiner and candidate. This activity also functions as a *warm up* but unlike other level oral exams it is assessed. Each candidate is asked four (4) questions – two for A1 and two for A2 level – which are signposted for the examiner:

- For the A1 level, the examiner asks candidate A two questions from the A1 level category of questions.
- For the A2 level, the examiner asks candidate A two questions from the A2 level category of questions.
- Then, the examiner follows the same procedure with candidate B.

### Activity 2: Talking about photos (5 minutes – 2½ per candidate)

This activity essentially involves a guided description of a photo or series of photos (or other visuals e.g. sketches, drawings) which are thematically linked. Candidates are asked to describe people, things and situations, talk about what they see in one or more pictures, find the differences, between pictures, talk about something that happened, tell a simple story, predict what is going to happen, etc. The activity comprises four (4) questions – two for A1 and two for A2 level, that belong to the same set.

- For the A1 level, the examiner selects a task and asks candidate B the two A1 questions related to the photo(s). Questions may involve identification or simple description of the photo(s), etc.
- For the A2 level, the examiner asks candidate A another two questions related to the photo(s), that is, the A2 level questions which belong to the same task as the A1 level questions. Questions may involve ‘find the differences between pictures’, ‘talk about something that happened’, ‘predict what’s going to happen next’ type of tasks, etc.
- Then, the examiner follows the same procedure with candidate A.

### Activity 3: Giving and asking for information (6 minutes – 3 minutes per candidate)

This activity is based on multimodal texts (such as a poster, an invitation, an announcement etc.) and also consists of two parts.

- For the A1 level, the examiner asks candidate A two questions from the same task which the candidate answers using as his/her source one or more multimodal texts.
- For the A2 level task, the candidate, guided by question prompts, poses three questions to the Examiner relating to one multimodal text. The examiner answers each question posed by the candidate (the answers are provided in the examiner pack).
- The examiner follows the same procedure with candidate B.

**NOTE:** Grading in the A level speaking test occurs on many levels. There is an equal number of A1 level and A2 level questions throughout all activities. In addition, the activities themselves are also graded in terms of difficulty; thus, Activity 1 (dialogue in the form of an interview) is considered linguistically and cognitively less demanding than activity 2 which is in turn considered linguistically and cognitively less demanding than Activity 3.

Materials used in the test	
<b>The Candidate Booklet</b>	<ul style="list-style-type: none"> <li>• information about the test and guidelines on how to carry it out,</li> <li>• the Speaking Test Assessment Criteria Grid,</li> <li>• six pages of colour photos consecutively numbered. Each page has a title reflecting the thematic and contextual arrangement of the photos, which constitute the visual prompts for Activity 2, and</li> <li>• five pages of multimodal texts consecutively numbered. Each page has a title reflecting the thematic and contextual arrangement of the multimodal texts, which, along with the question prompts for each multimodal text, constitute the prompts for Activity 3.</li> </ul>
<b>The Examiner Pack</b>	<ul style="list-style-type: none"> <li>• the Interlocutor Frame,</li> <li>• the test items, i.e., the questions for Activity 1 and the tasks for Activities 2 and 3,</li> <li>• the responses to the questions that the candidates ask the examiner in the A2 part of Activity 3.</li> <li>• potential trouble spots during the Speaking Test and how to deal with them,</li> <li>• the A level Oral Assessment Criteria and Rating Scale</li> </ul>

## 6. POINTS TO REMEMBER WHILE CARRYING OUT THE ACTIVITIES OF THE A LEVEL SPEAKING TEST

### Activity 1

- ➔ Choose the two A1 level questions from two different categories of questions.
- ➔ If the candidate fails to respond to the first A1 level question, quickly move on to the second A1 level question. If the candidate is shy, confused, etc., help him/her out (repeat the question, say it slower, show support, etc.).
- ➔ If the candidate fails to respond to the two A1 level questions, continue with the A2 level questions.
- ➔ Choose the two A2 level questions from two different categories of questions.
- ➔ If the candidate fails to respond to the first A2 level question, quickly move on to the second A2 level question. If the candidate fails to respond to the A2 level questions, do not insist by giving prompts, helping out, etc, but move on to the second activity.

### Activity 2

- ➔ Use a different photo text page for each candidate.
- ➔ Show the candidate which photo text page he/she will be questioned on (open the Candidate Booklet on the page you have chosen in front of the candidate). Do not let the candidate find the page for him/herself.

- ➔ Do not choose A1 level or A2 level questions at random. Ask the two A1 level questions and the two A2 level questions that belong to the same task.
- ➔ If the candidate is embarrassed or reluctant to answer the A1 level questions, help him/her out (repeat the task, start with a cue, give an example to start him/her off etc.).
- ➔ If the candidate is embarrassed or reluctant to answer the A2 level questions, give him/her (them) an example but do not insist by giving prompts or adding extra questions etc.

