



**The Matt Christie Institute of Australia**  
*"striving for academic excellence"*

# ASSESSMENT SHEET

<b>STUDENT:</b>		<b>DATE:</b>	
		<b>WEEK:</b>	
<b>STUDENT ID:</b>	MC10/000/ _ _ _	<b>COURSE:</b>	

<b>READING</b>	<b>LISTENING</b>
PART A	PART A
PART B	PART B
PART C	PART C

**READING COMMENTS:**

**LISTENING COMMENTS:**

## WRITING

<b>PATIENT</b>	<b>Educator Comments:</b>
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<b>RE-SUBMISSION</b>	.....
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## SPEAKING

<b>PATIENT</b>	<b>Educator Comments:</b>
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<b>RE-BOOKING</b>	.....
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<b>Educator Name:</b> Matt Christie	
<b>Educator Signature:</b>	<b>Date:</b>

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## WRITING Assessment Criteria and Level Descriptors (from September 2018) (public version)

Band	Overall Task Fulfilment	Appropriateness of Language	Comprehension of Stimulus	Linguistic Features (Grammar & Cohesion)	Presentation Features (Spelling, Punctuation & Layout)
<b>6</b>	<ul style="list-style-type: none"> <li>All aspects of the task effectively fulfilled.</li> </ul>	<ul style="list-style-type: none"> <li>Entirely appropriate register, tone and lexis for the content.</li> <li>Material is clearly and logically organised.</li> </ul>	<ul style="list-style-type: none"> <li>Complete understanding of stimulus material and task instructions.</li> <li>Selects all relevant material from the stimulus notes.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of grammatical structures used accurately and flexibly.</li> <li>Fluent linking of ideas by appropriate cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>High level of accuracy in spelling and punctuation.</li> <li>Layout of letter is appropriate.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Generally fulfils the task, though occasional minor lapses/errors may indicate some limitations.</li> <li>Answer may be slightly too long or too short.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate register, tone and lexis for the context.</li> <li>A few inaccuracies do not impede communication.</li> <li>Organisation is mostly clear, with minor lapses in sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>Almost complete understanding of stimulus material and task instructions.</li> <li>Occasional omissions or irrelevancies do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate use of a range of grammatical structures.</li> <li>Generally appropriate use of cohesive devices.</li> <li>Occasional errors are not intrusive.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate spelling and punctuation.</li> <li>Occasional errors are not intrusive.</li> <li>Layout of letter is appropriate.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Able to manage the task, but restricted in range and flexibility by lapses or errors.</li> <li>Answer may be too long or too short.</li> </ul>	<ul style="list-style-type: none"> <li>Generally appropriate register, tone and lexis for the context, but errors are noticeable.</li> <li>Inappropriate organisation of information sometimes causes strain.</li> </ul>	<ul style="list-style-type: none"> <li>Generally accurate understanding of stimulus material and task instructions.</li> <li>Omissions or irrelevancies are noticeable (i.e. includes too little or too much information).</li> </ul>	<ul style="list-style-type: none"> <li>Uses a fair range of grammatical structures.</li> <li>Errors are noticeable and at times reflect limited grammatical resources.</li> <li>Inappropriate or insufficient cohesive devices sometimes cause strain.</li> </ul>	<ul style="list-style-type: none"> <li>Inaccuracies in spelling and punctuation are sometimes intrusive.</li> <li>Layout of letter is mostly appropriate.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Able to fulfil some task requirements, but significantly limited by frequent lapses/errors and/or restricted linguistic resources.</li> <li>Answer may be far too long or far too short.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently inappropriate register, tone and lexis for the context.</li> <li>Poor organisation of material causes serious strain.</li> </ul>	<ul style="list-style-type: none"> <li>Basic errors in comprehension of stimulus material and task instructions.</li> <li>Frequent inaccuracies and/or inappropriate selection of material.</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of grammatical structures.</li> <li>Errors are frequent and intrusive, reflecting inadequate resources of grammar.</li> <li>Minimal or inappropriate use of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of spelling and punctuation.</li> <li>Frequent inaccuracies are intrusive.</li> <li>Layout of letter may be inappropriate.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Extremely limited communication due to constant errors and/or severely restricted linguistic resources.</li> <li>Very brief/significantly unfinished.</li> </ul>	<ul style="list-style-type: none"> <li>Often unintelligible.</li> <li>No evidence of organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Almost entirely misunderstands task and stimulus material.</li> </ul>	<ul style="list-style-type: none"> <li>Very limited grammatical resources, even in simple sentences.</li> <li>No attempt to use cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Very limited control of spelling and punctuation.</li> <li>Layout of letter is inappropriate.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Almost non-existent.</li> </ul>	<ul style="list-style-type: none"> <li>Almost unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of understanding task or stimulus material.</li> </ul>	<ul style="list-style-type: none"> <li>Impossible to follow, consisting of strings or isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Limited in all respects.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Candidate does not provide any response.</li> </ul>				

