

ASSESSMENT CRITERIA FOR COMMUNICATION SKILLS

GRADE	INTERACTION	PROFESSIONAL VOCABULARY	LANGUAGE QUALITY	FLUENCY	PRONUNCIATION	PRESENTATION
Excellent (5)	Can present ideas articulately and persuasively in a complex discussion. Sophisticated arguing and turn-taking strategies. Has no difficulty in understanding idiomatic language use or different registers.	Has a very good command of professional vocabulary, allowing gaps to be readily overcome with circumlocutions.	Can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot. Correct use of idiomatic expressions and collocations.	Can express himself/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Wide vocabulary evident.	Mastery of the sound system of English is obvious. Accurate pronunciation and intonation in most instances.	Student is thoroughly familiar with the topic and can respond confidently and spontaneously to complex questions. Presentation is well structured, uses transitional elements, and follows the conventions of the field. Good eye contact, no reading from his/her paper. Level appropriate for intended audience.
Very good (4)	Can successfully present and justify ideas in a formal discussion. Turn-taking handled appropriately. Can recognise register shifts and a wide range of idiomatic expressions.	Has a good command of professional vocabulary, allowing gaps to be generally overcome with circumlocutions.	Can maintain a good degree of grammatical accuracy; occasional errors do not impede communication. Largely correct use of idiomatic expressions and collocations.	Fluent and spontaneous, but occasionally needs to search for expressions or compromise on saying exactly what he/she wants to.	Pronunciation and intonation generally accurate, errors do not cause misunderstanding.	Knows the topic well. Can handle complex questions with relative ease. Presentation is clearly structured and appropriate to the audience. Consistent use of transitional elements. Good eye contact, minimal need to refer to papers. Level appropriate for intended audience.
Good (3)	Keeps up with the discussion and can justify an opinion. Responds and interacts adequately with other speakers. Uses communication strategies well when unsure about e.g. idiomatic use.	Has an adequate vocabulary to express himself/herself on matters connected to his/her field.	Can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstanding.	Can produce stretches of language with a fairly even tempo. Although can be hesitant as he/she searches for expressions, there are few noticeably long pauses.	Some inaccuracy in pronunciation and intonation. Problems with voiced/voiceless consonants, for example.	Evidence of a standard three part structure and some use of transitional elements. Maintains contact with the audience. Level is appropriate, but the listener is not totally convinced that the presenter knows his/her topic well.
Satisfactory (2)	Has some difficulty keeping up with the discussion and arguing an opinion. Limited turn-taking and use of communication strategies.	Limited professional vocabulary.	Communication generally successful though limited in terms of accuracy. Some unresolved misunderstanding.	Generally acceptable tempo, but often hesitant as he/she searches for expressions. Some noticeable pauses.	Frequent inaccuracy in pronunciation and intonation. Mother tongue interference apparent.	Some structural weaknesses and only limited transitional elements. Basic level of acquaintance with the topic.
Poor (1)	Has marked difficulty in keeping up with the discussion and contributes only occasionally.	Basic professional vocabulary only.	Communication characterized by frequent inaccuracies and misunderstanding.	Frequent hesitations and pauses, can produce only short stretches of language at best	Key words regularly mispronounced, strong mother-tongue influence.	Structure lacks coherence. Speaker unfamiliar with topic. Transitional elements largely missing.
Inadequate (0)	Severe difficulty in following the discussion and no active involvement.	Professional vocabulary minimal.	Communication limited at best.	Cannot produce complex sentences or link phrases coherently.	Control of the sound system so weak that comprehension is difficult.	Lacks the features of an acceptable presentation

Students are advised that their course grade will reflect active participation during the course and is thus not an absolute measure of language ability.