CBSE Assessment of Speaking and Listening (ASL)
Descriptors for Assessment of Speaking

	5	4	3	2	1
INTERACTIVE COMPETENCE Task Management Initiation Turn-taking Appropriacy Relevance	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity. Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turns appropriately. Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/ situation.	Contributions are effective and fulfill the task. Can fulfil the communicative functions of the level. Is easily able to initiate discussions on the themes/ functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately. Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently. Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turns. Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/ situation.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive. Struggles to initiate discussions on the themes/functions at the given level. Makes little effort to keep the interaction going. Has unclear sense of purpose and may be unable to adapt register. Contributions may be unconnected to the context/ situation.	There is almost no contribution and/or contributions may not be related to the task or recites from memory when performing the task. Does not initiate discussions. Makes no effort to keep the interaction going. Has hardly any sense of purpose and cannot adapt to register.
FLUENCY Cohesion Coherence Speed of Delivery	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices. Speak fluently with minimal hesitation. Intelligible speed of delivery.	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Intelligible speed of delivery.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.
PRONUNCIATION Pronunciation Stress Intonation	Has clear, natural pronunciation that can be easily understood by the listener. Correctly places stress and varies intonation in order to express finer shades of meaning appropriate to the context.	Has pronunciation that can be easily understood by the listener. Often varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation. Tries to vary stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time. Flat intonation and/or inappropriate stress for the task, content or meaning.	Is not intelligible. Evidence of speech patterns related to recitation. .
LANGUAGE Range Accuracy	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message. Uses vocabulary and grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses an appropriate range of grammar and words and phrases on topics appropriate to the level. These may be repetitive. Uses vocabulary and grammatical patterns with accuracy, including a few complex forms and makes hardly any noticeable errors.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker. There may be some vocabulary or grammatical mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There may be some effort in finding suitable words, which may hamper the message. Uses basic, simple words and phrases for the level. There are vocabulary and/or grammatical mistakes which affect meaning but there is hardly any attempt to correct these mistakes.	Uses simple, isolated words for the level. There is little effort to find words. Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.

*If a student is unable to respond in English in the two assessed phases, he or she should be marked **NM** (no marks)*