



**National Qualifications
English for Speakers of Other Languages (ESOL)**

**Assessment of Speaking
Intermediate 2
Higher**

The following Descriptions of Performance and marks must be used to assess candidates' performance in Speaking for ESOL Courses at the above levels.

Valid from 1st August 2008

The ESOL Course assessment for Speaking is the task from the Everyday Communication Units with the additional marking information on how to judge a candidate's performance and mark it out of 25. These marks are then submitted to SQA to contribute to the candidate's overall grade in the examination.

The assessments are to be conducted by a **qualified teacher(s)/lecturer(s)** of the centre, and recorded on cassette or CD. Assessments may be carried out at any time convenient to the centre, but in making arrangements for their conduct it must be borne in mind that a sample of the marks and recordings must be available for submission for Verification purposes.

Candidates will be assessed in pairs; either with another candidate or an interlocutor. However, centres are required to supply **for each candidate** a separate cassette or CD which will be returned to centres in due course. Only **completely blank** cassettes or CDs should be used. The cassette must allow the recording of the assessment on **one** side only.

In the interests of standardisation, time allocations should be observed as closely as possible. **There is no advantage to the candidate in prolonging the assessment unnecessarily.**

The assessment tasks at each of the levels are as follows:

Intermediate 2 (25 marks)

Two different, short spoken interactions which both take place during one recording. The first is an introductory conversation of no more than 2 minutes. The second is a more in depth discussion of around 4 – 5 minutes

Higher (25marks)

Two different, short spoken interactions which both take place during one recording. The first is an informal introductory conversation of no more than 2 minutes. The second is a more in depth discussion of around 6 – 8 minutes.

The two parts of the speaking assessment should be marked as a whole and one mark given out of 25 possible marks. Please refer to Appendix 1 for the marking information for Intermediate 2 and to Appendix 2 for the marking information for Higher.

Internal Assessment of Speaking – Intermediate 2

Appendix 1

Please note that the performance descriptions describe the performance of the tasks at the **Intermediate 2** level.

Description of Performance	Mark	Description of Performance	Mark	Description of Performance	Mark
• Coherent and well-organised output with limited and mostly natural hesitation • Contributes effectively and relevantly throughout the interaction. • Demonstrates the ability to initiate with ease and show sensitivity to the norms of turn taking which support the development of the interaction. • Fully achieves task with clear support for each point made • Shows knowledge of a range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task. • Uses a wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message. • Production of English pronunciation features is evident and effective.	22-25	• Coherent and well-organised output with limited hesitation • Contributes effectively and relevantly throughout the interaction. • Demonstrates the ability to initiate and show sensitivity to the norms of turn taking which support the development of the interaction • Fully achieves task with support for each point made • Shows knowledge of a reasonably wide range of general and specialised vocabulary and uses this appropriately within the context of the task. • Uses a sufficiently wide range of structures with an appropriate level of accuracy to clearly communicate the message. • Production of English pronunciation features is evident and effective.	19-21	• Coherent and organised output with limited inappropriate hesitation. • Contributes effectively in order to maintain the interaction • Demonstrates the ability to initiate and show general sensitivity to the norms of turn taking which support the maintenance of the interaction.. • Fully achieves task with some support for points made • Shows knowledge of general and some specialised vocabulary and uses this appropriately within the context of the task. • Uses an adequate range of structures with an appropriate level of accuracy to communicate the message. • Production of English pronunciation features is evident and mostly effective.	15-18

Internal Assessment of Speaking – Intermediate 2 (cont)

