

Speaking and Listening: Assessment Focuses and Criteria

	S1 Individual Presentations	S2 Group Work	S3 Role-play and Drama
10	<ul style="list-style-type: none"> explores sophisticated and challenging ideas/information/feelings with confidence, using an imaginative repertoire of vocabulary uses a sophisticated repertoire of structural features to guide the listener. Demonstrates ability to manage and manipulate talk to position the reader for effect. adapts grammar and non-verbal features with style and creativity listens carefully to questions/feedback. Responds admirably to challenging questions and feedback 	<ul style="list-style-type: none"> shows understanding of a complex range of issues. Able to develop ideas and challenge implicit assumptions through appropriate questioning. initiates and sustains discussion by encouraging participation, resolving differences and achieving positive outcomes 	<ul style="list-style-type: none"> deepens response to ideas and issues by exploiting dramatic approaches and techniques creatively, and experimenting with complex roles and scenarios for a clear purpose
Level 9	<ul style="list-style-type: none"> explores sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary organises and structures presentation with confidence, using an effective range of strategies to engage the audience adapts grammar and non-verbal features, with some sophistication, to match context and purpose. There is clear evidence of a distinct personal style. listens carefully to questions/feedback. Responds perceptively and takes the initiative to elaborate where appropriate. 	<ul style="list-style-type: none"> sustains concentrated listening showing understanding of complex ideas through interrogating what is said shapes direction and content of talk, encouraging participation and interaction where appropriate 	<ul style="list-style-type: none"> explores complex ideas and issues with confidence through insightful choices of speech gesture and movement, establishing roles and applying dramatic approaches effectively
Level 8	<ul style="list-style-type: none"> begins to express sophisticated ideas/information/feelings using precise vocabulary begins to organise and structure presentation using an effective range of strategies to engage the listener adapts grammar and non-verbal features to match context and purpose. Begins to develop a distinct personal style. listens carefully to questions/feedback. Begins to respond perceptively and, if appropriate, elaborates with further ideas and information 	<ul style="list-style-type: none"> responds to and interrogates what is said and how delivery relates to the speaker's viewpoint takes responsibility for shaping the direction and content of the talk with well-judged contributions 	<ul style="list-style-type: none"> begins to explore some complex ideas and issues through insightful choice of speech, gesture, and movement

Level 7	<ul style="list-style-type: none"> explores a wide range of ideas/information/feelings whilst demonstrating an ability to prioritise material shapes talk in deliberate ways for clarity and effect to engage the listener effectively adapts vocabulary, grammar and non-verbal features to suit audience, purpose and context listens carefully to questions/feedback, responding with insight and detail 	<ul style="list-style-type: none"> engages with complex material. Begins to interrogate what is said and ask appropriate questions. adopts group roles and responsibilities independently, drawing ideas together where appropriate 	<ul style="list-style-type: none"> demonstrates empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues
Level 6	<ul style="list-style-type: none"> expresses and explains relevant ideas/information/feelings with some elaboration organises and structures presentation clearly and appropriately to meet the needs of the audience adapts vocabulary, grammar, and non-verbal features to suit audiences, purpose, and context listens to questions/feedback, responding appropriately and in some detail 	<ul style="list-style-type: none"> recognises important details and implicit meanings, and develops the speaker's ideas in different ways takes on straightforward roles and responsibilities, and demonstrates ability to speak in extended turns 	<ul style="list-style-type: none"> shows insight into texts and issues through deliberate choices of speech, gesture and movement
Level 5	<ul style="list-style-type: none"> begins to develop ideas/information/feelings organises the talk to help the listener, with a clear overall structure chooses words and uses non-verbal features that show awareness of different purposes and listeners responds to questions/feedback in a clear manner with some development in answers provided 	<ul style="list-style-type: none"> shows a clear understanding of the content and how it is presented, and begins to introduce new materials or ideas. attempts different roles and responsibility in pairs or groups and sustains speaking in turns 	<ul style="list-style-type: none"> shows engagement with key texts and issues through deliberate choices of speech, gesture, and movement
Level 4	<ul style="list-style-type: none"> expresses straightforward ideas/information/feelings makes an attempt to organise and structure the presentation shows some awareness of appropriate vocabulary and begins to use non-verbal features attempts to engage the audience and provides a straightforward response to questions/feedback 	<ul style="list-style-type: none"> responds to the speaker's main ideas and offers relevant comments makes helpful contributions when speaking in turn, in pairs, and small groups 	<ul style="list-style-type: none"> conveys straightforward ideas about characters and situations, making deliberate choices in speech, gesture, and movement
Level 3	<ul style="list-style-type: none"> expresses feelings/ideas/information, sometimes straightforwardly begins to make an attempt to meet the needs of the audience. listens to questions/feedback and provides a simple response 	<ul style="list-style-type: none"> generally engages with others in the group and shows an awareness of how to respond appropriately, making simple comments and suggestions demonstrates awareness of an appropriate time to speak 	<ul style="list-style-type: none"> shows some understanding of characters or situations by adapting speech, gesture, and movement

Level 2	<ul style="list-style-type: none"> expresses feelings/ideas/information in a very simple manner listener generally able to make sense of what is said listens to questions/feedback and begins to provide a simple response 	<ul style="list-style-type: none"> shows some engagement with what others are saying but doesn't always respond appropriately or with understanding generally waits for a turn to speak 	<ul style="list-style-type: none"> begins to adapt speech, gesture or movement for simple roles and scenarios
Level 1	<ul style="list-style-type: none"> begins to express feelings/ideas/information begins to talk in ways that are audible and intelligible to others begins to show some awareness of the listener. Listens to questions/feedback but unable to respond 	<ul style="list-style-type: none"> begins to listen to others in the group, though shows significant mis-understandings begins to wait for a turn to speak 	<ul style="list-style-type: none"> begins to enact simple characters and situations using everyday speech, gesture and speech