

**EVALUACIÓN PRUEBA DE PRODUCCIÓN ORAL. NIVELES A2-C1**

	<b>GRAMMAR AND VOCABULARY (RANGE, ACCURACY AND COHERENCE CEFR)</b>	<b>DISCOURSE MANAGEMENT (FLUENCY AND COHERENCE)</b>	<b>PRONUNTIATION</b>	<b>INTERACTION</b>
<b>C1</b>	<ul style="list-style-type: none"> <li>• Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of topics.</li> <li>• Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.</li> </ul>	<ul style="list-style-type: none"> <li>• Can express him/herself fluently and spontaneously, almost effortlessly.</li> <li>• Only a conceptually difficult subject can hinder a natural, smooth flow of language. Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Is intelligible, Intonation, sentence and word stress are appropriate.</li> <li>• Can use intonation and stress to convey and enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.</li> </ul>
<b>B2</b>	<ul style="list-style-type: none"> <li>• Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics. Shows a relatively high degree of grammatical control.</li> <li>• Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.</li> <li>• Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.</li> </ul>	<ul style="list-style-type: none"> <li>• Is intelligible with appropriate intonation and sentence and word stress generally accurately placed. Individual sounds are generally articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly.</li> </ul>



<b>B1</b>	<ul style="list-style-type: none"><li>• Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.</li><li>• Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</li></ul>	<ul style="list-style-type: none"><li>• Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</li><li>• Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</li></ul>	<ul style="list-style-type: none"><li>• Is mostly intelligible and has some control of phonological features. Intonation is generally placed appropriately and individual sounds are generally articulated clearly although with some mistakes that do not hinder understanding.</li></ul>	<ul style="list-style-type: none"><li>• Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.</li></ul>
<b>A2</b>	<ul style="list-style-type: none"><li>• Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.</li><li>• Can link groups of words with simple connectors like "and, "but" and "because".</li></ul>	<ul style="list-style-type: none"><li>• Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.</li><li>• Can link groups of words with simple connectors like "and, "but" and "because".</li></ul>	<ul style="list-style-type: none"><li>• Is mostly intelligible and has some control of phonological features despite limitations.</li></ul>	<ul style="list-style-type: none"><li>• Can answer questions and respond to simple statements.</li><li>• Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.</li></ul>