

## READI Oral Proficiency Criteria

These oral proficiency marking criteria are based on IATEFL criteria and the Canadian Language Benchmarks. They describe speaking ability in terms of:

1. **Range:** vocabulary, grammar.
2. **Ease of speech:** fluency.
3. **Attitude:** self-confidence, motivation, reduced anxiety/nervousness.
4. **Delivery:** volume, pronunciation, intonation, word-stress, speech-rhythm.
5. **Interaction:** body language, communication strategies, social conversation skills.

The Peer-assess charts are marked from 1 to 4, using the following criteria.

### **R (1): The student's low range makes communication difficult.**

- Not enough range (words and phrases) for the speaking task.
- Almost no control of basic grammar (sentence structure and verb tenses)
- Communication does not continue.

### **R (3): The student's range supports communication**

- Enough range for the speaking task.
- Some control of basic grammar.
- Errors occur but communication continues.

### **R (2): The student's range almost supports communication.**

- Almost enough range for the speaking task. (some vocabulary and simple phrases).
- Little control of grammar or structures.
- Information transfer problems may occur.

### **R (4): The student's range enhances communication**

- Enough range to perform the speaking task effectively and easily.
- Control of basic grammar and tenses.

### **E (1): The student's low fluency makes communication difficult.**

- The student speaks after long delays.
- Often repeats the words.
- Depends on body-gestures.
- Uses single words or groups of 2 to 3 words.
- No connected discourse.

### **E (3): The student's ease of speech supports communication.**

- Some short delays before speaking.
- Can ask and reply to WH questions.
- Evidence of connected discourse (and, but).
- Errors occur but communication continues.

### **E (2): The student's ease of speech almost supports communication.**

- Makes pauses and depends on gestures.
- Uses single words and short sentences.
- Can ask and reply to simple questions.
- Some connected discourse.

### **E (4): The student's ease of speech enhances communication.**

- Little or no delay before speaking.
- Uses a variety of short sentences.
- Clearly connected discourse (and, but, first, next, then, because).
- Communication flows at smooth pace
- Uses highly appropriate language.

**A (1): The student's poor attitude makes communication difficult.**

- Little or no enthusiasm for communication.
- Lack of confidence/motivation.
- High anxiety/nervousness
- Communication does not continue.

**A (3): The student's attitude supports communication**

- Positive attitude towards communication.
- Desire to achieve the communication goal.
- Confidence/motivation/anxiety/nervousness do not prevent communication.

**A (2): The student's attitude almost supports communication.**

- Some desire to perform the task.
- Lack of confidence/ motivation.
- Anxiety and/or nervousness.
- Communication can be difficult.

**A (4): The student's attitude enhances communication**

- Enthusiasm and positive attitude.
- The student encourages others.
- The student is confident and motivated.

**D (1): The student's poor delivery makes communication difficult.**

- May use first language at times.
- Pronunciation difficulties and low volume.
- The speech may be uncomfortably slow.
- The voice tends to be monotone.

**D (3): The student's delivery supports communication.**

- Occasional pronunciation difficulties.
- Delivery (stress, intonation, pronunciation, volume, speech-rhythm) allows communication to continue.

**D (2): The student's delivery almost supports communication.**

- Some pronunciation difficulties
- Low volume, poor intonation
- Poor word stress and speech rhythm
- Communication can be difficult.

**D (4): The student's delivery enhances communication.**

- Few pronunciation difficulties.
- Use of appropriate 'voice' (stress, intonation, pronunciation, volume, speech-rhythm) enhances communication.

**I (1): The student's poor interaction makes communication difficult.**

- The student speaks very little, and only in response to the others.
- No attempt to keep communication going.
- Needs much help from the other students.
- Lack of body language or communication strategies.

**I (3): The student's interaction supports communication.**

- Sometimes needs assistance.
- Shows an awareness of being a part of an interactive social situation.
- Uses body language and verbal cues.
- Shows interest in what others are saying.

**I (2): The student's interaction almost supports communication.**

- Tries to keep the communication going.
- Needs frequent assistance.
- Can communicate in a limited way.

**I (4): The student's interaction enhances communication.**

- Active in an interactive social situation.
- Body language is pro-communicative.
- Encourages others to communicate.
- Checks that he/she understands and that others understand him/her.

**Chart 1**

4					
3					
2					
1					
0					
	<b>R</b>	<b>E</b>	<b>A</b>	<b>D</b>	<b>I</b>
Date: ..... Total/20 .....					
Assessor's Name: .....					

**Chart 2**

4					
3					
2					
1					
0					
	<b>R</b>	<b>E</b>	<b>A</b>	<b>D</b>	<b>I</b>
Date: ..... Total/20 .....					
Assessor's Name: .....					

**Chart 3**

4					
3					
2					
1					
0					
	<b>R</b>	<b>E</b>	<b>A</b>	<b>D</b>	<b>I</b>
Date: ..... Total/20 .....					
Assessor's Name: .....					

**Chart 4**

4					
3					
2					
1					
0					
	<b>R</b>	<b>E</b>	<b>A</b>	<b>D</b>	<b>I</b>
Date: ..... Total/20 .....					
Assessor's Name: .....					

**Chart 5**

4					
3					
2					
1					
0					
	<b>R</b>	<b>E</b>	<b>A</b>	<b>D</b>	<b>I</b>
Date: ..... Total/20 .....					
Assessor's Name: .....					

**Chart 6**

4					
3					
2					
1					
0					
	<b>R</b>	<b>E</b>	<b>A</b>	<b>D</b>	<b>I</b>
Date: ..... Total/20 .....					
Assessor's Name: .....					