

# CBSE Assessment of Speaking and Listening (ASL)

## Descriptors for Assessment of Speaking (Examiner's Copy)

	5	3	1
<b>INTERACTIVE COMPETENCE</b>  Task Management Initiation Turn-taking Appropriacy Relevance	<ul style="list-style-type: none"> <li>Contributions are <b>highly effective</b> and fulfil the task. Can fulfil the communicative functions of the level <b>with spontaneity</b>.</li> <li><b>Is prompt to initiate</b> discussions on the themes/ functions at the given level appropriately.</li> <li>Contributes spontaneously to keep the interaction going; <b>takes turns appropriately</b>.</li> <li>Speaks with a <b>clear sense of purpose and audience</b> in both formal and informal situations.</li> <li>Contributions are <b>always appropriate</b> to the context/ situation.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions are <b>adequate</b> and fulfil the task. Can fulfil functions of the level but <b>may not do so consistently</b>.</li> <li><b>Is able to initiate</b> discussions on the themes/ functions at the given level.</li> <li>Makes an effort to keep the interaction going; <b>takes turns</b>.</li> <li>Speaks with an <b>awareness of purpose and audience</b> may not adapt register effectively.</li> <li>Contributions are <b>appropriate</b> to the context/ situation.</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>almost no contribution</b> and/or contributions may not be related to the task or reciting from memory when performing the task.</li> <li><b>Does not initiate</b> discussions.</li> <li><b>Makes no effort</b> to keep the interaction going.</li> <li>Has hardly any sense of purpose and <b>cannot adapt to register</b>.</li> </ul>
<b>FLUENCY</b>  Cohesion Coherence Speed of Delivery	<ul style="list-style-type: none"> <li>Presents information in a logical sequence of linked utterances with a <b>clear connection between ideas, arguments and statements</b>.</li> <li>Uses a <b>range of cohesive devices</b>.</li> <li><b>Speaks fluently</b> with minimal hesitation. Intelligible speed of delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Presents information generally in a <b>logical order</b> but overall progression may not always be clear.</li> <li>Uses a range of <b>cohesive devices but some over/under use</b>. Coherence may be affected by hesitancy or rephrasing.</li> <li><b>Intelligible</b> speed of delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Presents information with <b>no progression and/or little control of organisational features</b>.</li> <li>May use <b>only isolated words</b> and phrases.</li> </ul>
<b>PRONUNCIATION</b>  Pronunciation Stress Intonation	<ul style="list-style-type: none"> <li>Has <b>clear, natural pronunciation</b> that can be easily understood by the listener.</li> <li><b>Correctly places stress and varies intonation</b> in order to express finer shades of meaning appropriate to the context.</li> </ul>	<ul style="list-style-type: none"> <li><b>Is intelligible</b> though there are examples of some mispronunciation.</li> <li>Tries <b>to vary stress and intonation</b> according to task, content and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Is <b>not intelligible</b>. Evidence of speech patterns related to recitation.</li> </ul>
<b>LANGUAGE</b>  Range Accuracy	<ul style="list-style-type: none"> <li>Uses an <b>expressive and appropriate range of structures, words and phrases</b> on topics appropriate to the level and to deliver an effective message.</li> <li>Uses a <b>range of vocabulary and grammatical patterns with accuracy</b>, including some complex forms.</li> <li>Makes only <b>negligible errors</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Can use the language of the level but is <b>repetitive</b>.</li> <li><b>May search for words</b> with the risk of the message becoming weaker.</li> <li>There may be <b>some vocabulary and grammatical mistakes</b> which affect meaning but there is an <b>attempt to correct most of these mistakes</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Uses <b>simple, isolated words</b> for the level. There is little effort to find words.</li> <li>Communicates with <b>fragments of words</b> and structures but does not manage to bridge the gaps or correct his/her mistakes.</li> </ul>

*If a student is unable to respond in English in the two assessed phases, he or she should be marked NM (no marks).*