

Student 1

<p>Total score 23 points (77%)</p>	<p>Overall performance The student performs all 3 tasks in an appropriate way. She has sufficient vocabulary to express herself, occasional inaccuracies in grammar and sometimes lack of precision when stating her point of view does not interrupt the communication.</p>
<p>Task 1: Interview 5 points</p>	<p><u>Can participate effectively in an interview and give extended answers to at least one of the questions.</u> <i>Comment: the student does not develop ideas further, but she expands on question No.5 .“Is it necessary to have daily routines? Why?” and gives her conclusion: Is it necessary? I don't know. It depends on what kind of people you are, because some like some don't like if they have the same tasks every day, but I do. I like to wake up every day at 7 or at 8 and do what I need to. So I think ... yeah, that's a good idea.</i></p>
<p>Task 2: Role Play 5 points</p>	<p>Can rather fluently participate in the given situation. Some hesitation might occur. <i>Comment: The student loses spontaneity and some hesitation is evident because of lack of ideas when answering the interviewers' questions which are not given in the student's paper, e.g. - Jāņi, Līgo party, that's a very big one and ... I don't know – Christmas, but I think that's everywhere in the world, so Easter maybe, yes those two ...three.</i></p>
<p>Task 3: Monologue 4 points</p>	<p>Can give a summary. Can state his / her point of view on at least one point relevant to the topic. May sometimes lack precision. <i>Comment: The student states somehow her point of view by giving an example from her own experience. She does not use all the time provided for the task*, as a result of that she does not generalize the information and has some difficulties in relating her opinion to the issue raised in the text.</i></p>
<p>Transcription of the monologue (Speaking time 1:15 min)</p>	<p><i>Ok... so, the text is about that that's easier to learn language if you live somewhere else like if you like to ... would love to learn Italian then you should go to Italia, and live there and study there. Because it's easier for you. I should give my opinion about the issue so... I've never tried things like this ... I've never done things like this, but I've been in Tallinn where I learned Italian. There were ... there also were teachers for Italian and the people around as also spoke Italian and it was easier ... so I think that it really helps if I ... if you learn somewhere else and speak ... and ... and learn the language you want to learn. So, that's my opinion.</i></p>

* If the student doesn't use all the time provided for speaking, the interviewer should ask the student if he / she would like to add something / some ideas.

Student 1 (to be continued)

Vocabulary 3 points	Has sufficient vocabulary to express her and provide arguments. <i>Comment: Occasionally the student's word range is limited so she cannot fully expand on the ideas and provide her arguments, e.g. <u>Līgo party – that's a very big one</u></i>
Grammar 3 points	Uses various language structures. Some errors and minor flaws in sentence structure may still occur. <i>Comment: Occasionally the student uses quite simple structures, and some slips are also present, e.g. <u>the people around as also spoke Italia</u></i>
Fluency and Pronunciation 3 points	Can express herself with ease. Pauses occur only when searching for ideas. Pronunciation is clear and easy to understand, errors are rare. <i>Comment: Sometimes lacks fluency in longer complex stretches of speech, makes a few mistakes, e.g. <u>what kind of people you are, I'm making an article, Italia</u></i>

NB! According to the instruction, there should be more distance between the observer and the interviewer and the student.

Student 2

Total score 16 points (53%)	Overall performance The student performs all 3 tasks. The communications seems scrappy due to using basic grammar structures and vocabulary which anyway still allow him to conduct routine, everyday transactions. On the whole, the student reaches his communication goals.
Task 1: Interview 3 points	Can provide straightforward answers to questions, but almost all of them are short. <i>Comment: The student answers only 4 of 5 questions. In general the student gives straightforward and short answers to questions.</i>
Task 2: Role Play 4 points	Can maintain a conversation in the given situation but may sometimes have difficulties to say what she / he would like to. <i>Comment: The student manages the conversation and fulfils the communicative task even when due to the students' vocabulary range and grammar competence (not evaluated under task achievement!!!) the answer first seems somehow scrappy. There are not only short phrases, the student uses some longer sentences, too, e.g.</i> <ul style="list-style-type: none"> - They are going to ... in a ... some restaurants or ... In summer they are going out like ... in the wild ... together eat in parks or some travelling on rivers. - Also the same and some families are too much ... nu ... work and childrens are doing by himself what want.
Task 3: Monologue 3 points	Can relate his / her ideas in a simple, sometimes clumsy way. Incomplete summary. The ideas might be only partly related to the topic. <i>Comment: The student gives some ideas to state his point of view, he lacks precision and logical structure of his speech and difficulties to generalize his ideas in relation with the text are obvious.</i>
Transcription of the monologue <u>(Speaking time: 2:20 min)</u>	<i>In this text I ... there are like ... exchange student when he go to other countries he learn about school and about other people. And I agree with that because you can learn from school there you ... nu ... most needed part, but in the other you learn about country about people so much things when you don't learn at school. I agree with that. And ... give your own opinion ... I think I would go ... I would like to go because my friends are going in ... like exchange students ... nu ... older friends and they talk ... too much about that, because they like so much and They told about that when you learn at school you learn nu ... what you need from your from your knowledge. But when you learn from other peoples you learn about countries and culture and some other things you don't know from school. And ... you be able live in other country exchange student you need to talk with different people. You need to be tolerant, if they are some kind of not what you like. You need to be friend with everyone... if you want to live comfortable.</i>