## SPEAKING Assessment Criteria and Level Descriptors (public version)

Band	Overall Communicative Effectiveness	Intelligibility	Fluency	Appropriateness	Resources of Grammar and Expression
<b>6</b>	<ul style="list-style-type: none"> <li>Highly effective communication confidently maintained throughout.</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is easily understood and prosodic features (stress, intonation, rhythm) are used effectively.</li> <li>L1 accent has no effect on intelligibility.</li> </ul>	<ul style="list-style-type: none"> <li>Completely fluent speech at normal speed.</li> <li>Any hesitation is appropriate and not a sign of searching for words or structures.</li> </ul>	<ul style="list-style-type: none"> <li>Entirely appropriate register, tone and lexis for the context.</li> <li>No difficulty at all in explaining technical matters in lay terms.</li> </ul>	<ul style="list-style-type: none"> <li>Rich and flexible.</li> <li>Wide range of grammar and vocabulary used accurately and flexibly.</li> <li>Confident use of idiomatic speech.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Generally effective communication, though occasional minor lapses/errors may indicate some limitations.</li> </ul>	<ul style="list-style-type: none"> <li>Easily understood.</li> <li>Communication is not impeded by a few pronunciation or prosodic errors and/or noticeable L1 accent.</li> <li>Minimal strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Fluent speech at normal speed, with only occasional repetition or self-correction.</li> <li>Hesitation may occasionally indicate searching for words or structures, but is generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate register, tone and lexis for the context.</li> <li>Occasional lapses are not intrusive.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of grammar and vocabulary generally used accurately and flexibly.</li> <li>Occasional errors in grammar or vocabulary are not intrusive.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Able to maintain the interaction, but restricted in range and flexibility by lapses or errors.</li> </ul>	<ul style="list-style-type: none"> <li>Easily understood most of the time.</li> <li>Pronunciation or prosodic errors and/or L1 accent at times cause strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Uneven flow, with some repetition, especially in longer utterances.</li> <li>Some evidence of searching for words, which does not cause serious strain.</li> <li>Delivery may be staccato or too fast/slow.</li> </ul>	<ul style="list-style-type: none"> <li>Generally appropriate register, tone and lexis for the context, but somewhat restricted and lacking in complexity.</li> <li>Lapses are noticeable and at times reflect limited resources of grammar and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient resources to maintain the interaction.</li> <li>Inaccuracies in vocabulary and grammar, particularly in more complex sentences, are sometimes intrusive.</li> <li>Meaning is generally clear.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Able to manage some interaction, but communication is significantly impeded by frequent lapses/errors and/or restricted linguistic resources.</li> </ul>	<ul style="list-style-type: none"> <li>Produces some acceptable features of spoken English.</li> <li>Difficult to understand because errors in pronunciation/stress/intonation and/or L1 accent cause serious strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Very uneven.</li> <li>Frequent pauses and repetitions indicate searching for words or structures.</li> <li>Excessive use of fillers and difficulty sustaining longer utterances cause serious strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of appropriate register, tone and lexis, but lapses are frequent and intrusive, reflecting inadequate resources of grammar and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary and control of grammatical structures, except very simple sentences.</li> <li>Persistent inaccuracies are intrusive.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Extremely limited communication due to constant errors and/or severely restricted linguistic resources.</li> </ul>	<ul style="list-style-type: none"> <li>Often unintelligible.</li> <li>Frequent errors in pronunciation/stress/intonation and/or L1 accent cause severe strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Extremely uneven.</li> <li>Long pauses, numerous repetitions and self-corrections make speech difficult to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly inappropriate register, tone and lexis for the context.</li> </ul>	<ul style="list-style-type: none"> <li>Very limited resources of vocabulary and grammar, even in simple sentences.</li> <li>Numerous errors in word choice.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Totally inadequate.</li> </ul>	<ul style="list-style-type: none"> <li>Almost entirely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Impossible to follow, consisting of isolated words and phrases and self-corrections, separated by long pauses.</li> </ul>	<ul style="list-style-type: none"> <li>Entirely inappropriate register, tone and lexis for the context.</li> </ul>	<ul style="list-style-type: none"> <li>Limited in all respects.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Candidate does not provide any response.</li> </ul>				

**STUDENT PROGRESS REPORT**

<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Disappointed</b>
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**Comments:**

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