Assessment Matrix for Teaching in English, SDU

	B1	B2	C1	C2
Fluency	Speech is often disrupted and/or fragmented. Fragmentation frequently leads to loss of coherence. Speech rate (appropriate/inappropriate)	Speech is occasionally disrupted and/or fragmented. Fragmentation occasionally leads to loss of coherence. Speech rate (appropriate/inappropriate)	Speech is fluent, coherent and almost effortless. Fragmentation or disruption may occur, but with no loss of coherence. Speech rate (appropriate/inappropriate)	Speech is fluent, coherent and entirely effortless. Pauses or hesitations only occur when the speaker needs to select the words that best express the intended meaning or in a search for a suitable example or explanation. Speech rate (appropriate/inappropriate)
Variation: Meta-language, connections between topics, discourse markers, complexity and sentence variation	Rare use of meta-language. Rarely indicates connections between topics. Very limited range of discourse markers, including sentence connecting adverbs. Very limited sentence variation; sentence structure is relatively simple with few subordinate clauses. Syntactical mistakes are frequent.	Occasional use of meta-language. Occasionally indicates connections between topics. Limited range of discourse markers, including sentence connecting adverbs. Limited sentence variation; subordinate clauses occur. Occasional syntactical mistakes.	Extended speech with clear use of meta-language. Often establishes a clear connection between topics. Use of a variety of discourse markers, including sentence connecting adverbs. Complex topics that branch out into several subordinate fields are accounted for. Discourse is well-structured. Uses a variety of syntactical structures, e.g. different kinds of subordinate clauses and non-finite structures. Syntactical mistakes occur rarely, if at all.	Extended speech with optimal use of meta-language. Consistently establishes clear connections between topics. Optimal use of a broad variety of discourse markers, including sentence connecting adverbs. Complex topics that branch out into several subordinate fields are clearly and meticulously explained. Clear conclusions are drawn. Discourse is marked by clear, fluent and well-structured speech which helps recipient notice and remember crucial points; Masters a great variety of syntactical structures, e.g. different kinds of subordinate clauses and non-finite structures. Syntactical mistakes do not occur or are corrected. Includes concise and often memorable descriptions in a fluent manner. Draws on metaphors, and /or cultural references.
Pronunciation	Poor & unnatural pronunciation, strongly marked by non-target language features. Many parts of discourse are difficult to understand due to poor pronunciation. Problems with many isolated sounds. Limited proficiency in prosodic features such as intonation and stress at word and sentence level.	Pronunciation and intonation are strongly marked by non-target language features. Some parts of discourse are difficult to understand due to poor pronunciation. Problems with some isolated sounds Reasonable proficiency in the application of prosodic features such as intonation and stress at word and sentence level. .	Pronunciation and intonation may be marked by non-target language features. Only rarely do pronunciation issues cause strain to the listener. Pronounces most isolated sounds with fairly good accuracy. The speaker has good proficiency in the application of prosodic features of intonation and stress at word and sentence level. The speaker uses prosody to add greater nuance to meaning (e.g. by emphasizing contrast or in the use of humour).	Pronunciation and intonation may be marked by non-target language features, but they do not cause any strain to the listener Pronounces almost all isolated sounds accurately. The speaker fully masters prosodic features of intonation and stress at word and sentence level, thereby adding greater nuance to meaning (e.g. by emphasizing contrast or in the use of humour). .

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Vocabulary	Very limited range of vocabulary which complicates completion of a statement. Vocabulary errors frequently compromise effective communication and comprehensibility. Language is imprecise.	Effective communication is restricted due to limitations in the vocabulary range; vocabulary tends to be simple, lack nuance and precision. Vocabulary errors occasionally compromise effective communication and comprehensibility or cause confusion.	Sufficient range of vocabulary as required for effective communication; expresses nuance and precision. Gaps in vocabulary are successfully overcome with circumlocution; accurate choice of vocabulary. Mistakes are rare.	There are no indications of a limited vocabulary. Mastery of vocabulary is evidenced by precision; amplification of central points, differentiation between meanings and elimination of ambiguities. The speaker draws on idiomatic expressions. Is able to adapt language to the audience, making language more accessible (e.g. paraphrasing or elucidating difficult terms).
Grammar	Acute and very basic grammatical mistakes and limited range of grammatical structures. Grammatical mistakes often lead to incomprehensible and awkward constructions.	Less than sufficient grammatical accuracy and/or has a limited repertoire of grammatical structures. Grammatical mistakes occasionally lead to lack of clarity and may cause misunderstandings.	Grammatical mistakes may occur but rarely if ever interfere with clarity. The speaker may self-correct. The level is maintained when shifting between modes, e.g. between presentation and interaction.	Consistently maintains grammatical correctness including in complex linguistic constructions. Errors very rarely or never interfere with clarity. The speaker may self-correct. Grammatical proficiency maintained when shifting between modes, e.g. between presentation and interaction.
Interaction	Significant language difficulty when initiating and stimulating dialogue. Difficulty when negotiating meaning through comprehension checks, clarification requests and/or confirmation checks. Responses to questions/comments are limited or absent. When they occur, they are ineffective, lack fluency and/or are strongly marked by language-related hesitation when the speaker searches for suitable terms. Communicative breakdowns occur frequently. The speaker has great difficulty adapting the linguistic level to a given situation and shifts awkwardly between various discursive modes, e.g. presentation/lecture, instruction of students in group work, discussions with students or small talk at the beginning or end of a lecture.	Some language difficulty when initiating and stimulating dialogue. Some hesitation and difficulty when negotiating meaning through comprehension checks, clarification requests and/or confirmation checks. Responses to questions/comments are limited, lack fluency and/or are marked by language-related hesitation when the speaker searches for suitable terms. Communicative breakdowns occur occasionally. The speaker has some difficulty adapting the linguistic level to a given situation and shifts somewhat awkwardly between various discursive modes e.g. presentation/ lecture, the instruction of students in group work, discussions with students, or small talk at the beginning or end of a lecture.	Uses language appropriately and fluently to initiate and stimulate dialogue. Negotiates meaning through comprehension checks, clarification requests and/or confirmation checks. Responses to questions/comments are mainly appropriate, fluent and effective; some language-related hesitation may occasionally occur when speaker searches for suitable terms. Deals well with unclear questions or misunderstandings. Participates in complex discussions. If communicative breakdowns occur, they are successfully repaired by the speaker. Able to adapt the linguistic level to a given situation and shift between various discursive modes e.g. presentation/lecture, the instruction of students in group work, discussions with the students, or small talk at the beginning or end of a lecture.	Masters a range of approaches and methods that help initiate and stimulate dialogue. Confidently and fluently negotiates meaning through comprehension checks, clarification requests and/or confirmation checks. Consistently responds appropriately and effectively to questions/comments. No or limited evidence of language-related hesitation when the speaker searches for suitable terms. Deals with unclear questions or misunderstandings as necessary. Participates in complex discussions. No evidence of communicative breakdowns caused by any lack of proficiency in the speaker. Shifts uninhibitedly between appropriate modes. Seamlessly adapts the linguistic level to a given situation and shifts eloquently between various discursive modes, e.g. presentation /lecture, the instruction of students in group work, discussions with students, or small talk at the beginning or end of a lecture.

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