

## Reading Aloud

BC Descriptor	Score Level	Descriptor
<b>Reading Aloud</b> <ul style="list-style-type: none"> <li>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)</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>Reads fluently and clearly with appropriate pausing and intonation</li> <li>Makes very few or no pronunciation mistakes</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>Reads fluently and clearly</li> <li>Makes very few or no pronunciation mistakes</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>Reads quite clearly</li> <li>Makes some mistakes in pronunciation</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>Reads hesitantly with many mistakes in pronunciation</li> <li>Skips words occasionally</li> </ul>
	<b>0</b>	<ul style="list-style-type: none"> <li>Reads only a few words</li> <li>Skips some words or phrases</li> </ul>

## Teacher-Student Interaction

BC Descriptor	Score Level	Descriptor	Remark
<b>Content</b> <ul style="list-style-type: none"> <li>Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES)</li> </ul>	4	<ul style="list-style-type: none"> <li>Provides relevant answers to most of the questions* and gives elaboration to some of the questions*</li> </ul>	<ul style="list-style-type: none"> <li>*Although 'Yes/No' questions can be used to prompt students, they are not counted if students merely provide 'Yes/No' answers without elaboration.</li> <li>Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Provides relevant answers to most of the questions*</li> </ul>	
	2	<ul style="list-style-type: none"> <li>Provides relevant answers to some of the questions*</li> </ul>	
	1	<ul style="list-style-type: none"> <li>Provides relevant answers to some of the questions* with prompting</li> </ul>	
	0	<ul style="list-style-type: none"> <li>Gives one or no comprehensible responses to the questions*</li> <li>OR</li> <li>Gives irrelevant answers to most of the questions*</li> <li>OR</li> <li>Practically makes no attempt at all</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>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)</li> </ul>	3	<ul style="list-style-type: none"> <li>Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes</li> </ul>	<ul style="list-style-type: none"> <li><b>No score level</b> will be awarded if the information or ideas provided are irrelevant to the topic.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Uses a small range of vocabulary and sentence patterns with some grammatical mistakes</li> <li>OR</li> <li>Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes</li> </ul>	
	1	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes</li> </ul>	
	0	<ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>	

## Presentation

BC Descriptor	Score Level	Descriptor	Remark
<b>Content</b> <ul style="list-style-type: none"> <li>Providing simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES)</li> </ul>	4	<ul style="list-style-type: none"> <li>Provides plenty of information and ideas relevant to the topic</li> <li>Communicates ideas very clearly</li> </ul>	<ul style="list-style-type: none"> <li>Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.</li> </ul> <b>Eye Contact</b> <ul style="list-style-type: none"> <li>Bonus: Award a score level of 1 if the student has appropriate eye contact with the oral examiner.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Provides information and ideas relevant to the topic</li> <li>Communicates ideas clearly</li> </ul>	
	2	<ul style="list-style-type: none"> <li>Provides some information and ideas relevant to the topic with prompting</li> <li>Communicates ideas quite clearly</li> </ul>	
	1	<ul style="list-style-type: none"> <li>Provides information and ideas mostly irrelevant to the topic</li> </ul> OR <ul style="list-style-type: none"> <li>Provides limited information and ideas</li> </ul>	
	0	<ul style="list-style-type: none"> <li>Provides information and ideas totally irrelevant to the topic</li> </ul> OR <ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>	

## Presentation

BC Descriptor	Score Level	Descriptor	Remark
<b>Language</b> <ul style="list-style-type: none"> <li>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)</li> </ul>	3	<ul style="list-style-type: none"> <li>Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes</li> </ul>	<ul style="list-style-type: none"> <li><b>No score level</b> will be awarded if the information or ideas provided are irrelevant to the topic.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Uses a small range of vocabulary and sentence patterns with some grammatical mistakes</li> </ul> OR <ul style="list-style-type: none"> <li>Uses a limited range of vocabulary and sentence patterns with a few grammatical mistakes</li> </ul>	
	1	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes</li> </ul>	
	0	<ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>	
<b>Pronunciation</b> <ul style="list-style-type: none"> <li>Pronouncing familiar words comprehensibly (KS)</li> </ul>	3	<ul style="list-style-type: none"> <li>Speaks clearly with very few mistakes in pronunciation</li> </ul>	
	2	<ul style="list-style-type: none"> <li>Speaks quite clearly despite a few mistakes in pronunciation</li> </ul>	
	1	<ul style="list-style-type: none"> <li>Speaks unclearly with many mistakes in pronunciation</li> </ul>	
	0	<ul style="list-style-type: none"> <li>Makes no attempt at all</li> </ul>	