

School Logo here

Student Name: \_\_\_\_\_

## PEER ASSESSMENT (Speaking Skills) – Stage 4

INSTRUCTION: Tick the relevant box (A = 5 marks, B = 4 marks, C = 3 marks etc)

Grade	D-E More work needed	C - Satisfactory	B – Very Good	A - Excellent
Marks	1-2	3	4	5
<b>Expresses RELEVANT information &amp; link to Culture</b>	Task minimally complete. Provides little or no information.	Partially completes task; lacks important information or response is too basic.	Completes task appropriately.	Completes task by elaborating on questions & menu, with high level of detail and/or creativity
<b>Vocabulary</b>	Vocabulary does not convey meaning most of the time; too basic for level.	Vocabulary does not convey meaning some of the time; too basic for level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.	Rich and varied use of vocabulary.
<b>Fluency</b>	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts expressed completely with few pauses or hesitation.
<b>Pronunciation</b>	Multiple problems with pronunciation/intonation that may interfere with communication.	Some problems with pronunciation/intonation that may interfere with communication.	Sounds somewhat natural.	Sounds natural.
<b>Comprehensibility</b>	Most parts of the response not comprehensible to the listener.	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Response comprehensible; requires minimal interpretation on the part of the listener.	Response readily comprehensible; requires no interpretation on the part of the listener.
<b>Grammar</b>	Grammar is rarely accurate or appropriate for the level.	Grammar is sometimes accurate and/or not appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.

Overall: \_\_\_\_\_ / 30