Student 2 (to be continued)

<p>Vocabulary 2 points</p>	<p>Has sufficient vocabulary to conduct routine, everyday transactions. <i>Comment: The student sometimes has difficulties in finding the right phrases and words e.g. uses the word 'that' instead of concrete idea</i> - <i>they talk ... too much about that, because they like so much and ... They told about that when you learn at school</i></p>
<p>Grammar 2 points</p>	<p>Uses reasonably accurately a range of basic grammatical structures. The errors do not cause problems in communication. <i>Comment: The student has difficulties in organizing his ideas in complete sentences, and he makes quite many mistakes, e.g.</i> - <i>he go, he learn, childrens, you be able live, you learn from other peoples (instead of people), they are going out (instead of Present Simple)</i></p>
<p>Fluency and Pronunciation 2 points</p>	<p>Can make him / herself understood in short utterances, even though pauses and reformulation are very evident. Pronunciation is generally clear enough. <i>Comment: The student can communicate his ideas quite successfully in spite of his inaccurate language and pauses.</i></p>

Student 3

Total score 27 points (90%)	Overall performance The student performs all 3 tasks appropriately. She has a good command of broad vocabulary. She shows remarkable fluency and ease of expression, provides her opinion and fulfils the tasks almost completely.
Task 1: Interview 5 points	Can participate effectively in an interview and give extended answers to at least one of the questions. <i>Comment: the student participation is effective; she expands on some questions by stating her point of view, but does not develop any of more complex questions by giving her arguments.</i>
Task 2: Role Play 6 points	Can fluently, accurately and spontaneously participate in the given situation. <i>Comment: the student fulfils the task completely, she elaborates the questions (example below) what makes the conversation more natural.</i> <ul style="list-style-type: none"> - Oh, and what about the working hours? Will I have to work late or very early in the morning? - Ok. And ... I have many friends and they would like to visit me in the camp. Do they have such a possibility to visit me in the camp? - What about the location of the camp? Is it far away from center of the city or is it near?
Task 3: Monologue 5 points	Can give a summary and develop his / her opinion, expanding on and supporting his/her main points. <i>Comment: The student develops her opinion and supports her main points by some examples. She does not use all the time provided for the task, as a result of that the student doest not develop particular points or does not round up with a proper conclusion.</i>
Transcription of the monologue (Speaking time 1:30 min)	<i>Well, I guess what is said in this text is that the similar people are then ... like they want to live in a one place because of their interests or personalities or something else.</i> <i>And...,what I think about this all. Here is said that more opened people like to move to the cities and people which are like introvert they stay in the country or small villages.</i> <i>Well, I will have to agree with this text, because mostly the young people move to the cities because they have to study, they want to work, they want to live, to go to the pubs, clubs, cinemas and there is no such thing in Latvian countries. So, people which are like here is said more relaxed they settle down in villages and live peaceful life and have families. Well, I guess maybe young people move to villages too if they have like their interest and building up a family. Because if you have a family then you want to have a house and a garden in which the children can play or something else. But if you are like a career people you go to the big cities and make great careers, have a great jobs, a lots of money and so on. So, I agree to this text.</i>

Student 3 (to be continued)

Vocabulary 4 points	Has a good command of broad vocabulary. Can express him / herself, provide clear descriptions, opinions and arguments.
Grammar 3 points	Consistently maintains a high degree of grammatical accuracy; errors are rare <i>Comment: the student uses a range of sentence structures, though makes several grammatical mistakes, e.g. in Latvian countries; people which; have a great jobs; last year I have worked; I can swim, but not very good</i>
Fluency and Pronunciation 4 points	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Has acquired a clear, natural pronunciation and intonation. <i>Comment: the student speaks freely and can express herself fluently hesitating in situations where she needs a little time to think about the question.</i>