Reading Aloud

BC Descriptor	Score Level	Descriptor
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	Score Level	Descriptor	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*	• *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.
	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	
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	• **No score level** will be awarded if the information or ideas provided are irrelevant to the topic.
	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	

Presentation

BC Descriptor	Score Level	Descriptor	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	• Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.
	3	• Provides information and ideas relevant to the topic • Communicates ideas clearly	**Eye Contact**
	2	• Provides some information and ideas relevant to the topic with prompting • Communicates ideas quite clearly	• Bonus: Award a score level of 1 if the student has appropriate eye contact with the oral examiner.
	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	

Presentation

BC Descriptor	Score Level	Descriptor	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	• **No score level** will be awarded if the information or ideas provided are irrelevant to the topic.
	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	
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	