



GLOBAL PERFORMANCE 2016.1 – Cursos Regulares

BRANCH:

TEACHER:

LEVEL:

CLASS:

TERM/YEAR:

STUDENTS' NAMES	WRITING						ORAL				CHECKS + PERFORMANCE						NOTES
	Assignments				HW frequency		Up to RC1		Up to RC2		PC1		PC2+GPO = 10		PC3+GPW = 10		
					Up to RC1	Up to RC2	Use of L2	Accuracy / Fluency	Use of L2	Accuracy / Fluency	(10)	(8)	(2)	(8)	(2)		
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	

8.																	
9.																	
10.																	

STUDENTS' NAMES	WRITING						ORAL				CHECKS + PERFORMANCE						NOTES
	Assignments				HW frequency		Up to RC1		Up to RC2		PC1		PC2+GPO = 10		PC3+GPW = 10		
					Up to RC1	Up to RC2	Use of L2	Accuracy / Fluency	Use of L2	Accuracy / Fluency	(10)	(8)	(2)	(8)	(2)		
11.																	
12.																	
13.																	
14.																	
15.																	
16.																	

17.																	
18.																	
19.																	
20.																	
Other notes																	

	GLOBAL PERFORMANCE 2016.1 – GUIDELINES	
	Notes on Oral Performance	Notes on Written Performance

- 2 marks out of the total marks in PC2:

1 mark refers to the quantity (i.e. to quantify the amount of English spoken in class) and 1 mark to the quality of oral performance.

QUANTITY (L2 use) = 1,0	
+	1,0
+ -	0,5
-	0

QUALITY = 1,0	
Ex - VG	1,0 - 0,8
G - R	0,7 - 0,5
W	0,4 - 0

- **Bands for assessing oral tasks** are provided in an appendix of this document.

- 2 marks out of the total marks in PC3.

- **QUANTITY (amount of tasks done at home) = 1,0**

AB exercises = 0,5

Compositions = 0,5

$$0,5 \div n^{\circ} \text{ of tasks assigned} = Y \times n^{\circ} \text{ of tasks done} = \leq 1,0$$

e.g. $0,5 \div 4 \text{ (assigned tasks)} = 0,13 \times 3 \text{ (done)} = 0,4$

- **QUALITY of written work (compositions) = 1,0**

QUALITY = 1,0	
Ex - VG	1,0 - 0,8
G - Average	0,7 - 0,5
Fair - Poor	0,4 - 0,3
Very Poor	0,2 - 0

- **Bands** for assessing written tasks are provided in an appendix of this document.


MARKING SCALE – Junior / Basic / Young Express New Interlink 1-4

Marks (related to quality)	Fluency	Accuracy: Grammar and Lexis	Accuracy: Pronunciation
Ex/VG = 1,0 - 0,8	Meaning is conveyed successfully (though in a straightforward way), with confidence and a minimum of unnatural hesitation.	Able to use grammatical and lexical resources with few inaccuracies, demonstrating mastery of a good number of the “target exponents” being tested in performing the tasks.	Clear articulation of most sounds and good use of most frequent stress and intonation patterns, although there is a noticeable slight L1 accent.
G/R = 0,7 - 0,5	Meaning is conveyed with reasonable ease, although there may be hesitations which are more frequent / longer than normal and occasional misunderstandings.	Grammatical and lexical resources, though limited, are used with reasonable accuracy. Limitations do not prevent the student from expressing himself.	Speech is easily intelligible almost all the time, although accent may be rather heavy.
W = 0,4 - 0	Hesitations are frequent / long and therefore strain the listener. Misunderstandings are the rule rather than the exception.	Linguistic limitations often lead to miscommunication. Major grammatical and lexical problems are evident.	Poor articulation of sounds and limited control of stress / intonation patterns often make speech unintelligible.

