ROMY'S MARKING GRID FOR SPEAKING ACROSS THE CEFR LEVELS

Grid coverage bands: **C1 Grid**, **B2 Grid**, **B1 Grid**, **A2 Grid**
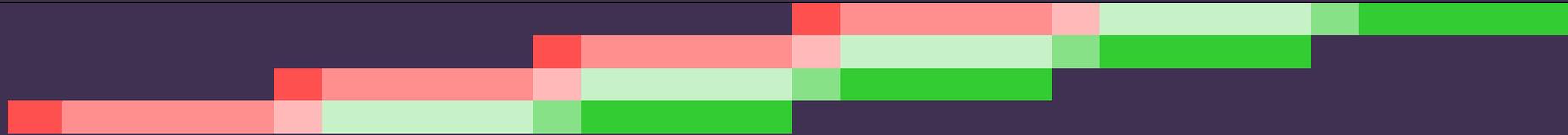
Criteria	NO RATEABLE PERFORMANCE	PERFORMANCE IS BELOW A1	A1	A BIT OF BOTH	A2	A BIT OF BOTH	B1	A BIT OF BOTH	B2	A BIT OF BOTH	C1	A BIT OF BOTH	C2
CONTENT • **Task response** • **Relevance** • **Effect on listener**			Communicates mainly through a repertoire of well-rehearsed formulaic sentences in areas of immediate need or on very familiar topics such as personal information (address, telephone number, nationality, age, family, school and hobbies), numbers, quantities, cost and time. Most of the response might *not* be relevant. Interaction is very basic: the listener may have to help.		Basic meaning conveyed in familiar everyday situations. Response may be only partly relevant. Serious effort on behalf of the listener required.		Communication handled in everyday situations. In general, response is relevant. Generally meaning is conveyed successfully, occasional effort		Communication on familiar topics is handled well. Communication on unfamiliar topics is limited. Contributions are relevant despite some repetition. Meaning is conveyed successfully		Communication is handled on a range of familiar topics with very little hesitation. Develops topics coherently and appropriately. Contributions are relevant and there is very little repetition.		Communication is handled on a wide range of topics - familiar and unfamiliar, even abstract ones - with very little hesitation. Develops topics fully and appropriately.
DISCOURSE MANAGEMENT • **Fluency (speech rate and continuity)** • **Effort to link ideas and language so as to form a coherent, connected speech** • **Prompting and support** • **Interaction**			Long pauses before most words. Responses limited to short phrases or isolated words. Hardly any control of organisational features even at sentence level. Requires considerable prompting and support.		Noticeable pauses and slow speech, frequent repetition and self-correction. Very short basic utterances, which are juxtaposed rather than connected or linked through repetitious use of simple connectives. Requires prompting and support.		Produces simple speech fluently. Usually maintains flow of speech but uses repetition, self-correction and / or slow speech to keep going. May over-use or under-use certain connectives and discourse markers. Requires little prompting and support.		Produces extended stretches of language but may lose coherence at times due to occasional repetition, self-correction or hesitation. Uses connectives and discourse markers but not always appropriately. Requires no prompting and support. Initiates and responds appropriately.		Produces extended discourse which is generally coherent. Uses a range of connectives and discourse markers. May demonstrate language-related hesitation at times, or some repetition and / or self-correction.		Produces extended discourse which is coherent and easy to follow. Uses a wide range of cohesive devices and discourse markers. Any hesitation is content-related rather than to find words or grammar.

Criteria	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
PRONUNCIATION • **Intonation** • **Stress** • **Individual sounds**	Speech is often unintelligible.	Speech is mostly intelligible, despite limited control of phonological features. Considerable effort on behalf of the listener required.	Generally intelligible though mispronunciation may occasionally cause momentary strain for the listener.	Generally intelligible. Intonation is generally appropriate. L1 accent is perceptible and has on occasion a minimal effect on intelligibility.	Intelligible. L1 is perceptible but does not interfere with intelligibility. Uses phonological features to convey meaning effectively.	Easy to understand. Uses a wide range of phonological features to convey meaning effectively.
LEXIS • **Appropriacy** • **Range** • **Accuracy** • **Paraphrase**	Only isolated words or memorised utterances are produced. Little or no paraphrase attempted.	Limited range of vocabulary which is minimally adequate for the task and which may lead to repetition. Paraphrase rarely attempted.	In general, adequate range of vocabulary for familiar topics. Attempt to vary expressions, but with inaccuracy. Paraphrase attempted, but with mixed success.	Has a wide enough range of vocabulary to discuss familiar topics at length and make meaning clear in spite of some inappropriacies. Unfamiliar topics may provoke inaccuracies and errors. Generally paraphrases successfully.	Uses vocabulary resource flexibly to discuss a variety of topics. Uses less common and idiomatic vocabulary and shows some awareness of style and collocation with some inappropriate choices. Uses paraphrase effectively.	Uses a wide vocabulary resource readily and flexibly to convey precise meaning. Uses less common and idiomatic vocabulary skillfully with occasional inaccuracies. Uses paraphrase effectively as required.
GRAMMATICAL STRUCTURES • **Appropriacy** • **Range** • **Accuracy**	Limited control of very few grammatical forms. Cannot produce basic sentence forms.	Only a limited range of structures is used. Limited control of basic forms and sentences. Subordinate structures are rare and tend to lack accuracy. Frequent grammatical errors.	In general, adequate range for familiar topics. Good degree of control of simple grammatical forms and sentences. Both simple and complex forms are used. Minor and occasional errors.	Uses simple and complex structures, but with limited flexibility. May make mistakes with complex structures, though these rarely cause comprehension problems.	Uses a range of complex structures with some flexibility. Frequently produces error-free sentences though some grammatical mistakes persist.	Uses a wide range of structures flexibly. Produces a majority of error-free sentences with only very occasional inappropriacies or basic / non-systematic errors.