

**Scottish Qualifications Authority**  
**Extended Grade Related Criteria**  
**Talking (Individual Talk): Assessment Sheet**

**IND**

	<b>Credit</b>		<b>General</b>		<b>Foundation</b>	
<b>Content</b>	Expresses ideas of quality, relevance and interest. Links ideas clearly to each other and to main purpose of task.		Expresses appropriate ideas. Links ideas with some skill.		Expresses obvious and simple ideas. Displays little skill in linking ideas.	
<b>Purpose</b> (as appropriate)	Conveys information, highlighting what is most significant. Marshals ideas and evidence in support of argument. Give succinct and coherent account of personal experience, with sensitive expression of feelings and reactions. In storytelling, achieves effect through creative use of structure, tone, timing, vocabulary and characterisation.		Conveys information in an orderly sequence. Orders and presents ideas and opinions with some attempt at reasoning. Gives a reasonably coherent account of a personal experience, expressing feelings and reactions with some sense of involvement. In storytelling, sets the scene, sustains narrative to its climax and conveys some sense of character.		Presents simple facts, ideas or opinions with little attempt at sequencing. Gives a simple account of personal experience with a limited sense of involvement. In storytelling, sets the scene and outlines the narrative.	
<b>Language</b>	Uses varied and accurate vocabulary. Uses an appropriately wide range of spoken language structures. Uses a register appropriate to topic and audience.		Uses vocabulary and spoken language structure which are largely accurate. Shows some awareness of appropriate register.		Uses a limited range of vocabulary and spoken language structures. Is restricted in register.	
<b>Expression</b>	Is consistently audible and clear. Is consistently fluent. Adjusts pace to suit purpose. Varies intonation to point up meaning.		Is largely audible and clear. Displays some fluency. Shows some signs of ability to vary intonation to point up meaning or to adjust pace to suit the purpose.		Is, in part, audible and clear.	
<b>Awareness of audience</b>	Takes due account of the requirements and reactions of the audience. Makes appropriate use of eye contact, facial expression and gesture. Requires little or no prompting.		Shows awareness of requirements and reactions of audience. Occasionally makes appropriate use of eye contact, facial expression and gesture. Requires some support through prompting and/or questioning.		Shows limited awareness of the requirements and reactions of audience. Requires substantial support through prompting and/or questioning.	
<b>Duration</b>	Sustains talk at considerable length, as appropriate to purpose.		Sustains talk at some length, as appropriate to purpose.		Shows a limited ability to sustain talk, as appropriate to purpose.	
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
	Distinguished by a consistent and alert attention to purpose <b>and</b> combines some of the following features:  high quality in content and language;  confidence of expression;  sensitive awareness of situation and audience;  Overall, characterised by consistency of quality.	Sound attention to purpose, but lacks some sophistication, insight, fullness.  Performance is generally good, but is less rich/less confident/less sensitive/less consistent than at grade 1.	Attention to purpose is intermittent but adequate <b>and</b> combines some of the following features:  adequate content;  adequate accuracy of language;  adequate expression;  adequate awareness of audience.	Attention to purpose, though impaired in some significant way, just achieves the adequacy required for General level.  Despite weaknesses, the combination of qualities of content, language expression, awareness of audience just achieves overall adequacy.	Shows a few signs of attention to purpose <b>and</b> combines some of the following features:  several items of content, though weakened by irrelevance and/or obscurity;  intelligible language, weakened by inaccuracy;  some limited awareness of audience;  expression reasonably audible and clear.	Communicates a few intelligible ideas at least <b>one</b> of which is to the point.

**Scottish Qualifications Authority**  
**Extended Grade Related Criteria**  
**Talking (Discussion): Assessment Sheet**

**DIS**

	<b>Credit</b>		<b>General</b>		<b>Foundation</b>	
<b>Substance and relevance of contribution</b>	Is substantial in quality and relevant to purpose of discussion. Provides a good number of relevant ideas/responses/opinions/experiences. Supports ideas with evidence. Questions and answers relevantly.		Contributes some relevant ideas/responses/ opinions/experiences <b>and</b> EITHER occasionally supports these with evidence/reasons OR occasionally questions and answers relevantly.		Contributes a few ideas/responses/ opinions/ experiences and these are only tenuously relevant.	
<b>Account taken of other contributions</b>	Takes account of what others have to say in several of the following ways: by analysing/summarising/ using/expanding/supporting/ challenging/refuting their contributions.		On the whole, takes some account of what others have to say in <b>one</b> of the following ways: by summarising/using/expanding/ supporting/challenging their contributions		Shows a few signs of taking account of what others have to say, in <b>one</b> of the following ways: by repeating/using/supporting/ challenging their contributions.	
<b>Awareness of situation</b>	Behaves in a way appropriate to the situation by: acknowledging the status of chair, leader, interviewer, etc; allowing/encouraging others to have their say; speaking readily, but not excessively; using language suited to the listener(s).		Behaves in a way appropriate to the situation by <b>two</b> of the following; acknowledging the status of chair, leader, interviewer, etc; allowing/encouraging others to have their say; speaking readily, but not excessively; using language suited to the listener(s).		Shows a few signs of attempting to behave in a way appropriate to the situation by one of the following: acknowledging the status of chair, leader, interviewer, etc; allowing/encouraging other to have their say; speaking readily, but not excessively; using language suited to the listener(s).	
<b>Control of expression</b>	Is consistently audible and clear and shows some skill in varying intonation to point up meaning and adjusting pace to suit circumstances.		Is largely audible and clear and shows some signs of varying intonation to point up meaning or adjusting pace to suit circumstances.		Is in part audible and clear.	
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
	Consistent, alert attention to purpose <b>and</b> combines some of the following features:  high quality in contributions and taking account of what others say;  confidence of expression;  tactful awareness of situation;  Overall, characterised by consistency of quality.	Sound attention to purpose, but lacks some shrewdness, tenacity, subtlety.  Performance is generally good, but is less fertile/less confident/less sensitive/less consistent than at grade 1.	Attention to purpose, is adequate <b>and</b> combines some of the following features:  adequate substance and relevance of contribution;  adequate account taken of other contribution;  adequate awareness of situation;  adequate control of expression.	Attention to purpose, though impaired in some significant ways, just achieves adequacy required for General level <b>and</b> combines some of the following features;  substance and relevance of contribution;  account taken of other contributions;  awareness of situation;  control of expression;  (One or more of these is impaired in some way but the combination just achieves overall adequacy.)	Shows a few signs of attention to purpose <b>and</b> combines some of the following features:  a few contributions though weakened by irrelevance;  some limited account taken of others;  some limited awareness of situation;  reasonably audible and clear expression.	At least <b>one</b> audible intelligible attempt to contribute relevantly <b>and</b> shows some signs of willingness to cooperate in the discussion.