Appendix 1

Description of Performance	Mark	Description of Performance	Mark	Description of Performance	Mark
- Mainly coherent and organised output with a level of hesitation which does not detract from communication. - Contributes effectively in order to maintain the interaction. - Demonstrates the ability to initiate and show general sensitivity to the norms of turn taking which support the maintenance of the interaction. - Achieves task. - Shows knowledge of general and some specialised vocabulary and uses this appropriately within the context of the task. - Uses an adequate range of structures with an appropriate level of accuracy to communicate the message. - Production of English pronunciation features is evident and mostly effective.	13-14	- Communication lacks coherence and organisation and hesitation interferes with the interaction. - Does not contribute effectively in order to maintain the interaction. - Task is only partially achieved. - Does not show sufficient knowledge of general and specialised vocabulary or does not use this appropriately within the context of the task. - Does not use an adequate range of structures or display an appropriate level of accuracy to communicate the message. - The candidate lacks clarity in production of English pronunciation features.	9-12	- Communication is not coherent and organised and hesitation interferes with the interaction. - Does not contribute effectively in order to maintain the interaction. - Interaction is mainly irrelevant - Shows very limited knowledge of general and specialised vocabulary and uses this with an inappropriate level of inaccuracy within the context of the task. - Uses a very limited range of structures with a level of inaccuracy which impedes communication of the message. - Pronunciation features interfere with effective communication.	6-8

Internal Assessment of Speaking – Intermediate 2 (cont)

Appendix 1

Description of Performance	Mark
• No coherence or cohesion • Spoken interaction does not relate to task • Use of vocabulary is wholly inadequate • Errors predominate	0-5

Internal Assessment of Speaking – Higher

Appendix 2

Please note that the performance descriptions describe the performance of the tasks at the **Higher** level.

Description of Performance	Mark	Description of Performance	Mark	Description of Performance	Mark
- Coherent, well-organised and fluent output with only limited and mostly natural hesitation. - Contributes fully, effectively and relevantly throughout the interaction. - Demonstrates the ability to initiate with spontaneity and ease and show sensitivity to the norms of turn taking which fully support the development of the interaction. - Fully achieves task with clear support for each point made - Shows knowledge of a wide range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task. - Uses a wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message. - Production of English pronunciation features is evident and fully effective.	22-25	- Coherent and well-organised output with limited and mostly natural hesitation. - Contributes effectively and relevantly throughout the interaction. - Demonstrates the ability to initiate with ease and show sensitivity to the norms of turn taking which support the development of the interaction. - Fully achieves the task with support for each point made - Shows knowledge of a reasonably wide range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task. - Uses a reasonably wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message. - Production of English pronunciation features is evident and effective.	19-21	- Coherent and organised output with limited hesitation which does not detract from the communication. - Contributes effectively in order to maintain the interaction. - Demonstrates the ability to initiate and show sensitivity to the norms of turn taking which fully support the maintenance of the interaction. - Fully achieves task with support for some points made - Shows knowledge of a reasonably wide range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task. - Uses a reasonably wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message. - Production of English pronunciation features is evident and effective.	15-18

Internal Assessment of Speaking – Higher (cont)

Appendix 2

Description of Performance	Mark	Description of Performance	Mark	Description of Performance	Mark
• Coherent and organised output with limited hesitation which does not detract from the communication. • Contributes effectively in order to maintain the interaction. • Demonstrates the ability to initiate and show sensitivity to the norms of turn taking which support the maintenance of the interaction. • Achieves task • Shows knowledge of a range of general and specialised vocabulary and uses this with a sufficient level of accuracy and appropriacy to clearly convey the message within the context of the task. • Uses a range of structures with an appropriate level of accuracy to clearly communicate the message. • Production of English pronunciation features is evident and mostly effective.	13-14	• Communication lacks coherence and organisation and hesitation may interfere with the interaction. • Does not contribute effectively in order to maintain the interaction • Task is only partially achieved. • Shows limited knowledge of a range of general and specialised vocabulary and uses this with an insufficient level of accuracy and appropriacy to clearly convey the message within the context of the task. • Uses a limited range of structures with a level of accuracy which may at times interfere with clear communication of the message. • Production of English pronunciation features is evident and partially effective.	9-12	• Communication is not coherent and organised and hesitation may interfere with the interaction. • Does not contribute effectively in order to maintain the interaction. • Spoken interaction is mainly irrelevant • Shows very limited knowledge of general and specialised vocabulary and uses this with an inappropriate level of inaccuracy within the context of the task. • Uses a very limited range of structures with a level of inaccuracy which impedes communication of the message. • Production of English pronunciation features is evident but not effective.	6-8

Internal Assessment of Speaking – Higher (cont)

Appendix 2

Description of Performance	Mark
• No coherence or cohesion • Spoken interaction does not relate to task • Use of vocabulary is wholly inadequate • Errors predominate	0-5