

# EJEMPLOS DE TABLILLAS DE EVALUACIÓN

## La tabla del “AOC-CHECK” (1): Nivel A1-A2 y más allá de A2

El objetivo del “AOC-Speaking check” es que los alumnos puedan demostrar sus competencias en materia de comunicación oral en un contexto de situación, es decir, en una situación que debería ser tan auténtica como fuese posible y cercana a sus experiencias y a sus centros de interés. Las tareas tienen también algunos elementos del nivel B1 que permiten describir igualmente los aspectos de sus competencias orales en lo que se refiere al nivel más alto, más allá del A2.

El “AOC-Speaking Check” se hace en parejas y sólo dura entre 7 y 8 minutos y comprende 3 partes:

A) Entre 1 y 2 minutos de **Calentamiento** (pequeña conversación entre profesor y alumno). B) 1 minuto: **Monólogo**. C) 3 minutos: **Comunicación** entre los alumnos (basándose en 2 tareas que corresponden a los niveles A2 y B1)

(1) Test diagnóstico para jóvenes adultos que entran en el ciclo de formación profesional en Austria (concebido y administrado por el CEBS, según Wegweiser: AOC-Check English; Formative Beurteilung autonomes Lernen, Kompetenzaufbau CEBS 2018

Marks	Communicative effectiveness relevance, coverage, coherence, organisation of ideas, sequencing	Interaction comprehension, initiation, response, independence, participation, negotiation of meaning, turntaking & accommodation, fluency	Range lexical and structural range, flexibility and appropriacy – adequacy of repertoire in relation to tasks and topics	Accuracy lexical and grammatical – frequency and communicative significance of mistakes and errors	Pronunciation comprehensibility and effective communication of meaning, including word stress, sentence stress and intonation
10	<ul style="list-style-type: none"> <li>contributions almost entirely relevant</li> <li>produces extended stretches when appropriate</li> <li>ideas developed logically and coherently</li> <li>good use of a variety of linking devices and discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>initiates and maintains simple conversation on familiar topics when appropriate</li> <li>responds appropriately with little hesitation, taking the interaction further</li> <li>keeps going with little support</li> <li>interacts sensitively throughout without dominating the conversation</li> </ul>	<ul style="list-style-type: none"> <li>adequate range of structures and lexis to deal effectively with the tasks set and to express some more complex ideas</li> <li>uses a wide range of simple language flexibly and appropriately</li> <li>some searching for words when expressing more complex ideas</li> </ul>	<ul style="list-style-type: none"> <li>largely accurate use of a repertoire of frequently used patterns and vocabulary</li> <li>reasonably accurate use of more unfamiliar and complex structures and expressions</li> <li>errors and mistakes hardly ever impair communication</li> </ul>	<ul style="list-style-type: none"> <li>pronunciation clearly intelligible despite occasional mispronunciations</li> <li>stress and intonation largely appropriate and natural</li> <li>sometimes varies intonation to enhance communication of meaning</li> </ul>
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8	<ul style="list-style-type: none"> <li>contributions almost entirely relevant</li> <li>sometimes produces extended stretches when appropriate</li> <li>ideas developed mainly logically and coherently</li> <li>generally good use of common linking devices and discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>uses simple techniques to start and maintain short conversations on familiar topics when appropriate</li> <li>responds appropriately with some hesitation</li> <li>keeps going with some support</li> <li>interacts sensitively most of the time without dominating the conversation</li> </ul>	<ul style="list-style-type: none"> <li>adequate range of structures and lexis to deal with the tasks set and to express some detail</li> <li>uses a repertoire of simple language flexibly and appropriately</li> <li>some repetition and searching for words when dealing with detail in less familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>largely accurate use of a more limited repertoire of frequently used patterns and vocabulary</li> <li>some accurate use of more unfamiliar and complex structures and expressions</li> <li>errors and mistakes do not often impair communication</li> </ul>	<ul style="list-style-type: none"> <li>pronunciation generally intelligible despite occasional mispronunciations</li> <li>stress and intonation largely appropriate</li> </ul>
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6	<ul style="list-style-type: none"> <li>contributions mainly relevant</li> <li>occasionally produces extended stretches</li> <li>ideas developed logically in some places</li> <li>generally good use of simple linking devices and discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>can ask a variety of simple questions on familiar topics</li> <li>responds appropriately most of the time despite noticeable hesitation and false starts</li> <li>often depends on the partner or the interlocutor for support</li> </ul>	<ul style="list-style-type: none"> <li>sufficient range of simple structures and lexis to deal with most of the tasks set</li> <li>uses a repertoire of simple language appropriately</li> <li>some repetition and frequent searching for words in less familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>largely accurate use of some simple, frequently used patterns and vocabulary</li> <li>still systematically makes basic mistakes</li> <li>errors and mistakes may sometimes impair communication</li> </ul>	<ul style="list-style-type: none"> <li>pronunciation generally clear enough to be understood despite frequent mispronunciations and noticeable mother tongue influence</li> <li>stress and intonation generally appropriate</li> <li>asking for repetition may sometimes be necessary</li> </ul>
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4	<ul style="list-style-type: none"> <li>contributions mainly relevant, but almost always short</li> <li>ideas often not presented logically</li> <li>limited use of some simple linking devices and discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>can ask some simple questions on familiar topics</li> <li>responds appropriately most of the time in very simple exchanges</li> <li>very noticeable hesitation and false starts</li> <li>largely depends on the partner or the interlocutor for support</li> </ul>	<ul style="list-style-type: none"> <li>limited range of simple structures and lexis</li> <li>range sufficient only to deal with some parts of the tasks set</li> <li>very frequent searching for and inability to find words</li> </ul>	<ul style="list-style-type: none"> <li>generally accurate use of only a few simple patterns and frequent vocabulary</li> <li>errors and mistakes are frequent and sometimes prevent communication</li> </ul>	<ul style="list-style-type: none"> <li>frequent mispronunciations and noticeable mother tongue influence often lead to misunderstandings</li> <li>stress and intonation often not appropriate</li> <li>asking for repetition may often be necessary</li> </ul>
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2	<ul style="list-style-type: none"> <li>contributions almost entirely irrelevant and/or very limited</li> <li>can use the most basic linear connectors only to link single words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>can ask and answer some very simple questions on familiar topics</li> <li>lots of long pauses and hesitation</li> <li>entirely depends on the partner or the interlocutor for support</li> </ul>	<ul style="list-style-type: none"> <li>basic and very limited range of simple structures and lexis</li> <li>range insufficient to deal with the tasks set</li> </ul>	<ul style="list-style-type: none"> <li>frequent inaccurate use of simple patterns and vocabulary</li> <li>errors and mistakes often prevent communication</li> </ul>	<ul style="list-style-type: none"> <li>pronunciation of a very limited repertoire of words and phrases can be understood with some effort</li> </ul>
1					
0	sample inadequate even to justify the lowest mark	sample inadequate even to justify the lowest mark	sample inadequate even to justify the lowest mark	sample inadequate even to justify the lowest mark	sample inadequate even to justify the lowest mark