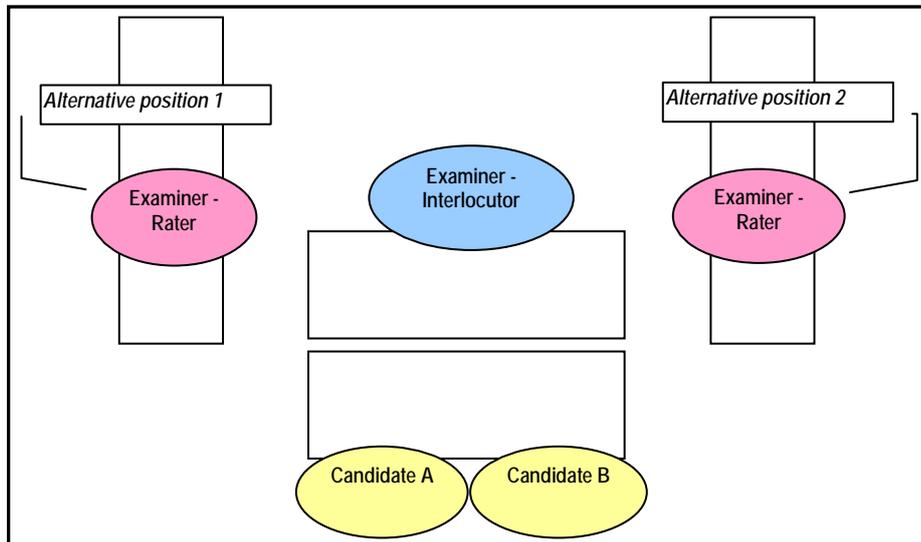
### Activity 3

- ➔ Use a different multimodal text page for each candidate.
- ➔ Show the candidate which multimodal text page he/she will be questioned on (open the Candidate Booklet on the page you have chosen in front of the candidate). Do not let the candidate find the page for him/herself.
- ➔ Do not choose A1 level questions at random. Ask two A1 level questions that belong to the same task.
- ➔ If the candidate fails to respond to the A1 level questions, continue with the A2 level part of the activity.
- ➔ For the A2 level part of activity 3, point to the multimodal text the candidate is expected to ask you questions on. Do not simply give the number of the multimodal text.
- ➔ Provide answers to all questions the candidate asks you in a natural way. The answers to the questions are provided in the examiner pack.

## 7. THE SPEAKING TEST PROCEDURE

- Throughout the test, there are two assessors and two candidates in the exam room.
- Both assessors evaluate the candidate and fill in both parts of the “Oral Production Evaluation Form”.
- The assessor who has the role of **Examiner-Rater** (*Evaluator 1*) sits on the side and is silent. S/he listens, observes, takes notes, and rates each candidate’s performance on the spot, using the “Oral Production Evaluation Form”.
- The assessor who has the role of **Examiner-Interlocutor** is the one who sits facing the two candidates and who conducts the test, interacting with them. S/he rates candidates when they have left the exam room. So, besides being the Examiner, s/he has the role of *Evaluator 2*.
- The candidates are examined in pairs but do not talk to each other.
- The candidates take turns in doing the required task first. This means that if candidate A is the first one asked to respond to the question of Activity 1, it is candidate B that is asked to begin Activity 2 and candidate A that is asked to begin Activity 3.

- Assessors should change roles frequently. It is recommended that they change roles as Examiner-Rater (Evaluator 1) and Examiner-Interlocutor (Evaluator 2) when they have conducted the test with 2-3 pairs of candidates. However, the frequency of role changing is up to them.
- Both examiners conducting the test are equally responsible for carrying it out successfully.



## 8. THE ROLE OF THE EXAMINER

### Responsibilities of Examiners

- To assess the candidates' oral performance by taking into account the level and purpose of the A level speaking test, as well as the characteristics of this age group.
- To create a comfortable atmosphere providing the candidates with sufficient encouragement enabling them to perform to the best of their abilities.
- To ensure test condition consistency by following the guidelines for examiner conduct.

### Examiner conduct throughout the test

- Speak clearly, loudly and slowly enough for candidates to understand. Try to speak at a somewhat slower pace than normal.
- Always use English (even if the candidate slips into his/her mother tongue).
- Smile and have a friendly, cheerful attitude towards the candidates to make them feel at ease.
- Do not interrupt candidates while they are speaking as this might affect their confidence and their flow of ideas.
- Always assess taking into account what the candidate has managed to do rather than what the candidate has done wrong. Remember that this is a stressful and unfamiliar experience for the candidates and the language produced during the exam will not resemble a natural conversation.

### Before the test begins

- Bring the candidates into the exam room, show them where they are supposed to sit, introduce yourself and your colleague, ask candidates' names.
- Explain the duration and procedure of the test (use body language to make your language more comprehensible) in order to prepare the candidates and to familiarize them with your speech pattern and the English speaking environment. **Use the Interlocutor Frame throughout the test..**

### During the test

- Always speak clearly and slowly enough for children to understand. If you sense that they have not understood your instructions, repeat them more slowly and use body language to make instructions comprehensible.
- If necessary, make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember.
- Demonstrate sensitivity and allow candidates time to respond, moving on to the next task or candidate, when it is obvious that there will be no further response. Long pauses should be avoided since they will make the candidate feel uncomfortable.
- When each task is assigned, make sure the candidates understand what they are expected to do. You may check their understanding by asking "Do you understand this task?" "Would you like me to repeat?"
- Do not show that you disapprove of their performance when they give a wrong response, but do provide positive feedback ("OK", "right", "that's fine") when they manage to respond, despite errors.
- If the candidate gets stuck or seems unable to continue, try encouraging him/her by repeating the last part of his/her previous utterance, or prompting him/her by saying "anything else?"
- Do not correct candidates' errors.
- Be supportive. Never show displeasure, disappointment, surprise, even when the candidate has provided an unexpected answer.
- Use conversational signals (e.g., nodding of head, phrases like "uh hum") to mark participation in the exchange and to help it flow.

### In using the material:

- You are expected to use a variety of activity pages, texts and task types, keeping the candidate's profile in mind.
- You are not expected to use all photos, texts or tasks, nor to use all of them more than once. If you feel that one does not work for you, don't use it.

### At the end of the test

- Thank the candidates for their participation.
- Say goodbye and lead them out of the room.
- Take the completed evaluation form from the second examiner and fill in your marks.

## 9. POTENTIAL TROUBLE SPOTS DURING THE SPEAKING TEST

Remember that at this level candidates' language output is characterised by frequent instances of hesitations, extended pauses, false starts, lexical searching and planning. Therefore, special attention is required on the part of the examiner to phrase instructions slowly and clearly and to allow the candidate time to formulate his/her response.

