OPEN CLOZE / ANSWER KEY

1) from
2) which
3) on
4) a / one
5) with
6) on
7) with
8) no
9) in
10) whose
11) as
12) are
13) by
14) into
15) a
16) if / when
17) an
18) to

NOTES
- **Using the key.** Any other answers produced by the students will be judged by the assessors.
- **Spelling.** Correct spelling is required. Spelling mistakes are penalised (minus 0.5 points).

Participant's name	

FILM REVIEW ASSESSMENT SCALE		
CRITERIA	**SCORE**	**DESCRIPTORS**
Content	6	All / Major content points covered. Thorough and extensive coverage.
	5	
	4	Some major content points covered. Adequate and sufficient coverage.
	3	
	2	Too few content points covered. Insufficient coverage. Some irrelevant material.
	1	
Organisation	6	Ideas effectively organized. A variety of linking devices.
	5	
	4	Ideas adequately organised. Simple linking devices.
	3	
	2	Lack of organisation or linking devices.
	1	
Range of vocabulary and structure	6	Wide / Good range of structure and vocabulary.
	5	
	4	Adequate range of structure and vocabulary.
	3	
	2	Limited / Narrow range of structure and vocabulary.
	1	
Accuracy (vocabulary, grammar, spelling, punctuation)	6	No errors / minimal errors.
	5	
	4	A number of errors, but they do not obscure communication.
	3	
	2	Frequent errors, some of which may obscure communication.
	1	
Appropriacy of register	6	Consistent use of neutral / semi-formal register.
	5	
	4	Inconsistent use of neutral / semi-formal register.
	3	
	2	Little awareness of register.
	1	
Total (out of 30)		ASSESSOR'S SIGNATURE AND COMMENT

NOTES

- **Length** – minimum 250 words. If the text is below the indicated length, the final score is adjusted proportionately. If the text is over-length, no penalty is applied.
- **Spelling.** British and American varieties are acceptable.

Participant's name	

PICTURE STORY ASSESSMENT SCALE		

CRITERIA	SCORE	DESCRIPTORS
CONTENT		
Introduction / Description of setting (time, place, people)		
	3	Effective introduction / description of setting.
	2	Adequate introduction / description of setting.
	1	Poor introduction / description of setting.
Story development		
	3	Effective development of the story. Logical sequence of ideas with clear transitions.
	2	Adequate development of the story. Sequence may be obscure, lack of transitions.
	1	Poor development of the story. Sequence hard to follow, transitions are rare.
Language resources		
	3	Wide range of lexico-grammatical structures. Always used clearly and precisely to convey the content of the pictures and finish the story.
	2	Good range of lexico-grammatical structures. Most often used clearly and precisely to convey the content of the pictures and finish the story.
	1	Narrow range of lexico-grammatical structures. Problems with clarity and precision in conveying the content of the pictures and finishing the story.
Ending		
	3	The story resolves in a creative way and evokes intense feelings in the listener.
	2	The story resolves in a matter-of-fact way and may leave the listener rather indifferent.
	1	The story closes in a casual way and leaves the listener completely indifferent.
DELIVERY		
Fluency		
	3	Maintains a smooth flow of language with natural hesitation.
	2	Maintains a flow of language; hesitation occurs when searching for language resources.
	1	Numerous pauses and hesitation; many problems occur when searching for language resources.
Accuracy		
	3	Good control of simple and complex lexico-grammatical structures; occassional errors, but meaning never obscured.
	2	Adequate handling of simple lexico-grammatical structures; problems may occur with complex structures; meaning occasionally obscured.
	1	Problems with both complex (if used) and simple lexico-grammatical structures; frequent errors; meaning often obscured.
Pronunciation		
	3	Clear articulation. Effective intonation.
	2	Most text is articulated clearly. Adequate intonation.
	1	Some parts of spoken text are hard to hear.
Overall Presence		
	3	Effective use of eye contact and body language. Confident and comfortable.
	2	Adequate use of eye contact and body language. May be unconfident, but in control.
	1	Poor use of eye contact and body language. Lack of confidence.
Total (out of 24)		ASSESSOR'S SIGNATURE AND COMMENT

Participant's name	

PAIR DISCUSSION ASSESSMENT SCALE		
CRITERIA	**SCORE**	**DESCRIPTORS**
CONTENT		
Introduction (Student A)		
	3	Effective summary of the news item and initiation of the discussion.
	2	Adequate summary of the news item and initiation of the discussion.
	1	Poor summary of the news item and initiation of the discussion.
Argumentation		
	3	All arguments relevant, very well organised and easy to follow.
	2	Most arguments relevant, quite well structured and rather easy to follow.
	1	Irrelevant argumentation. Lack of structuring necessary to follow the discussion.
Examples / Illustrations		
	3	Highly effective use of examples.
	2	Adequate use of examples.
	1	Poor use of examples.
Language resources		
	3	Communicates using a wide range of lexico-grammatical structures; the meaning is always clear and precise.
	2	Communicates using an adequate range of lexico-grammatical structures; the meaning is generally clear and precise.
	1	Communicates using a narrow range of lexico-gramamatical structures; problems with clarity and precision in expressing meaning.
Conclusion (Student B)		
	3	Effective summary of the main points and excellent final comment.
	2	Adequate summary of the main points and acceptable final comment.
	1	Poor summary of main points and lack of or inadequate final comment.
DELIVERY		
Interaction		
	3	Effective use of strategies to initiate discussion and respond to questions.
	2	Adequate use of strategies to initiate discussion and respond to questions.
	1	Poor use of strategies to initiate discussion and respond to questions.
Accuracy		
	3	Good control of simple and complex lexico-grammatical structures; ocassional errors, but meaning never obscured.
	2	Adequate handling of simple lexico-grammatical structures; problems may occur with complex structures; meaning occasionally obscured.
	1	Problems with both complex (if used) and simple lexico-grammatical structures; frequent errors; meaning often obscured.
Pronunciation		
	3	Clear articulation. Effective intonation.
	2	Most text is articulated clearly. Adequate intonation.
	1	Some parts of spoken text are hard to hear.
Overall Presence		
	3	Effective use of facial expression, eye contact and body language.
	2	Adequate use of facial expression, eye contact and body language.
	1	Poor use of facial expression, eye contact and body language.
Total (out of 24)*		ASSESSOR'S SIGNATURE AND COMMENT
NOTES		*Student A gets points for the introduction and Student B - for the conclusion.