|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Listenership** | **1** | **2** | **3** | **4** |
| 1. You show you are listening/following through the use of backchannels (yes, uh hu, mm ) and/or appropriate gestures/body language
 |  |  |  |  |
| 1. You check understanding through the use of clarification questioning
 |  |  |  |  |
| 1. You check understanding through the use of confirmation questioning
 |  |  |  |  |
| 1. You show very close listening by overlapping appropriately with another speaker
 |  |  |  |  |
| 1. You show very close listening by completing the turns of other speakers in an appropriate way
 |  |  |  |  |
| **Score** |  |  |  |  |
| **Response to others** |  |  |  |  |
| 1. You contribute ideas which relate to the developing topic under discussion
 |  |  |  |  |
| 1. You can respond to the ideas of others with agreeing/disagreeing/comment marker phrases
 |  |  |  |  |
| 1. You can respond to the ideas of others with agreeing/disagreeing/ comment marker phrases and then a new idea of your own.
 |  |  |  |  |
| 1. You can integrate the idea of another group member with your own ideas to extend understanding of the topic
 |  |  |  |  |
| 1. You can integrate and synthesise points from a number of group members with your own ideas to extend understanding of the topic
 |  |  |  |  |
| **Score** |  |  |  |  |
| **Managing topics** |  |  |  |  |
| 1. You manage the direction of the discussion by asking others for their ideas on a topic
 |  |  |  |  |
| 1. You can manage the direction of the discussion by introducing new topics
 |  |  |  |  |
| 1. You can use a mixture of longer AND shorter turns as appropriate
 |  |  |  |  |
| 1. You can manage the direction of the discussion by summarising, recapping, concluding topics
 |  |  |  |  |
| 1. You can manage longer turns by other people by using interruption techniques appropriately
 |  |  |  |  |
| **Score** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language effectiveness** | **1** | **2** | **3** | **4** |
| 1. You can talk with your group members about the topic in general, and although you may make language mistakes these don’t cause any interaction breakdown.
 |  |  |  |  |
| 1. You can give your opinion on one task option, and support this with reasons, implications and examples.
 |  |  |  |  |
| 1. You can evaluate the options through comparing or contrasting two or more **and/or** by analysing each option against criteria or features; you support this with reasons, implications and examples
 |  |  |  |  |
| 1. You are persuasive through the use of emphatic language e.g. adverbs, auxiliaries, fronting, inversion
 |  |  |  |  |
| 1. You are precise and efficient through your use of longer noun phrases, and multiple adjective forms
 |  |  |  |  |
| **Score** |  |  |  |  |
| **Interactive pronunciation** |  |  |  |  |
| 1. The volume AND/ OR pace of your delivery does not cause interaction breakdown nor an inappropriate flow to the interaction.
 |  |  |  |  |
| 1. You can use general non-specialist language without any misunderstandings or interaction breakdown, even if there are some pronunciation mistakes (sounds, stress)
 |  |  |  |  |
| 1. You can use specialist or topic vocabulary without any misunderstandings or interaction breakdown, even if there are some pronunciation mistakes (sounds, stress)
 |  |  |  |  |
| 1. You can support your evaluations and/or emphasize your message by using a range of sentence stress patterns e.g. contrastive stress
 |  |  |  |  |
| 1. You are able to use a range of intonation and rhythm patterns to support your ideas and interaction e.g. with old/new information, checking/confirming questions
 |  |  |  |  |
| **Score** |  |  |  |  |
|  |  |  |  |  |
| **Overall score (average of 5 micro-strategy scores)** |  |  |  |  |