PROBLEM	SOLUTION
<b>What do I do....</b>	<b>Do what's listed below (in order of priority).</b>
...if the candidate is very hesitant, pauses for too long?	<ol style="list-style-type: none"> <li>1. Repeat the candidate's last phrase with rising intonation.</li> <li>2. Ask a few prompting questions (Is there anything else you would like to add...?).</li> <li>3. Repeat the task instructions more slowly.</li> </ol>
....if the candidate is very nervous/ tense and has difficulty in speaking?	<ol style="list-style-type: none"> <li>1. Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable.</li> <li>2. Make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember.</li> <li>3. Try breaking down the question into more simple questions without paraphrasing or altering the original question.</li> <li>4. If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense candidate.</li> </ol>
...if the candidate draws a blank and seems unable to answer ( <i>for activities 2 and 3</i> )?	<ol style="list-style-type: none"> <li>1. Repeat the question/ task more slowly.</li> <li>2. If no response is forthcoming, move on to the next question/ task.</li> </ol>
...if in activity 3, A2 level, the candidate uses the question prompts but asks an irrelevant or incomprehensible question?	<ol style="list-style-type: none"> <li>1. Do not show displeasure, disappointment etc. Repeat the correct question and provide the answer.</li> </ol>
... if in activity 3, A2 level, the candidate does not use all of the given question prompts but asks a question with a similar meaning to the one expected?	<ol style="list-style-type: none"> <li>1. Do not show surprise. If the question is semantically appropriate we consider it as a correct response (e.g., if the prompt in the yellow box contains the words: <i>how much/ticket/cost</i>, the expected question is "<i>How much does the ticket cost?</i>". However, if the candidate produces the question "<i>how much is the ticket?</i>", this question is of equal communicative value to the original expected question and is therefore considered correct). Continue by providing the answer.</li> </ol>

### NOTE:

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is

searching for or to complete the candidate's phrase in order to keep the candidate going.

- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to.

## 10. INTERLOCUTOR FRAME FOR THE A1 & A2 LEVEL SPEAKING TEST

In order to ensure that all KPG candidates are treated fairly in the Oral Tests and undergo the same test-taking experience, and in order to reduce the variation in the talk of interlocutors (and the kind of accommodations they make), an Interlocutor Frame has been introduced for each level of the Oral Test. Other examination systems have introduced the same practice (e.g. Cambridge Local Examinations Syndicate), which they call Interlocutor Scripts. In essence, an interlocutor frame (or script – just like a script an actor reads from) spells out exactly what the interlocutor should say from the moment the candidates enter the room till the moment they depart. Research has shown (see Fulcher 2003) that interlocutor frames do minimize the differences between the talk of interlocutors and result in a fairer test.

Below, you can find the Interlocutor Frame developed for the A level speaking test. Please acquaint yourself thoroughly with the frame and use it to conduct the Speaking Test.

### INTERLOCUTOR FRAME FOR THE A LEVEL SPEAKING TEST

<b>Introducing ourselves (about 1/2 minute for both candidates) [NOT MARKED]</b>	
Examiner:	Good morning/ afternoon. Welcome. Can I have your papers, please? <i>(Take them and give them to your co-assessor, making sure you don't mix up who is who.)</i> Thank you, please take a seat. My name is ..... (and) this is another examiner ..... (and this is an observer .....). S/he (/They) will be listening to us. Please speak in English loudly and clearly. You can ask me to repeat anything you don't understand, but only in English. So... What is your name? <i>(Write it down.)</i> And yours? <i>(Write it down.)</i>
<b>Activity 1 (5 minutes for both candidates) – Dialogue</b>	
Examiner:	Ok. Let's start with Activity 1. I will ask each of you some questions, OK?
<b>Start with candidate A. Choose TWO A1 and TWO A2 questions from the ones given in the <u>Examiner Pack</u> and ask him/her.</b>	
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.
Examiner:	Now, let's go on with <i>candidate's B NAME</i> .
<b>Choose TWO A1 and TWO A2 DIFFERENT (from the ones you asked candidate A) questions from the ones given in the <u>Examiner Pack</u> and ask him/her.</b>	
Examiner:	<i>(When your exchange with the candidate has finished.)</i> Thank you.
<b>Activity 2 (5 minutes for both candidates) – Talking about photos</b>	
Examiner:	We can now go on with Activity 2. I will show each one of you a page with photos and I will ask you some questions, OK?
<b>Start with candidate B this time.</b>	
Examiner:	Let's start with <i>his/ her NAME</i> . <i>His/her NAME</i> , here is your page ( <i>Open the Candidate Booklet on the page you have chosen in front of the candidate</i> ) and ..... ( <i>choose the task from the <u>Examiner Pack</u></i>

	<i>and read out TWO A1 and TWO A2 questions).</i>
Examiner:	<i>(When your exchange with the candidate has finished.) Thank you.</i>
Examiner:	Now, <i>Candidate's A NAME</i> , it's your turn. Here is your page ( <i>Open the Candidate Booklet on the page you have chosen in front of the candidate</i> ) and .....( <i>choose the task from the <u>Examiner Pack</u> and read out TWO A1 and TWO A2 questions</i> ).
Examiner:	<i>(When your exchange with the candidate has finished.) Thank you.</i>
<b>Activity 3 (6 minutes for both candidates) – Giving and asking for information</b>	
Examiner:	Now, let's move on to Activity 3. I will show each one of you a page with photos and I will ask you some questions. Then YOU will also ask me some questions about the photos, OK?
<b>Start with candidate A this time.</b>	
Examiner:	Let's start with <i>his/ her name</i> . <i>His/her NAME</i> , here is your page ( <i>Open the Candidate Booklet on the page you have chosen in front of the candidate</i> ) and .....( <i>choose the task from the <u>Examiner Pack</u> and read out TWO A1 questions</i> ). Now you will ask me questions about the photos. ( <i>Choose one multimodal text from the same page</i> ). Look at photo X and use the words in the yellow box to ask me three questions about this photo. I will answer your questions ( <i>when (if) the candidate asks you his/her THREE questions answer them in a natural way</i> ).
Examiner:	<i>(When your exchange with the candidate has finished.) Thank you.</i>
Examiner:	Now, <i>Candidate's B NAME</i> , it's your turn. <i>His/her NAME</i> , here is your page ( <i>Open the Candidate Booklet on the page you have chosen in front of the candidate</i> ) and .....( <i>choose the task from the <u>Examiner Pack</u> and read out TWO A1 questions by the candidate</i> ). Now you will ask me questions about the photos. ( <i>Choose one multimodal text from the same page</i> ). Look at photo X and use the words in the yellow box to ask me three questions about this photo. I will answer your questions ( <i>when (if) the candidate asks you his/her THREE questions answer them in a natural way</i> ).
Examiner:	<i>(When your exchange with the candidate has finished.) Thank you. This is the end of the examination Candidate's A NAME and Candidate's B NAME. Have a nice day/ afternoon.</i>

