HKDSE SBA Assessment Criteria for Group Interaction (GI)

	I. Pronunciation & Delivery	II. Communication Strategies	III. Vocabulary & Language Patterns	IV. Ideas & Organisation
6	**Can** project the voice appropriately for the context without artificial aids. **Can** pronounce all sounds/sound clusters and words clearly and accurately. **Can** speak fluently and naturally, with very little hesitation, while using suitable intonation to enhance communication.	**Can** use appropriate body language to display and encourage interest. **Can** use a full range of turn-taking strategies to initiate and maintain appropriate interaction, and can draw others into the interaction (e.g. by summarising for weaker students' benefit, or by redirecting a conversation to a quiet student) **Can** interact without the use of narrowly-formulaic expressions.	**Can** use a wide range of accurate and appropriate vocabulary. **Can** use varied, appropriate, and highly accurate language patterns; minor slips do not impede communication. **Can** self-correct effectively. **May occasionally glance at notes but is clearly not dependent on them**	**Can** express a wide range of relevant information and ideas without any signs of difficulty and without the use of notes. **Can** consistently respond effectively to others, sustaining and extending a conversational exchange. **Can** use the full range of questioning and response levels (see Framework of Guiding Questions) to engage with peers.
5	**Can** project the voice appropriately for the context without artificial aids. **Can** pronounce all sounds/sound clusters clearly and almost all words accurately. **Can** speak fluently using intonation to enhance communication, with only occasional hesitation, giving an overall sense of natural non-native language.	**Can** use appropriate body language to display and encourage interest. **Can** use a good range of turn-taking strategies to initiate and maintain appropriate interaction and can help draw others into the interaction (e.g. by encouraging contributions, asking for opinions, or by responding to group members' questions). **Can** mostly interact without the use of narrowly-formulaic expressions.	**Can** use varied and almost always appropriate vocabulary. **Can** use almost entirely accurate and appropriate language patterns. **Can** usually self-correct effectively. **May occasionally refer to a note card.**	**Can** express relevant information and ideas clearly and fluently, perhaps with occasional, unobtrusive, reference to a notecard. **Can** respond appropriately to others to sustain and extend a conversational exchange. **Can** use a good variety of questioning and response levels (see Framework of Guiding Questions).
4	**Can** project the voice mostly satisfactorily without artificial aids. **Can** pronounce most sounds/sound clusters and all common words clearly and accurately; less common words can be understood although there may be articulation errors (e.g. dropping final consonants). **Can** speak at a deliberate pace, with some hesitation but using sufficient intonation conventions to convey meaning.	**Can** use some features of appropriate body language to display and encourage interest. **Can** use a range of appropriate turn-taking strategies to participate in interaction (e.g. by making suggestions in a group discussion), and can sometimes help draw others in (e.g., by asking for their views), **Can** interact using a mixture of mainly natural language and formulaic expressions.	**Can** use mostly appropriate vocabulary. **Can** use language patterns that are usually accurate, and without errors that impede communication. **Can** self-correct when concentrating carefully, or when asked to do so. **May refer to a note card but is not dependent on notes.**	**Can** present relevant literal ideas clearly in a well-organised structure, perhaps with occasional reference to a notecard. **Can** often respond appropriately to others; can sustain and may extend some conversational exchanges **However: Can do these things less well when attempting to respond to interpretive or critical questions**, or when trying to interpret information and present elaborated ideas.
3	**Volume** may be a problem without artificial aids **Can** pronounce all simple sounds clearly but some errors with sound clusters; less common words may be misunderstood unless supported by contextual meaning. **Can** speak at a careful pace and use sufficient basic intonation conventions to be understood by a familiar and supportive listener; hesitation is present.	**Can** use appropriate body language to display interest in the interaction. **Can** use appropriate but simple turn-taking strategies to participate in, and occasionally initiate, interaction (e.g. by requesting repetition and clarification, or by offering agreement). **Can** use mainly formulaic expressions as communication strategies.	**Can** use simple vocabulary and language patterns appropriately, and with errors that only occasionally impede communication. **Can** sometimes self-correct simple errors. May suggest a level of proficiency above 3 **but has provided too limited a sample, OR Cannot** be scored accurately because of **dependence on notes**.	**Can** present some relevant ideas sequentially with some links among own ideas and with those presented by others. **Can** respond to some simple questions and may be able to expand these responses when addressed directly.
2	**Volume** may be a problem without artificial aids. **Can** pronounce simple sounds/sound clusters well enough to be understood most of the time; common words can usually be understood within overall context **Can** produce familiar stretches of language with sufficiently appropriate pacing and intonation to help listener's understanding.	**Can** use appropriate body language when especially interested in the group discussion or when prompted to respond by a group member. **Can** use simple but heavily formulaic expressions to respond to others (e.g. by offering greetings or apologies).	**Can** appropriately use vocabulary drawn from a limited and very familiar range. **Can** use some very basic language patterns accurately in brief exchanges. **Can** identify some errors but may be unable to self-correct. Provides a limited language sample, OR A sample wholly spoken from notes.	**Can** express some simple relevant information and ideas, sometimes successfully, and may expand some responses briefly. **Can** make some contribution to a conversation when prompted.
1	**Volume** is likely to be a problem. **Can** pronounce some simple sounds and common words accurately enough to be understood. **Can** use appropriate intonation in the most familiar of words and phrases; hesitant speech makes the listener's task difficult.	**Can** use restricted features of body language when required to respond to peers. **Can** use only simple and narrowly-restricted formulaic expressions, and only to respond to others.	**Can** produce a narrow range of simple vocabulary. **Can** use a narrow range of language patterns in very short and rehearsed utterances. The language sample is too limited for a full assessment of proficiency.	**Can** occasionally produce brief information and ideas relevant to the topic. **Can** make some brief responses or statements made when prompted.
0	**Does not** produce any comprehensible English speech.	**Does not** use any interactional strategies.	**Does not** produce any recognizable words or sequences.	**Does not** produce any appropriate, relevant material.