

**UNIVERSITY OF JYVÄSKYLÄ LANGUAGE CENTRE
ASSESSMENT CRITERIA FOR ORAL PRESENTATIONS**

GRADE	PROFESSIONAL VOCABULARY	LANGUAGE QUALITY	FLUENCY	PRONUNCIATION	PRESENTATION
Excellent (5)	Has a very good command of professional vocabulary. No gaps in professional vocabulary evident.	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. Correct use of idiomatic expressions and collocations.	Can express himself/herself fluently and spontaneously, almost effortlessly; smooth flow of language	Mastery of the sound system of English is obvious. Accurate pronunciation and intonation in most instances; no pattern of errors evident.	Student is thoroughly familiar with the topic and can respond confidently and spontaneously to complex questions. Presentation is well structured, uses transitional elements, and follows the conventions of the field. Good eye contact, no reading from his/her paper. Level appropriate for intended audience.
Very good (4)	Has a good command of professional vocabulary, allowing gaps to be readily overcome with circumlocutions.	Generally maintains a high degree of grammatical accuracy; occasional errors do not impede communication. Largely correct use of idiomatic expressions and collocations.	Fluent and spontaneous, but occasionally needs to search for vocabulary and phrases to express exactly what he/she wants to say.	Pronunciation and intonation generally accurate. Only minor mother tongue interference on a periodic basis.	Knows the topic well. Can handle complex questions with relative ease. Presentation is clearly structured and appropriate to the audience. Consistent use of transitional elements. Good eye contact, minimal need to refer to papers. Level appropriate for intended audience.
Good (3)	Has adequate professional vocabulary to express himself/herself on matters relating to his/her topic. Gaps are generally overcome with circumlocutions.	Can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstanding. Infrequent use of idiomatic expressions, which are at times inaccurate. Collocations also occasionally inaccurate.	Tempo is fairly even, but at times becomes hesitant as she/he periodically searches for vocabulary or phrases.	Some inaccuracy in pronunciation and intonation. Problems with voiced/voiceless consonants, for example. Errors do not cause misunderstandings.	Evidence of a standard three part structure and some use of transitional elements. Maintains contact with the audience. Level is appropriate, but the listener is not totally convinced that the presenter knows his/her topic well.
Satisfactory (2)	Has basic professional vocabulary. To a certain degree is able to extend into discussion of his/her topic.	Communication successful though limited in terms of accuracy, e.g. articles, prepositions, subject/verb agreement. Errors in grammar might cause occasional misunderstandings.	Tempo is uneven as she/he searches for vocabulary or phrases. Consistent noticeable pauses.	Frequent inaccuracy in pronunciation and intonation. Mother tongue interference at times causes some misunderstandings.	Some structural weaknesses and only limited transitional elements. Basic level of acquaintance with the topic.
Poor (1)	Has only limited professional vocabulary. Is unable to extend into discussion of his/her topic.	Communication characterized by frequent inaccuracies resulting in misunderstandings	Frequent hesitations and longer pauses, can produce only short stretches of language at best	Persistent errors in pronunciation patterns. Strong mother-tongue influence and frequent misunderstandings.	Structure lacks coherence. Speaker unfamiliar with topic. Transitional elements largely missing.
Inadequate (0)	Professional vocabulary nonexistent.	Communication limited at best.	Cannot produce complex sentences or link phrases coherently.	Control of the sound system so weak that comprehension is difficult.	Lacks the features of an acceptable presentation