

S.K.H. St. Michael's Primary School

Guidelines on Oral Assessment (P1 to P3)

(1) Spontaneous Language Use + Reading Aloud + Personal Experiences

P1 to P3: Spontaneous Language Use in Given Situations

BC Descriptor	Scoring Guide	Remark
<ul style="list-style-type: none"> Using formulaic expressions to establish and maintain routines and relationships in school contexts with the help of cues 	2 <ul style="list-style-type: none"> Respond appropriately to most situations*. Respond readily and speak audibly. 	
	1 <ul style="list-style-type: none"> Respond appropriately to 1-2 situations*. Respond quite readily and speak audibly. 	
	0 <ul style="list-style-type: none"> No appropriate responses. Respond hesitantly throughout. 	

P1 to P3: Reading Aloud

BC Descriptor	Scoring Guide
<ul style="list-style-type: none"> Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly 	4 <ul style="list-style-type: none"> Read fluently and clearly with appropriate pausing and intonation. Make very few or no pronunciation mistakes.
	3 <ul style="list-style-type: none"> Read fluently and clearly. Make very few or no pronunciation mistakes.
	2 <ul style="list-style-type: none"> Read quite clearly. Make some mistakes in pronunciation.
	1 <ul style="list-style-type: none"> Read hesitantly with many mistakes in pronunciation. Skip words or phrases occasionally.
	0 <ul style="list-style-type: none"> Able to read only a few words.

P1 to P3: Expression of Personal Experiences

BC Descriptor	Scoring Guide	Remark
<ul style="list-style-type: none"> Providing short answers to short and simple questions 	4 <ul style="list-style-type: none"> Provide relevant answers to most of the questions* and give elaboration to some of the questions. Respond to most of the questions* naturally and readily. 	<ul style="list-style-type: none"> *Although 'Yes/No' questions can be used to prompt students, they are not counted if students merely provide 'Yes/No' answers without elaboration Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.
	3 <ul style="list-style-type: none"> Provide relevant answers to most of the questions* with no or little prompting. Respond to most of the questions* naturally. 	
	2 <ul style="list-style-type: none"> Provide brief answers to some of the questions* with some prompting. Respond to some of the questions hesitantly. 	
	1 <ul style="list-style-type: none"> Provide brief answers to at least two questions* but with difficulty. Respond to some questions hesitantly. 	
	0 <ul style="list-style-type: none"> Give one or no comprehensible responses to the questions*. Give irrelevant answers to most of the questions. 	

(2) Spontaneous Language Use + Picture Descriptions

P1 to P3: Spontaneous Language Use in Given Situations

BC Descriptor	Scoring Guide	Remark
<ul style="list-style-type: none"> Using formulaic expressions to establish and maintain routines and relationships in school contexts with the help of cues 	3 <ul style="list-style-type: none"> Respond appropriately to ALL situations*. Respond readily and speak very clearly. 	
	2 <ul style="list-style-type: none"> Respond appropriately to most situations*. Respond readily and speak audibly. 	
	1 <ul style="list-style-type: none"> Respond appropriately to 1-2 situations*. Respond quite readily and speak audibly. 	
	0 <ul style="list-style-type: none"> No appropriate responses. Respond hesitantly throughout. 	

P1 to P3: Picture Descriptions

BC Descriptor	Scoring Guide	Remark
Content <ul style="list-style-type: none"> Providing short answers to short and simple questions 	4 <ul style="list-style-type: none"> Provide relevant answers to most of the questions* and give elaboration to some of the questions. Respond to most of the questions* naturally and readily. 	<ul style="list-style-type: none"> *Although 'Yes/No' questions can be used to prompt students, they are not counted if students merely provide 'Yes/No' answers without elaboration Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.
	3 <ul style="list-style-type: none"> Provide relevant answers to most of the questions* with no or little prompting. Respond to most of the questions* naturally. 	
	2 <ul style="list-style-type: none"> Provide brief answers to some of the questions* with some prompting. Respond to some of the questions hesitantly. 	
	1 <ul style="list-style-type: none"> Provide brief answers to at least two questions* but with difficulty. Respond to some questions hesitantly. 	
	0 <ul style="list-style-type: none"> Give one or no comprehensible responses to the questions*. Give irrelevant answers to most of the questions. 	
Pronunciation <ul style="list-style-type: none"> Pronouncing simple and familiar words comprehensibly 	3 <ul style="list-style-type: none"> Speak clearly and readily with very few mistakes in pronunciation. 	
	2 <ul style="list-style-type: none"> Speak quite clearly despite a few mistakes in pronunciation. 	
	1 <ul style="list-style-type: none"> Speak unclearly with many mistakes in pronunciation. 	
	0 <ul style="list-style-type: none"> Make no attempt at all. 	

