

Assessment criteria: general (and specific for language work)

	Language	'content'	oral language
I	consistent precision and grammatical accuracy (no major flaws or faults); wide range of structures and vocabulary; reads (or sounds) like authentic (i.e., native) language	clear, organized, articulate exposition, with outstanding grasp of the material; significant evidence of independent reading, and some evidence of original ideas	accurate pronunciation approaching native-speaker competence; good and varied use of idiom; use of appropriate register and capacity to vary register
IIi	consistent grammatical accuracy (not too many major flaws or faults); good range of structures and vocabulary; reads well (or sounds acceptable) without undue clumsiness or (where applicable) interference from the source language	clear, organized, exposition, with good grasp of the material; signs of original reading; evidence of having thoroughly understood and digested the material to the point of being able to redeploy, extrapolate from, and develop it; answers the question set	accurate pronunciation with reliable phonological distinctions; good use of idiom; use of appropriate register and some capacity to vary register
IIii	acceptable level of grammatical accuracy (though probably with major flaws and faults); ability to use structures and vocabulary to convey what is meant, although probably with some clumsiness or (where applicable) interference from the source language	organized exposition, reasonable grasp of the material, evidence of having understood the material; may well be a reasonable answer, but not one which answers the question set	acceptable pronunciation, regularly observing major phonological distinctions; ability to use idiom; use of appropriate register
III	rudimentary level of basic grammatical accuracy (with numerous major flaws and faults); limited ability to use structures and vocabulary to convey what is meant, although with systematic interference from the source language	comprehensible exposition; very basic grasp of the material; some evidence of having understood the material at a fairly elementary level, perhaps with evidence of misunderstandings	pronunciation comprehensible to a tolerant native, although often with major phonological distinctions neglected; adequate vocabulary; some limited ability to use idiom; ability to communicate at a basic level; failure to use appropriate register
Pass	systematic grammatical inaccuracy; inability to use structures and vocabulary to convey what is meant; systematic and wholesale interference from the source language	poor and/or incomprehensible exposition; unreliable and very rudimentary grasp of the material; no evidence of having understood the material, and probably substantial evidence of major and fundamental misunderstandings	pronunciation incomprehensible even to a tolerant native, with major phonological distinctions consistently neglected; inadequate vocabulary; inability to use idiom; failure to communicate