Reading Aloud

BC Descriptor	Scoring Guide
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** • Reads fluently and clearly with appropriate pausing and intonation • Makes very few or no pronunciation mistakes
	3 • Reads fluently and clearly • Makes very few or no pronunciation mistakes
	2 • Reads quite clearly • Makes some mistakes in pronunciation
	1 • Reads hesitantly with many mistakes in pronunciation • Skips words occasionally
	0 • Reads only a few words • Skips some words or phrases

Teacher-Student Interaction

BC Descriptor	Scoring Guide	Remark
Content • Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (**IS**, KS, **ES**)	**4** • Provides relevant answers to most of the questions* and gives elaboration to some of the questions* **3** • Provides relevant answers to most of the questions* **2** • Provides relevant answers to some of the questions* **1** • Provides relevant answers to some of the questions* with prompting **0** • Gives one or no comprehensible responses to the questions* OR • Gives irrelevant answers to most of the questions* OR • Practically makes 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** • Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes **2** • Uses a small range of vocabulary and sentence patterns with some grammatical mistakes OR • Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes **1** • Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes **0** • Practically makes no attempt at all	• Award **no score** if the information or ideas provided are irrelevant to the topic.

Presentation

BC Descriptor	Scoring Guide	Remark
Content • Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, **KS, ES**)	**4** • Provides plenty of information and ideas relevant to the topic • Communicates ideas very clearly **3** • Provides information and ideas relevant to the topic • Communicates ideas clearly **2** • Provides some information and ideas relevant to the topic with prompting • Communicates ideas quite clearly **1** • Provides information and ideas mostly irrelevant to the topic OR • Provides limited information and ideas **0** • Provides information and ideas totally irrelevant to the topic OR • Practically makes no attempt at all	• Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas. **Eye Contact** • Bonus: Award a score of 1 if the student has appropriate eye contact with the oral examiner.

Presentation

BC Descriptor	Scoring Guide	Remark
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** • Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes **2** • Uses a small range of vocabulary and sentence patterns with some grammatical mistakes OR • Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes **1** • Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes **0** • Practically makes no attempt at all	• Award **no score** if the information or ideas provided are irrelevant to the topic.
Pronunciation • Pronouncing familiar words comprehensibly (KS)	**3** • Speaks clearly with very few mistakes in pronunciation **2** • Speaks quite clearly despite a few mistakes in pronunciation **1** • Speaks unclearly with many mistakes in pronunciation **0** • Makes no attempt at all	