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Guidelines on Oral Assessment (P4 to P6)

(1) Reading Aloud + Teacher-Student Interaction

P4 to P6: Reading Aloud

BC Descriptor	Scoring Guide
<ul style="list-style-type: none"> Showing a basic understanding of simple and familiar texts by reading the texts aloud with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation 	3 <ul style="list-style-type: none"> Read fluently and clearly. Make very few or no pronunciation mistakes.
	2 <ul style="list-style-type: none"> Read quite clearly. Make some mistakes in pronunciation.
	1 <ul style="list-style-type: none"> Read hesitantly with many mistakes in pronunciation. Skip words occasionally.
	0 <ul style="list-style-type: none"> Read only a few words. Skip some words or phrases.

P4 to P6: Teacher-Student Interaction

Content <ul style="list-style-type: none"> Providing simple information and ideas, and attempting to provide some elaboration with the help of cues 	4 <ul style="list-style-type: none"> Provide relevant answers to most of the questions* and give elaboration to some of the questions*. 	<ul style="list-style-type: none"> *Although 'Yes/No' questions can be used to prompt students, they are not counted if students merely provide 'Yes/No' answers without elaboration Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.
	3 <ul style="list-style-type: none"> Provide relevant answers to most of the questions*. 	
	2 <ul style="list-style-type: none"> Provide relevant answers to some of the questions*. 	
	1 <ul style="list-style-type: none"> Provide relevant answers to some of the questions* with prompting. 	
	0 <ul style="list-style-type: none"> Give one or no comprehensible responses to the questions*. OR <ul style="list-style-type: none"> Give irrelevant answers to most of the questions*. OR <ul style="list-style-type: none"> Practically make no attempt at all. 	
Language <ul style="list-style-type: none"> Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes 	3 <ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes. 	<ul style="list-style-type: none"> Award no score if the information or ideas provided are irrelevant to the topic.
	2 <ul style="list-style-type: none"> Use a small range of vocabulary and sentence patterns with some grammatical mistakes. 	
	1 <ul style="list-style-type: none"> Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes. 	
	0 <ul style="list-style-type: none"> Practically make no attempt at all. 	

(2) Presentation

P4 to P6: Presentation

BC Descriptor	Scoring Guide	Remark
Content <ul style="list-style-type: none"> Providing simple information and ideas, and attempting to provide some elaboration with the help of cues 	3 <ul style="list-style-type: none"> Provide plenty of information and ideas relevant to the topic. Communicate ideas very clearly. 	<ul style="list-style-type: none"> Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas. Bonus: Award a score of 1 if the student has an appropriate eye contact with the teacher assessor.
	2 <ul style="list-style-type: none"> Provide some information and ideas relevant to the topic with prompting. Communicate ideas quite clearly. 	
	1 <ul style="list-style-type: none"> Provide information and ideas mostly irrelevant to the topic. OR <ul style="list-style-type: none"> Provide limited information and ideas. 	
	0 <ul style="list-style-type: none"> Provide information and ideas totally irrelevant to the topic. OR <ul style="list-style-type: none"> Practically make no attempt at all. 	
Language <ul style="list-style-type: none"> Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes 	3 <ul style="list-style-type: none"> Use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes. 	<ul style="list-style-type: none"> Award no score if the information or ideas provided are irrelevant to the topic.
	2 <ul style="list-style-type: none"> Use a small range of vocabulary and sentence patterns with some grammatical mistakes. 	
	1 <ul style="list-style-type: none"> Use a very limited range of vocabulary and sentence patterns with many grammatical mistakes. 	
	0 <ul style="list-style-type: none"> Practically make no attempt at all. 	
Pronunciation <ul style="list-style-type: none"> Pronouncing familiar words comprehensibly 	3 <ul style="list-style-type: none"> Speak clearly with very few mistakes in pronunciation. 	
	2 <ul style="list-style-type: none"> Speak quite clearly despite a few mistakes in pronunciation. 	
	1 <ul style="list-style-type: none"> Speak unclearly with many mistakes in pronunciation. 	
	0 <ul style="list-style-type: none"> Make no attempt at all. 	