# Reading Aloud

<table>
<thead>
<tr>
<th>BC Descriptor</th>
<th>Scoring Guide</th>
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| **Reading Aloud**  
  • Showing a basic understanding of simple and familiar texts by reading the texts aloud with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation (KS, ES) | 4  
  • Read fluently and clearly with appropriate pausing and intonation.  
  • Make very few or no pronunciation mistakes. |
| 3  
  • Read fluently and clearly.  
  • Make very few or no pronunciation mistakes. | 2  
  • Read quite clearly.  
  • Make some mistakes in pronunciation. |
| 1  
  • Read hesitantly with many mistakes in pronunciation.  
  • Skip words occasionally. | 0  
  • Read only a few words.  
  • Skip some words or phrases. |
**Teacher-Student Interaction**

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<tr>
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<tr>
<td><strong>Content</strong></td>
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| • Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES) | 4  
• Provide relevant answers to most of the questions* and give elaboration to some of the questions*.  
3  
• Provide relevant answers to most of the questions*.  
2  
• Provide relevant answers to some of the questions*.  
1  
• Provide relevant answers to some of the questions* with prompting.  
0  
• Give one or no comprehensible responses to the questions*.  
• Give irrelevant answers to most of the questions*.  
• Practically make no attempt at all. | • *Although ‘Yes/No’ questions can be used to prompt students, they are not counted if students merely provide ‘Yes/No’ answers without elaboration.  
• Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas. |
| **Language**  |               |        |
| • Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes (IS, KS, ES) | 3  
• Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.  
2  
• Use a small range of vocabulary and sentence patterns with some grammatical mistakes.  
OR  
• Use a limited range of vocabulary and sentence patterns with a few grammatical mistakes.  
1  
• Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes.  
0  
• Practically make no attempt at all. | • Award no score if the information or ideas provided are irrelevant to the topic. |
## Presentation

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<tr>
<td>• Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES)</td>
<td><strong>4</strong>&lt;br&gt;• Provide plenty of information and ideas relevant to the topic.&lt;br&gt;• Communicate ideas very clearly.</td>
<td>• Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.</td>
</tr>
<tr>
<td></td>
<td><strong>3</strong>&lt;br&gt;• Provide information and ideas relevant to the topic.&lt;br&gt;• Communicate ideas clearly.</td>
<td></td>
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<tr>
<td></td>
<td><strong>2</strong>&lt;br&gt;• Provide some information and ideas relevant to the topic with prompting.&lt;br&gt;• Communicate ideas quite clearly.</td>
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<tr>
<td></td>
<td><strong>1</strong>&lt;br&gt;• Provide information and ideas mostly irrelevant to the topic.&lt;br&gt;OR&lt;br&gt;• Provide limited information and ideas.</td>
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<tr>
<td></td>
<td><strong>0</strong>&lt;br&gt;• Provide information and ideas totally irrelevant to the topic.&lt;br&gt;OR&lt;br&gt;• Practically make no attempt at all.</td>
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**Eye Contact**

• Bonus:<br>Award a score of 1 if the student has appropriate eye contact with the oral examiner.
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| - Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes (IS, KS, ES) | 3  
• Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes. | • Award no score if the information or ideas provided are irrelevant to the topic. |
|               | 2  
• Use a small range of vocabulary and sentence patterns with some grammatical mistakes.  
OR  
• Use a limited range of vocabulary and sentence patterns with a few grammatical mistakes. |        |
|               | 1  
• Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes. |        |
|               | 0  
• Practically make no attempt at all. |        |
| **Pronunciation** |               |        |
| - Pronouncing familiar words comprehensibly (KS) | 3  
• Speak clearly with very few mistakes in pronunciation. |        |
|               | 2  
• Speak quite clearly despite a few mistakes in pronunciation. |        |
|               | 1  
• Speak unclearly with many mistakes in pronunciation. |        |
|               | 0  
• Make no attempt at all. |        |