

	Excellent 1.0 (25p) / 1.3 (24p)	Very Good to Good 1.7 (23p) / 2.0 (22p) / 2.3 (21p)	Adequate 2.7 (20/19p) / 3.0 (18p) / 3.3 (17p)	Pass 3.7 (16p) / 4.0 (15p)	Fail 4.7 – 5.0 (10 – 0p)	Expectations
Task Achievement	<ul style="list-style-type: none"> All aspects of the task are thoroughly achieved. Details effectively support ideas. Rhetorical conventions are consistently followed. 	<ul style="list-style-type: none"> All aspects of the task are achieved. Details effectively support ideas, with imbalance. Rhetorical conventions are followed with few lapses. 	<ul style="list-style-type: none"> All aspects of the task are achieved but inconsistently. Details can be missed and/or unclear. Rhetorical conventions are followed with some inconsistency. 	<ul style="list-style-type: none"> Aspects of the task may be missed and/or insufficient. Details are sporadic, vague and/or insufficient. Rhetorical conventions may be missed or faulty. 	<ul style="list-style-type: none"> Most aspects of the task are missed. Details are often missing and/or inappropriate. Rhetorical conventions are mostly absent. 	a. Provides appropriate responses b. Answers are concise and well-developed / supported c. Part II: Monologue has a coherent and concise academic format
Fluency	<ul style="list-style-type: none"> Speaks at length without noticeable effort. Speed, repetition and self-correction are appropriate. Natural hesitations are to search for content, not vocab or grammar. 	<ul style="list-style-type: none"> Speaks at length with some effort, but no loss of coherence. Speed, repetition and self-correction may affect flow. Hesitations are periodically noticeable and/or language-based. 	<ul style="list-style-type: none"> Speaks at length with noticeable effort and some loss of coherence. Speed, repetition and self-correction can distract. Hesitations are noticeable and interrupt the message. 	<ul style="list-style-type: none"> Speaks with significant effort, losing coherence. Speed, repetition and self-correction frequently distract. Lengthy hesitations distract from the message. 	<ul style="list-style-type: none"> Speaks mostly in phrases and/or with extreme effort. Speed, repetition and self-correction are inappropriate. Hesitations are inappropriate. 	a. Hesitations are content-related, not linguistic b. Limited use of interjectors (ahh, umm...)
Grammar	<ul style="list-style-type: none"> The full range of target grammar is used and infrequent errors are barely noticeable. Recycled grammar is almost error-free. 	<ul style="list-style-type: none"> A wide range of target grammar is used and errors are periodically noticeable. Recycled grammar is almost error-free. 	<ul style="list-style-type: none"> A limited range of target grammar is used and errors are regularly noticeable. Recycled grammar contains errors. 	<ul style="list-style-type: none"> A restricted range of target grammar is attempted. Errors in target & recycled grammar are noticeable throughout. 	<ul style="list-style-type: none"> Target grammar is generally not attempted and/or Consistent target & recycled grammar errors are present throughout. 	a. Appropriate tenses b. Appropriate transition words and phrases c. Appropriate connectors (and, so, or but) d. Wide of B2 grammatical structures
Vocabulary	<ul style="list-style-type: none"> Target vocab is used consistently throughout. General vocab is used flexibly and appropriately. Word forms are accurate. 	<ul style="list-style-type: none"> Target vocab is used throughout but can be repetitive and/or limited. General vocab is used flexibly and appropriately. Word forms are accurate with few lapses. 	<ul style="list-style-type: none"> Target vocab appears but is repetitive and/or limited. General vocab can dominate. Errors in word forms are noticeable. 	<ul style="list-style-type: none"> Target vocab is used intermittently, restricting complexity of expression. General vocab dominates and is often imprecise. Errors in word forms distract. 	<ul style="list-style-type: none"> Target vocab is mostly absent. General vocab dominates and can be misused. Consistent errors in word forms are inappropriate. 	a. appropriate academic register b. Able to use less common items c. Appropriate use of idiomatic expressions d. Broad range of B2 vocabulary and indicates an awareness of collocations

Note der mündlichen Prüfung: _____ (_____)

Prüfer/in: _____

Unterschrift Zweitprüfer/in: _____

1,0	1,3	eine hervorragende Leistung
1,7	2,0	2,3 eine Leistung, die erheblich über den durchschnittlichen Anforderungen liegt
2,7	3,0	3,3 eine Leistung, die den durchschnittlichen Anforderungen genügt
3,7	4,0	eine Leistung, die trotz ihrer Mängel den Anforderungen genügt
4,7	5,0	eine Leistung, die wegen erheblicher Mängel den Anforderungen nicht mehr genügt