## 11. THE A LEVEL ORAL ASSESSMENT CRITERIA AND RATING SCALE

The new common rating scale for oral production consists of two main parts:

- **Part 1, 'Task completion'**, focuses on the extent to which the candidates have completed the set tasks. This part includes criteria which have to do with the degree to which the candidates responded appropriately and achieved the communicative purpose of the task. Candidates' performance is assessed **separately for each task**.
- **Part 2**, focuses on **overall language performance** and consists of criteria which focus on the quality of language output. The 6 criteria which make up this part relate to the **candidates' performance as a whole** during the test.

The **A level Oral Assessment Rating Scale** (see Appendix 5) consists of the following two parts:

### Part 1: Criteria for 'task completion'

These are broken down into criteria for assessing activity 1 (*Dialogue*), activity 2 (*Talking about photos*) and Activity 3 (*Giving and asking for information*), and provide descriptors on a scale from 1 to 5, each point of the scale representing a different level of achievement, as discussed in section 2.2:

- **Point 1** describes the candidate who had a poor attempt at answering even the A1 part of the activity, gave a wrong answer or no answer at all. His/her performance is **unsatisfactory for A1 level**.
- **Point 3** describes the candidate who responded reasonably to the A1 level questions but had some difficulty with the A2 part, and whose performance is **satisfactory for A1 level**.
- **Point 5** represents a candidate who responded effectively to all questions of the activity and whose output is **fully satisfactory for A2 level**.

## Part 2: Criteria for overall language performance ('Quality of production')

This part of the rating scale focuses on the candidates' quality of language performance on all activities of the speaking test. The criteria that make up the second part of the scale correspond to the components of oral communicative ability and are common across levels since they derive from a common theory of language and a common view of communicative language ability. These include:

- **Pronunciation and intonation:** whether the candidate pronounces clearly, stresses individual words correctly and uses appropriate intonation when forming sentences.
- **Lexical range and appropriacy of linguistic choices:** whether the candidate uses a sufficient range of vocabulary, appropriate for the situation as determined by the question/task.
- **Grammatical accuracy:** whether the candidate uses the language accurately.
- **Fluency:** whether the candidate produces language with spontaneity and with relative ease.
- **Communication strategies:** whether the candidate use strategies, e.g. clarification requests, use of synonyms, paraphrase etc., to overcome gaps in communication and facilitate the flow of conversation.
- **Cohesion and coherence:** whether the candidate's ideas are logically ordered and sentences appropriately linked.

The points 1 to 5 on the Likert scale for language performance represent the following:

- 1= Unsatisfactory** (OUTPUT UNSATISFACTORY FOR A1)  
**2= Partly unsatisfactory** (OUTPUT PARTLY SATISFACTORY FOR A1)  
**3= Moderately satisfactory** (OUTPUT SATISFACTORY FOR A1)  
**4= Satisfactory** (OUTPUT PARTLY SATISFACTORY FOR A2)  
**5= Fully satisfactory** (OUTPUT SATISFACTORY FOR A2)

The points on the rating scale are not **marks**. Each point on the 5 point Likert scale represents a different qualitative judgment of the level achieved by the candidate. This judgment concerns his/her overall language performance on the test.

Although all criteria are assessed on a scale of 1 to 5, each criterion has been assigned a **different weighting** depending on the level being tested. The **final mark** for the speaking test is thus calculated automatically on the basis of the examiner's assessment of each criterion on the five point scale and on the basis of the weighting factor that has been assigned to each criterion.

The rating scale includes descriptors for points 1, 3 and 5.

## 12. USING THE OFFICIAL ASSESSMENT FORM

There are two columns for marking: Column 1, on the left-hand side, is filled in by Evaluator 1 who assesses while the candidates are taking the test, and Column 2, on the opposite side, which is filled in by Evaluator 2 (the Examiner/Interlocutor), as soon as the candidates leave the exam room.

- Make sure the candidates' names and code numbers are on their respective forms.
- Both Evaluators mark the boxes in the columns in ball point pen (black or blue).
- Remember when you are assessing as instructed that a **1** on an activity indicates not merely that the candidate has no competence in English whatsoever or that s/he has not talked at all but that s/he does not have the particular knowledge or competence that an A1 level user of English should have.
- Since Evaluators record their marking separately, their ratings may differ.
- Do not mark the form before you have made your final decision on the points you will award.
- The overall rating for each candidate – the total mark on the test – is electronically computed, so there is no space provided on the Form for this.
- Make sure that you know how you will be marking the Assessment Form. Corrections are not permitted on the Form, which should not be wrinkled or damaged in any way. However, if you do make a mistake and must correct it, take it to the Exam Centre Committee who will help you deal with the problem.
- Fill in the appropriate boxes for each scale like this: 

## 13. EVALUATING CANDIDATES' ORAL PERFORMANCE AT A LEVEL A SPEAKING TEST SIMULATION TASK

### A LEVEL SPEAKING TEST SIMULATION TASK

This task serves as an overall assessment of your understanding of the A level assessment criteria and your ability to apply them effectively in assessing the oral production of two candidates, as you would do in a real KPG speaking test.

