**Assessment Form: B1/B2 Speaking Exam**

**Student Names:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 1: Ranking Exercise**

Students discuss and rank a list of items according to a given prompt.

**Task 2: Short Debate**

Students debate a prepared question, taking opposing or different viewpoints.

**Assessment Criteria**

Each category is scored on a scale of 1-5, where:

1 = Needs Improvement, 2 = Limited, 3 = Satisfactory, 4 = Good, 5 = Excellent

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| **Criteria** |  |  |  |
| **Fluency** |  |  |  |
| **Lexical Resource** |  |  |  |
| **Grammar** |  |  |  |
| **Pronunciation** |  |  |  |

**Total Score (out of 20)/2=**

**Explanation of Criteria**

**Fluency and coherence (1-5 points)**

* Ability to speak naturally without long pauses.
* Ability to maintain conversation without excessive hesitation or self-correction.
* Coherence and logical flow of ideas. You speak *coherently* if youlink ideas and language together to form coherent, connected speech. This can be done by using pronouns and conjunctions and by marking the stages in your story or argument (e.g. cause – effect)

**Lexical Resource (1-5 points)**

* Use of varied and appropriate vocabulary.
* Ability to paraphrase when needed.
* Use of topic-specific words and expressions.

**Grammar (1-5 points)**

* Accuracy in sentence structure.
* Appropriate use of tenses, prepositions, and word order.
* Ability to self-correct when necessary.

**Pronunciation (1-5 points)**

* Clarity and comprehensibility.
* Correct word stress and intonation.
* Minimal pronunciation errors that do not hinder communication.

**Exam Format & Instructions**

1. **Preparation:**
	* Before the exam, students receive a debate question to prepare their arguments.
	* No written scripts are allowed, but notes may be used.
2. **Exam Day:**
	* **Task 1:** Students discuss and agree on a ranking order for a given list within 4-5 minutes.
	* **Task 2:** Students engage in a debate for about 5 minutes, each presenting arguments and responding to their partner.
	* **Record your discussion.** Make sure you are both visible. You are facing each other and it is clear you are not reading. If you use notes, show them before you begin.
3. **Assessment & Feedback:**
	* The examiner scores each student individually.
	* Students receive feedback on strengths and areas for improvement after the exam.

**Task 2 Debate questions**

**Juvenile Crime & Justice**

1. Should young offenders be tried as adults for serious crimes?
2. Is prison an effective way to rehabilitate juvenile delinquents?
3. Should there be harsher punishments for teenagers who commit violent crimes?
4. Should schools be responsible for preventing juvenile crime?
5. Is it fair to give life sentences to minors?

**Parental Responsibility & Society's Role**

1. Should parents be legally responsible for their children’s crimes?
2. Do violent video games and movies contribute to juvenile crime?
3. Is bad parenting the main cause of youth crime?
4. Should schools do more to teach moral values and prevent crime?
5. Should children from disadvantaged backgrounds be treated more leniently in court?

**Ethics & Justice**

1. Should young offenders be given a second chance, no matter the crime?
2. Is community service a better punishment for juvenile offenders than prison?
3. Should underage criminals have their identities protected from the media?
4. Are curfews an effective way to prevent juvenile crime?
5. Should schools and teachers be allowed to discipline students more strictly?