

## *Mellékletek*

## English Yardstick Exam beszédképesség-értékelési kritériumok

### SPEAKING ASSESSMENT SCALE FOR THE EYE

| Levels | Coherence of Contributions and Fluency (Task 1)                                                                                                                                                                                                           | Interactive Skills (Task 2)                                                                                                                                                                        | Grammar (Task 1 & 2)                                                                                                                                                 | Vocabulary (Task 1 & 2)                                                                                                                                                                                                                                            |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5      | <ul style="list-style-type: none"> <li>• makes entirely natural hesitations when searching for ideas</li> <li>• contributions are consistently coherent, relevant and extended</li> <li>• argumentation is well-developed</li> </ul>                      | <ul style="list-style-type: none"> <li>• contributes fully and effectively to the development of the interaction.</li> <li>• participates with ease and with sensitivity to turn-taking</li> </ul> | <ul style="list-style-type: none"> <li>• accurate use of grammar, although an occasional error might occur</li> <li>• uses wide range of structures</li> </ul>       | <ul style="list-style-type: none"> <li>• uses fully appropriate vocabulary</li> <li>• has a wide range of vocabulary</li> <li>• handles most English pronunciation features very well</li> </ul>                                                                   |
| 4      |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                    |                                                                                                                                                                      |                                                                                                                                                                                                                                                                    |
| 3      | <ul style="list-style-type: none"> <li>• often makes hesitations in order to search for language</li> <li>• contributions are mostly coherent, relevant and extended</li> <li>• argumentation is generally appropriate</li> </ul>                         | <ul style="list-style-type: none"> <li>• contributes to the development of the interaction by initiating and responding appropriately</li> <li>• is generally sensitive to turn-taking</li> </ul>  | <ul style="list-style-type: none"> <li>• grammar is mostly accurate, some minor errors occur</li> <li>• uses adequate range of structures</li> </ul>                 | <ul style="list-style-type: none"> <li>• generally uses appropriate vocabulary</li> <li>• has good range but might resort to simplification in discussing specific or abstract topics</li> <li>• handles English pronunciation features reasonably well</li> </ul> |
| 2      |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                    |                                                                                                                                                                      |                                                                                                                                                                                                                                                                    |
| 1      | <ul style="list-style-type: none"> <li>• frequently makes intrusive hesitations when searching for language</li> <li>• contributions may be limited, inappropriate, irrelevant or lack coherence</li> <li>• argumentation is poor and rambling</li> </ul> | <ul style="list-style-type: none"> <li>• does not contribute to the development of the interaction effectively</li> <li>• redirection or assistance may be required at times</li> </ul>            | <ul style="list-style-type: none"> <li>• grammar is not sufficiently accurate, errors may obscure the message</li> <li>• uses limited range of structures</li> </ul> | <ul style="list-style-type: none"> <li>• uses inappropriate vocabulary</li> <li>• uses a limited range of vocabulary</li> <li>• produces some features of English pronunciation poorly, which negatively affect comprehensibility</li> </ul>                       |
| 0      | <ul style="list-style-type: none"> <li>• no assessable language</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• no assessable language</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>• no assessable language</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>• no assessable language</li> </ul>                                                                                                                                                                                         |