#### Before viewing

In order to work on the simulation, you will need:

- the *A level Oral Assessment Criteria & Rating Scale* found in Appendix 5,
- the A Level Simulation Evaluation Form, which you will fill in during viewing, found in this section further down,
- the specific questions and tasks for the A level activities from the Examiner Pack used in the simulations, (see Appendix 1) and
- the actual materials for the A level tasks from the Candidate Booklet, i.e., photos and multimodal texts, used in the simulation, (see Appendices 2 and 3, respectively).

#### While viewing

While viewing, place yourself in the position of the Examiner/rater and rate each candidate's performance on the basis of the A level oral assessment criteria. You may wish to note down some examples of their language performance to help you justify your marks.

#### After viewing

Once you have completed your assessment, compare your answers with the KEY, which you can find in Appendix 4.

## A Level Simulation – Evaluation form

	Dimitra		Marios	
	Comments	Mark (1-5)	Comments	Mark (1-5)
ACTIVITY 1 DIALOGUE 1-5				
ACTIVITY 2 ONE SIDED TALK 1-5				
ACTIVITY 3 GIVING AND ASKING FOR INFORMATION 1-5				
<b>QUALITY OF PRODUCTION</b>	Comments	Mark (1-5)	Comments	Mark (1-5)
Pronunciation and intonation 1-5				
Lexical range and appropriacy of linguistic choices 1-5				
Grammatical accuracy 1-5				
Fluency 1-5				
Communication strategies 1-5				
Cohesion & coherence 1-5				

## APPENDIX 1: QUESTIONS AND TASKS USED IN THE A LEVEL SIMULATION

### ACTIVITY 1 INTERVIEW

#### A1 LEVEL QUESTIONS

#### A2 LEVEL QUESTIONS

##### Personal information

1. Do you have a brother or sister? Is he/she/ are they older than you?
2. When is your birthday?
3. What is your favourite colour?
4. How many people are there in your family? Who are they?
5. What do you usually have for breakfast?

16. Do you have a brother / a sister? Tell me about him/ her.
17. What kind of food do you like?
18. What are your favourite games?
19. What do you like about school best?
20. Who is your favourite cousin/ friend/ uncle/ aunt? How often do you see him/her?

##### My environment

6. Where do you live?
7. What is your address?
8. Is your house far from your school?
9. What time do you go to school every morning?
10. What kind of work do your parents do?

21. Tell us about your house.
22. Tell us about your neighbourhood.
23. Tell me about your favourite room in the house.
24. Where is your school? Talk about the area/ neighbourhood.

##### Work & leisure

11. When do you go to school and how?
12. What do you do at school?
13. Do you have a hobby? Tell me about it.
14. How often do you watch TV?
15. What kind of games do you play?

25. Tell us about your school friends.
26. What do you do on the weekends?
27. Which is your favourite sport and why?
28. What do you like to do best in the evenings?
29. Talk to us about something special you did last week.



## ACTIVITY 2 TALK ABOUT THE PHOTOS

### 1. FAMILY (PAGE 6)

#### TASK 1.1

##### A1 questions

- a) How many people are there in photos 1 & 2 (or 3 & 4, or 4 & 5)?
- b) Where do you think the people in photos 1 & 3 (or 4 & 5) are?

##### A2 questions

- c) Compare photos 2 & 5 (or 3 & 4) (what they are doing, how old they are).
- d) What do you think the people in photo 1 (or 4) will do next?

#### TASK 1.2

##### A1 questions

- a) How old do you think the people in photos 2 & 5 are?
- b) Where do you think the people in photos 1 & 5 (or 2 & 3) come from?

##### A2 questions

- c) Let's play a game. Choose a photo and describe it to me. I will guess which one it is.
- d) What's the relationship between the people in photos 1 & 2 (or 3 & 4 or 4 & 5)?

### 2. CHILDREN (PAGE 7)

#### TASK 2.1

##### A1 questions

- a) How many children are there in photos 9 & 10 (or 6 & 8)?
- b) How old do you think the children in these photos are?

##### A2 questions

- c) What are the children in photos 6 & 7 (or 8 & 9 or 7 & 10) doing?
- d) Compare photos 7 & 8 (or 6 & 10 or 7 & 9). What are the kids doing?

#### TASK 2.2

##### A1 questions

- a) What can you see in photo 6 (or 7 or 8 or 9 or 10)?
- b) The same girl is in photos 6 & 9. What is she doing?

##### A2 questions

- c) Let's play a game. Choose a picture and talk to me about it. I'll guess which one it is.
- d) What's the relationship between the people in photos 6 & 10 (or 7 & 9)?

### 3. SPORTS (PAGE 8)

#### TASK 3.1

##### A1 questions

- a) What are the boys and girls in photos 11 & 15 (or 12 & 14 or 11 & 13) doing?
- b) Where are the boys and girls in photos 11 & 13 (or 12 & 15 or 14 & 15)?

##### A2 questions

- c) Are all the people in photos 11 & 15 (or 12 & 13) of the same age?
- d) Which of these sports do you like most and why?

#### TASK 3.2

##### A1 questions

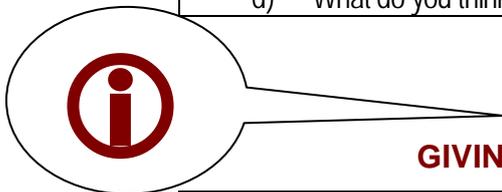
- a) What can you see in photos 11 & 12 (or 13 & 15)?
- b) Are the children in photos 13 & 15 wearing the same type of clothes?

##### A2 questions

- c) What are the people in photos 11 & 14 (or 13 & 15) wearing?
- d) What do you think the boys in photos 13 & 14 (or the girls in photos 12 & 14) will do next?

