

FEATURES OF QUALITY: CLASSROOM-BASED ASSESSMENT 1: ORAL COMMUNICATION

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| <p>Exceptional</p> <p>A piece of work that reflects these features to a very high standard. The strengths of the work far outstrip its flaws.</p> | <p>Spoken production: the student's communication is very clear, with very good fluency, accuracy and range of vocabulary</p> <p>Spoken interaction: the student understands and responds coherently and without undue effort to questions/prompts</p> <p>Language awareness: the student shows very good awareness of language patterns and conventions and self-corrects if appropriate</p> |
| <p>Above expectations</p> <p>A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspects of the work in need of further attention but, on the whole the work is of a high standard.</p> | <p>Spoken production: the student's communication is clear, with good fluency, accuracy and range of vocabulary</p> <p>Spoken interaction: the student shows good understanding and responds coherently to questions/prompts which are slowly and clearly articulated</p> <p>Language awareness: the student shows good awareness of language patterns and conventions and may self-correct if appropriate</p> |
| <p>In line with expectations</p> <p>A piece of work that reflects most of these features well. It shows a good understanding of the task in hand. Feedback might point to areas needing further attention, but the work is generally competent.</p> | <p>Spoken production: the student's communication is clear enough to be understood, with limited fluency, accuracy and range of vocabulary</p> <p>Spoken interaction: the student shows some understanding and responds coherently, for the most part, to questions/prompts provided they are slowly and clearly articulated</p> <p>Language awareness: the student shows limited awareness of language patterns and conventions</p> |
| <p>Yet to meet expectations</p> <p>A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.</p> | <p>Spoken production: the student's communication is frequently unclear and is limited to very basic words and phrases</p> <p>Spoken interaction: the student shows little understanding of or response to questions/prompts which are slowly and clearly articulated</p> <p>Language awareness: the student shows little or no awareness of language patterns and conventions</p> |