

Caucasus School of Governance (CSG)

**MA program in Diplomacy and International Relations
and
MA program in Public Administration**

Oral Exam (Rubric for B2 level oral proficiency)

| Mark | Fluency | | Accuracy | |
|------|--|---|---|--|
| | Task Achievement | Spontaneity and coherence | Lexical Resource | Grammatical Resource |
| 2.5 | The response fulfills the demands of the task. It demonstrates <i>very good</i> coverage of content-related points. The student develops topics appropriately. | The response is <i>developed</i> and coherent. Logical and coherent delivery with level-appropriate speed. With a few hesitations; | Uses vocabulary with <i>very good</i> control of language features; a good range of well-chosen vocabulary. | Uses <i>a good range of structures</i> naturally and appropriately; produces sentences using different structures and accurate structures apart from 'slips'. |
| 2 | Demonstrates <i>good</i> coverage of content-related points. The response addresses the task appropriately but may not be able to develop it. | The response includes <i>some language-related hesitations</i> and/or self-correction which do not strain the listener. | Evidence of topic/level-related vocabulary with <i>some errors</i> . Uses some inaccurate use of vocabulary and shows some inappropriate choices. | <i>Some errors</i> in grammatical structures possibly caused by attempt to include a variety. The student produces error-free sentences, though some grammatical mistakes persist. |
| 1.5 | Demonstrates <i>some</i> coverage of content with minor digression from the task. The development of the topic is limited. | <i>Fairly frequent</i> and noticeable <i>hesitations</i> straining the listener. The student uses repetition, self-correction and/or slow speech to | The response demonstrates <i>limited range</i> and control of vocabulary. These limitations often prevent full expression of | Fairly frequent errors and evidence of <i>restricted range of structures</i> . Frequent grammatical errors; uses a limited range of |

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| | | keep going. | ideas. | more different structures. For the most part, only basic structures are used. |
| 1 | Demonstrates <i>poor</i> or <i>little</i> coverage of content with major digression from the task. The response is very limited in content. | Speech which is <i>frequently incoherent/ illogical</i> with impeding hesitations. Speech is slow, hesitant & has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message. | <i>Frequent basic errors</i> and limited range of appropriate topic/level-related vocabulary, it does not match the task. | <i>Frequent grammatical errors</i> even in simple structures; meaning is obscured, or relies on apparently memorized utterances makes numerous errors. |
| 0 | The student gets 0 if s/he refuses to take part in the exam/ is totally inadequate/ is absent. | | | |