MARKING SCALE – Plus / Master / Young Express New Interlink 5-6

Marks (related to quality)	Fluency	Accuracy: Grammar and Lexis	Accuracy: Pronunciation
<p align="center">Ex/VG = 1,0 - 0,8</p>	<p>Communicates effectively and is able to express some relatively complex / subtle nuances of meaning with a minimum of 'unnatural' hesitation.</p>	<p>Able to use – with few inaccuracies - a range of grammatical & lexical resources which is comfortably wide for the level. Demonstrates mastery of a good number of the “target exponents” being tested in performing the tasks.</p>	<p>Good articulation of sounds and good use of stress and intonation patterns, with only occasional slips (though there may be a recognisable L1 accent.).</p>
<p align="center">G/R = 0,7 - 0,5</p>	<p>Meaning is conveyed effectively, although there may be some hesitations while searching for more sophisticated language to express relatively subtle meanings.</p>	<p>Grammatical and lexical resources are sufficiently wide for the student to express meanings with ease and with only some inaccuracies.</p>	<p>Satisfactory articulation of sounds and use of stress and intonation patterns, though there may recurrent slips and an easily recognisable L1 accent.</p>

<p>W = 0,4 - 0</p>	<p>Hesitations are often more frequent / longer than normal and there is no attempt to express complex / subtle meanings or use more complex / sophisticated language.</p>	<p>Grammatical and lexical resources are not sufficiently wide for the level and / or there are so many inaccuracies that the flow of communication is affected.</p>	<p>Some aspects of the sound system / stress and intonation patterns have not yet been mastered, which often results in strain on the listener.</p>
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 GLOBAL PERFORMANCE 2016.1 – Bands for WRITTEN production	
Marks (related to quality)	MARKING SCALE – Junior / Basic / Young Express New Interlink 1-4
	EXCELLENT TO VERY GOOD
1,0 – 0,8	<ul style="list-style-type: none"> relevant response to assigned topic / effective text organisation (coherence, cohesion) / appropriate range of structures and vocabulary with very few errors / appropriate use of language presented / revised during term / very few errors of spelling, punctuation and capitalisation
	GOOD TO AVERAGE

0,7 – 0,5	<ul style="list-style-type: none"> • mostly relevant to assigned topic / text organisation sometimes loose / fairly limited range of structures and vocabulary with a few serious errors / limited use of language presented / revised during the term / some errors of spelling, punctuation and capitalisation
	FAIR TO POOR
0,4 – 0,3	<ul style="list-style-type: none"> • inadequate development of topic / lacks logical sequencing / major problems in sentence construction and vocabulary / hardly any use of language presented or revised during the term / frequent errors of punctuation, spelling and capitalisation.
	VERY POOR
0,2 - 0	<ul style="list-style-type: none"> • content not relevant to assigned topic or not enough to be assessed / text totally incoherent / poor knowledge of structures/vocabulary makes text unintelligible / no attempt to use language presented / revised during the term / unaware of basic conventions of spelling, punctuation and capitalisation.

Marks (related to quality)	MARKING SCALE – Plus / Master / Young Express New Interlink 5-6
	EXCELLENT TO VERY GOOD

<p>1,0 – 0,8</p>	<ul style="list-style-type: none"> • good response to the topic / well organised / appropriate range of structures and vocabulary (comfortably wide for the level) / few errors of grammar and in the choice of lexis / very few errors of spelling, punctuation, capitalisation
<p>GOOD TO AVERAGE</p>	
<p>0,7 – 0,5</p>	<ul style="list-style-type: none"> • satisfactory response to topic / loosely organised / fairly limited range of structures and vocabulary with a few serious errors (limited use of target lexis and structures) / some minor errors of spelling, punctuation, capitalisation
<p>FAIR TO POOR</p>	
<p>0,4 – 0,3</p>	<ul style="list-style-type: none"> • inadequate response to topic / lacks logical sequencing / major problems in sentence construction and vocabulary / frequent and serious errors of spelling, punctuation, capitalisation
<p>VERY POOR</p>	
<p>0,2 – 0</p>	<ul style="list-style-type: none"> • non-pertinent or not enough to be assessed / poor knowledge of structures/vocabulary makes text unintelligible unaware of basic conventions of spelling, punctuation, capitalisation

	UNIT A					UNIT B					UNIT C					UNIT D					UNIT E				
STUDENT	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5



HOMEWORK CHECKLIST

PLUS:

	UNIT 1					UNIT 2					UNIT 3					UNIT 4					UNIT 5				
STUDENT	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
	UNIT 1					UNIT 2					UNIT 3					UNIT 4					UNIT 5				
STUDENT	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E

