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## 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>
<b>PART A</b>	<b>PART A</b>
<b>PART B</b>	<b>PART B</b>
<b>PART C</b>	<b>PART C</b>

**READING COMMENTS:**
**LISTENING COMMENTS:**

### WRITING

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

### SPEAKING

<b>PATIENT</b>	<b>Educator Comments:</b> ..... ..... ..... ..... ..... .....
<b>RE-BOOKING</b>	

**Educator Name:** Matt Christie

**Educator Signature:**
**Date:**

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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
6	<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>
5	<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>
4	<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>
3	<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>
2	<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>
1	<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>
0	<ul style="list-style-type: none"><li>Candidate does not provide any response.</li></ul>				

**STUDENT PROGRESS REPORT**

Excellent	Good	Satisfactory	Poor	Disappointed
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**Comments:**

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