### 4. SCHOOL (PAGE 9)

TASK 4.1	
<b>A1 questions</b>	
a)	What do you think is happening in photo 16 (or 18, or 20)?
b)	Do you think that photos 17 & 19 are from the same classroom?
<b>A2 questions</b>	
c)	Compare photos 17 & 20 (or 16 & 18) (what the kids are doing, how they are feeling, etc).
d)	Do you think that photo 16 (or 20) is of a Greek classroom? Why or why not?
TASK 4.2	
<b>A1 questions</b>	
a)	Where do you think the children in photos 17&18 (or 16 & 20) are?
b)	What do you think the children in photo 16 (r 17, or 18, or 19, or 20) are doing?
<b>A2 questions</b>	
c)	Let's play a game. Choose a picture and talk to me about it. I will guess which one it is.
d)	What do you think the children in photo 16 (or 17 or 18 or 19 or 20) will do next?



### **ACTIVITY 3** **GIVING AND ASKING FOR INFORMATION**

1. BOOKS (PAGE 12)	
Task 1.1	
<b>A1 questions</b>	
a)	Which book on this page is about a horse and which about a trip ?
b)	Which of these books do you think are for children under five?
Task 1.2	
<b>A1 questions</b>	
a)	What does the cover of book no 1 (or 2 or 3) show?
b)	What do you think book 3 is about?
<b>A1 questions</b>	
c)	Which book is written by a woman and which book is written by two authors?
d)	Which book would you read during your summer holidays? Why?
2. INVITATION CARDS (PAGE 13)	
Task 2.1	
<b>A1 questions</b>	
a)	Look at all the cards. Which one is a birthday invitation and which on is a wedding invitation?
b)	Who is card No. 4 for?
Task 2.2	
<b>A1 questions</b>	
a)	How old, do you think, are the people sending card No. 6
b)	Look at all the cards. Which one is for very young children and which one for adults?

### **ACTIVITY 3**

#### **A2 LEVEL**

### **POTENTIAL CANDIDATE QUESTIONS AND EXAMINERS' ANSWERS**

#### **BOOKS**

<b>Candidate question</b>	<b>Examiner's Answer</b>
<b>Picture 1</b>	
What is the title of the book?	It's Black Beauty
Where can you buy the book?	You can buy it at FNAC
Who is the book for?	For young children
<b>Picture 2</b>	
How many pages does the book have?	It has 42 pages
Where can you buy the book?	On the internet
How much does the book cost?	It costs 5.50 euros
<b>Picture 3</b>	
Who wrote this book?	Carol Halle
How much does the book cost?	It costs 9.70 euros
Where can you buy the book?	At your nearest bookstore.

#### **INVITATION CARDS**

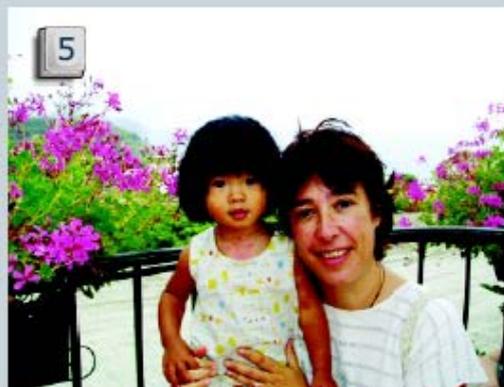
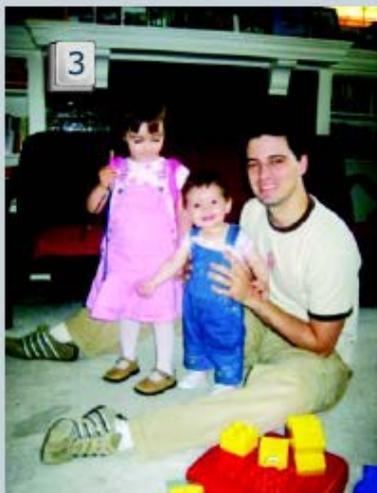
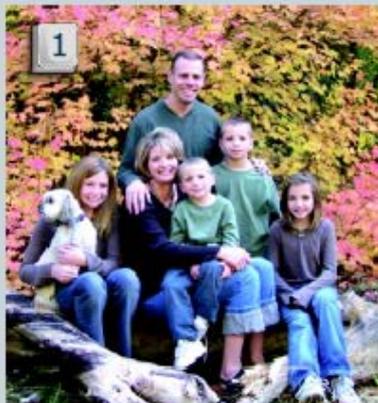
<b>Picture 4</b>	
When is the party?	It's on Friday 11 June
What time is the party?	At 8:00 pm
Where is the party?	At the school theatre
<b>Picture 5</b>	
Where is the party?	At George's home in Glyfada
What day is the party?	It's this Saturday
What is the address?	12 Venizelou Str
<b>Picture 6</b>	
Who is sending the card?	Sandra and James
When is the wedding?	On Saturday, April 23
Where is the church?	The church is in Ekali

## APPENDIX 2: PAGES WITH PHOTOS FROM A1&A2 LEVEL CANDIDATE BOOKLET FOR ACTIVITY 2

ΚΠγ / English Language Exam

May 2008

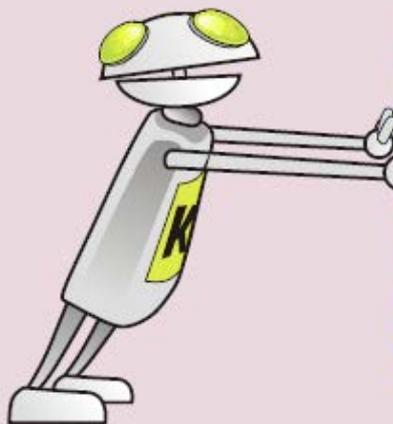
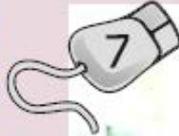
### Family



Level A1 & A2 / Module 4

PAGE 6 / Activity 2

# Children



# Sports



Level A1 & A2 / Module 4

PAGE 8 / Activity 2

# School



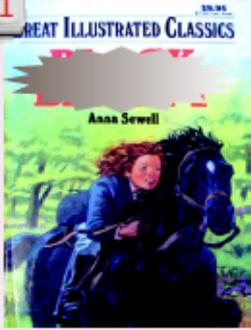
Level A1 & A2 / Module 4

PAGE 9 / Activity 2

## APPENDIX 3: PAGES WITH MULTIMODAL TEXTS FROM A LEVEL CANDIDATE BOOKLET FOR ACTIVITY 3

### Books

1



Buy it NOW  
at [REDACTED]!

Pages: 100  
Price: 15 €

A classic book for [REDACTED]  
[REDACTED]-an enchanting story!

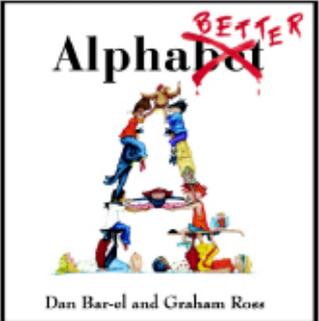
- what title?
- where/ buy?
- who for?

2

The perfect book to  
learn the alphabet  
better!

Buy it now on [REDACTED]  
[REDACTED] and save 50p!

Pages: [REDACTED]  
Price: [REDACTED] €



Alphabet <sup>BETTER</sup>

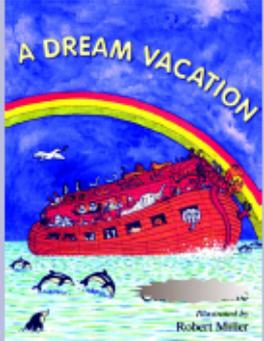
Dan Bar-el and Graham Ross



- pages?
- where/ buy?
- how much?

3

Buy it now  
at [REDACTED]!



A DREAM VACATION

An exciting  
adventure  
story!

Pages: 65  
Price: [REDACTED] €

- who/ write?
- how much?
- where/ buy?

# Invitation cards

**4**

**party invitation!**

From: class C1  
To: All class C students

Come and celebrate with us the end of the school year, on **Friday**, **15** June at **7** p.m. at the **school hall**.

It'll be great fun. Don't miss it!

- when/ party?
- what time?
- where?

**5**

From: George  
To: Helen

You are invited to my birthday party, this **Friday** at 7:30 p.m., at **my home**.

Hope to see you there!

Home address: **15, Myrtle Street**

**Birthday Party**

- where?
- what day?
- address?

**6**

From: **George and Mary Pappas**  
To: George and Mary Pappas

We'll be happy if you join us on our wedding day, on **Friday**, **15** June, at 9:00 p.m. at St John's church in **London**.

- who/ send/ card?
- when?
- where/ church?

## APPENDIX 4: A Level Simulation KEY

TASK COMPLETION	Dimitra		Marios	
	Comments	Mark (1-5)	Comments	Mark (1-5)
ACTIVITY 1 DIALOGUE/INTERVIEW 1-5	Responded appropriately to all questions including the most important content points in her answers.	5 (2x1,5=3)	Responded appropriately to all questions including the most important content points in his answers. He was one of the few candidates who gave complete responses and included more information in his responses than was required by the question set.	5 (2x1,5=3)
ACTIVITY 2 ONE SIDED TALK 1-5	Responded appropriately to the A1 level questions but had great difficulty responding to the A2 level questions. Her responses to the latter were incoherent and irrelevant.	3 (1x1,5=1,5)	Responded appropriately to all questions including the most important content points in his answers, using the photos effectively.	5 (2x1,5=3)
ACTIVITY 3 MEDIATION 1-5	Responded appropriately to the first question of this activity; gave an irrelevant response to the second A1 level question. Had great difficulty forming the questions of the A2 level part.	2 (0,5x1,5=0,75)	Responded appropriately to all questions including the most important content points in his answers, using the multimodal texts effectively. Had no problem forming accurate questions in the A2 part of this activity.	5 (2x1,5=3)
QUALITY OF PRODUCTION	Comments	Mark (1-5)	Comments	Mark (1-5)
Pronunciation and intonation 1-5	Evidence of L1 accent but output generally intelligible.	4 (1,5x1=1,5)	No mispronunciations; some evidence of L1 accent.. Output fully intelligible.	5 (2x1=2)
Lexical range and appropriacy of linguistic choices 1-5	Used a limited range of basic vocabulary with occasional morphological errors, e.g., <i>childrens</i> . Message got across without much difficulty in activity 1 but not very clearly in activity 2 and 3.	3 (1x1,5=1,5)	Used a wide range of vocabulary and expressions well above A2 level, e.g., <i>...and probably I'm wrong, I don't know</i> . Lexis was appropriate to the situation and morphologically and semantically correct.	5 (2x1,5=3)

Grammatical accuracy 1-5	Many errors which display limited control of a few basic structures. Had problems in the use of prepositions, articles, subject –verb agreement, formation of tense, e.g., <i>in the school, are have lessons, they have a lessons, e.g., who are the page, e.g., how much the book, e.g., I like read some books</i> . A few attempts to self-correct but were not always successful, e.g., <i>and I have and they have the eh lessons</i> .	2 (0,5x2=1)	Used simple structures correctly and was consistent in his performance. Very few errors were made, e.g. omissions, incorrect use of prepositions, e.g., <i>going for a Halloween, e.g. in picture 9 are four people, in nine children are four</i> which did not in any way impede communication.	5 (2x2= 4)
Fluency 1-5	Her output was characterised by frequent hesitations and long pauses which tire the listener.	2 (0,5x0,25 = 0,125)	The candidate was fluent, seldom paused.	5 (2x0,255 = 0,5)
Use of communication strategies 1-5	Had difficulty in overcoming gaps in communication or facilitating the flow of conversation through the use of appropriate communication strategies. Could not always overcome difficulties even after clarifications had been given.	2 (0,5x0,5 = 0,2)	He was able to ask for clarification and to self correct.	5 (2x0,5= 1)
Cohesion & coherence 1-5	Her speech was mainly incoherent, especially in activities 2 and 3, and not cohesively linked, e.g., <i>eh eh....doing are in the school in all pictures in page nine ...and I have and they have the eh... lessons but in two pictures we they are a festival</i> .	2 (0,5x0,25 = 0,125)	His output was coherent and sentences were cohesively linked with simple connectors.	5 (2x0,255 = 0,5)
<b>TOTAL GRADE/20</b>		<b>9,75</b>		<b>20</b>

### Candidates' overall performance in the simulated A level speaking test

**Dimitra** is an A1 level candidate. She had difficulty responding or did not respond at all to the A2 level questions of activities 2 and 3. She had great difficulty forming questions in activity 3; she managed to form 2 questions which were incomprehensible. In general she lacked fluency, hesitated frequently and her output was characterised by frequent long pauses, reformulations/repetitions and very few instances of self correction. Many times her speech was incoherent and consisted of a string of unconnected word. She made basic mistakes in grammar and syntax (incorrect use or overuse of articles, omissions of prepositions, lack of subject verb

agreement, wrong use of subject etc.) Her vocabulary was limited and basic and morphological errors were frequent.

**Marios** is a clear A2 level candidate. He had no difficulty responding to all the questions asked. He formed accurate questions (activity 3) with ease. He was fluent, seldom hesitated, was able to ask for clarifications and self corrected successfully when necessary. He used a wide range of vocabulary appropriately and his errors in terms of grammar and syntax were extremely few and did not in any way impede intelligibility.

## APPENDIX 5: A LEVEL ORAL ASSESSMENT CRITERIA & RATING SCALE

TASK COMPLETION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
<b>ACTIVITY 1</b> Interview	Barely responds to the questions, gives wrong or irrelevant answers or no answer at all.	Responds to the A1 questions effectively, including most of the main content points, but has difficulty with or may not respond to the A2 questions.	Responds to all questions in a fully satisfactory manner, including the most important content points in his/her answers.
<b>ACTIVITY 2</b> Talking about photos	Has difficulty in replying even to the A1 questions of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of visual prompts.	Responds to the A1 questions of the task effectively, using the visual prompts and including most content points, but has difficulty with or may not respond to the A2 questions of the task.	Responds to both the A1 and A2 questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points.
<b>ACTIVITY 3</b> Giving and asking for information	Has difficulty in responding even to the A1 part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text.	Responds to the A1 part of the task effectively, using the multimodal texts and including most content points, but has difficulty with or may not respond to the A2 part of the task.	Responds to both the A1 and A2 parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points.

QUALITY OF PRODUCTION			
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory
<b>Pronunciation and intonation</b>	Articulation is unclear. L1 interference in pronunciation and stress is distracting and the output is often unintelligible.	Articulation is generally clear but with quite a few mispronunciations. L1 interference in stress and intonation is very evident. Limited control of phonological features.	Articulation is clear, but a few mispronunciations may occur. L1 accent is noticeable but generally the output is intelligible.
<b>Lexical range and appropriacy of linguistic choices</b>	Uses a few scattered words, makes inappropriate word choices or there is no response.	Uses a very basic and limited repertoire of mostly memorised words and simple phrases that are generally morphologically correct but not always appropriately used. The message gets across though not always very clearly.	Uses a basic repertoire of mostly memorised words and phrases reasonably accurately and appropriately. The message gets across clearly.
<b>Grammatical accuracy</b>	Makes constant errors of grammar and syntax which obscure communication or there is no response.	Uses a limited range of simple grammatical structures and sentence patterns in a memorised repertoire, but not always correctly. Basic errors are common and are rarely self-corrected, but the message gets across without much difficulty in most cases.	Uses some simple structures and a repertoire of frequently used routines and patterns correctly but makes surface mistakes which are occasionally self-corrected. Nevertheless, the message gets across clearly.
<b>Fluency</b>	No fluency; communication is impeded by exceptionally long pauses to search for words, or there is no response.	Manages very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions and words. Hesitations and quite long pauses are systematically present, which may tire the listener and affect fluency.	Makes him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident, but do not tire the listener. Maintains a simple flow of speech without too much effort.
<b>Communication strategies</b>	Does not maintain communication and cannot overcome difficulties even after clarifications have been given.	Has difficulty in overcoming gaps in communication or facilitating the flow of conversation through the use of appropriate communication strategies. Generally manages to communicate with excessive body language or after clarifications have been given.	Uses simple strategies (synonyms, paraphrase, body language) to facilitate the flow of conversation and overcome knowledge gaps. Occasionally requires additional prompting and support.
<b>Cohesion and coherence</b>	Does not organise his/her utterances in a logical way, produces incoherent speech or there is no response.	Organises information in a more or less logical way, occasionally linking words with very basic linear connectors (e.g., <i>and, then</i> ). Hesitations and false starts are systematically present and occasionally disrupt coherence.	Organises information clearly and uses simple cohesive devices (e.g., <i>and, but, because</i> ). Hesitations and reformulations are common and do not disrupt coherence.

<b>1= Unsatisfactory</b> (OUTPUT UNSATISFACTORY FOR A1)	<b>2= Partly unsatisfactory</b> (OUTPUT PARTLY SATISFACTORY FOR A1)	<b>3= Moderately satisfactory</b> (OUTPUT SATISFACTORY FOR A1)	<b>4= Satisfactory</b> (OUTPUT PARTLY SATISFACTORY FOR A2)	<b>5= Fully satisfactory</b> (OUTPUT SATISFACTORY FOR A2)
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**Ευρωπαϊκή Ένωση**  
Ευρωπαϊκό Κοινωνικό Ταμείο



**ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ**  
**ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ**

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



**ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ**