



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year
Oral Production and Interaction (Speaking)
Rubric for the Proficiency Exam



Oral Production and Interaction (Speaking) (scored out of 100 and weighted at 40% of the final grade)

Session 2 — Speaking Examination (Duration: approximately 8–10 minutes per candidate, including a 1–2-minute unscored warm-up and preparation phase; scored out of 100 and weighted at 40% of the final grade)

1.1. Oral Production and Interaction (Speaking) (100 points; 40% of the final grade)

Objectives Assessed		Question Type	Numbers of Questions / Sample questions
Speaking 1 (50 points)	OP1 Clear, detailed, organized spoken production OP2 Description of experiences/processes OP3 Development of opinions with reasons/examples OP5 Structured presentation OP9 Appropriate language and register OP11 Accurate communication of information	Individual presentation task	Phase 1 (Unscored warm-up and preparation: 1–2 minutes; speaking time: 3–4 minutes) An example prompt: “You are participating in a university orientation event. New students are interested in learning about effective ways to manage university life. You have been invited to give a short talk sharing your experience and advice. Talk about a challenging experience you have had and explain how you managed it. In your response: - describe the experience clearly, - explain the steps you took to deal with the situation, - discuss what you learned from the experience, - give advice to other students.”
Speaking 2 (50 points)	OP4 Comparing alternatives and discussing advantages/disadvantages OP6 Participating in extended discussions OP7 Turn-taking, asking questions, clarification OP8 Agreement, disagreement, reservations OP10 Expressing attitudes and personal significance OP11 Effective communication in academic/professional contexts	Integrated presentation + discussion task with the examiner	Phase 2: Examiner Discussion Phase (Discussion time: 3-4 minutes) Sample examiner questions: - Follow-up questions on the candidate’s experience (OP2, OP4, OP6, OP10, OP11) - You mentioned that this experience was challenging. What was the most difficult part of the situation for you? - Looking back, would you handle the situation differently now? Why or why not? - What skills or qualities helped you overcome this challenge? - Which is more effective for dealing with challenges: careful planning or flexibility? Why? - Discussion questions: generalizing the topic (OP3, OP8, OP10)

- Do you think university students today face more challenges than students did in the past? Why?
- Some people believe that students should solve their problems independently, while others think they should seek support from others. What is your opinion?

Speaking 1 (50 Points): Individual Presentation Task (Assessing: (OP1, OP2, OP3, OP5, OP9, OP11))

Speaking 2 (50 Points): Integrated Presentation + Examiner Discussion Task Assessing: (OP4, OP6, OP7, OP8, OP10, OP11)

Scoring: each criterion is rated out of 10.

Speaking 1 = $5 \times 10 = 50$; Speaking 2 = $5 \times 10 = 50$; Session 2 total = 100.

Band 0: award 0 for a criterion when the candidate produces no assessable performance, is entirely off-topic, or refuses the task. Band 0 is contained in the 0–3 column.

An absent candidate is recorded as absent, not as 0.

Choosing within a band: award the lower value when the descriptor is only partially met and the higher value when it is fully met. *Half marks* are not awarded.

Criteria marked “rated across the whole session” (Lexical Resource & Register; Grammatical Range & Accuracy; Phonological Control & Intelligibility) are judged ONCE on the evidence of both Phase 1 and Phase 2 and recorded in the part where they appear. Linguistic resources carry 30/100 and task, discourse and interaction 70/100; grammar and vocabulary are additionally assessed directly in the Linguistic Competence (Grammar and Vocabulary) component of Session 1.

Pronunciation: accent is NOT assessed. Only intelligibility, word and sentence stress, rhythm and intonation are rated. A candidate with a marked L1 accent whose message is clear must not be penalised (Proficiency Exam Policy: absence of cultural or linguistic bias).

The top band describes a strong B2 performance, not a C1 or native-speaker performance.

Reference scales, verified against the CEFR Companion Volume (Council of Europe, 2020): Overall oral production; Sustained monologue: describing experience; Sustained monologue: putting a case; Coherence and cohesion; Thematic development; Turntaking; Fluency; Propositional precision; General linguistic range; Vocabulary range; Vocabulary control; Grammatical accuracy; Phonological control; Sociolinguistic appropriateness.

Part 1: Speaking 1 – Individual Presentation Task (5 criteria × 10 = 50 points)

Assessment Criterion	0–3 (Basic)	4–6 (Satisfactory)	7–8 (Good / Competent)	9–10 (Proficient)	Score (0–10)
1. Discourse Management & Coherence (OP1, OP5)	No recognisable structure; the talk is fragmented and cannot be followed. (0 = no assessable performance.)	Some structure is present but the talk is disjointed; the sequence of ideas is uneven.	Clearly organised talk with an identifiable opening, development and closing; ideas are connected with a range of discourse markers.	Well-controlled structure throughout; key points are signposted and highlighted effectively and ideas develop logically without prompting.	/ 10
2. Fluency & Sustained Monologue (OP1)	Cannot sustain speech; long pauses and breakdowns prevent communication.	Noticeable hesitation and self-correction; sustains the talk only with difficulty and does not fill the required time.	Speaks at a fairly even pace for the required time; pausing is natural and self-correction does not disrupt communication.	Sustains the full talk smoothly and at a natural pace; hesitation is limited to searching for ideas rather than for language.	/ 10
3. Lexical Resource & Register — rated across the whole session (OP9)	Vocabulary is too limited to convey the message; register is inappropriate to the situation.	Restricted, high-frequency vocabulary; frequent word-choice or collocation errors; register is inconsistent.	Sufficient range to discuss the topic, including some less common items; errors do not impede communication; register suits an academic setting.	Good range of vocabulary for the topic and for general matters, used with precision and with varied formulation that avoids repetition; occasional lexical gaps may still cause brief hesitation or circumlocution without hindering communication. Register is consistently appropriate and adapted to purpose.	/ 10
4. Grammatical Range & Accuracy — rated across the whole session	Only isolated words and memorised phrases; errors in basic structures prevent understanding.	Mainly simple structures; frequent errors in complex forms sometimes cause misunderstanding.	A mix of simple and complex structures with good control; errors occur but rarely cause misunderstanding.	A range of complex structures used with consistent accuracy; errors are occasional and are often self-corrected.	/ 10
5. Task Achievement & Content Development (OP2, OP3, OP11)	Does not address the prompt; the experience or opinion is not described. (0 = no assessable performance or entirely off-topic.)	Covers some of the required content points; description and reasons are thin or repetitive.	Covers all required content points; describes the experience clearly and develops opinions with relevant reasons and examples.	Covers all content points fully; describes the personal significance of the experience in detail, and expands and supports opinions with subsidiary points and relevant examples.	/ 10
Total for Speaking 1					/ 50

Part 2: Speaking 2 – Examiner Discussion Task (5 criteria × 10 = 50 points)

Assessment Criterion	0–3 (Basic)	4–6 (Satisfactory)	7–8 (Good / Competent)	9–10 (Proficient)	Score (0–10)
1. Comparing Alternatives & Argumentation (OP4)	Cannot compare options or discuss advantages and disadvantages. (0 = no assessable performance.)	Names alternatives but the comparison remains superficial; advantages and disadvantages are asserted without support.	Compares alternatives clearly and discusses advantages and disadvantages with relevant reasons.	Compares alternatives systematically, weighs advantages and disadvantages and reaches a reasoned conclusion.	/ 10
2. Interactive Communication & Turn-taking (OP6, OP7)	Cannot sustain a dialogue; responds only in isolated words or needs constant prompting.	Responds to questions but rarely initiates; turn-taking depends on the examiner; asks for clarification only with difficulty.	Takes and holds turns appropriately, responds to follow-up questions and asks for clarification when needed.	Manages turn-taking naturally, initiates and develops the exchange and uses clarification and questioning strategies effectively.	/ 10
3. Expressing Stance: Agreement, Disagreement, Reservations & Attitudes (OP8, OP10)	Cannot express agreement, disagreement or personal attitude.	Expresses agreement or disagreement in a limited, direct way; reservations and attitudes are not conveyed.	Expresses agreement, disagreement and reservations appropriately and conveys personal attitude clearly.	Expresses stance with nuance, marks degrees of agreement and reservation appropriately and conveys the personal significance of ideas convincingly.	/ 10
4. Communicative Effectiveness in Academic / Professional Exchange (OP11)	The message does not come across; the listener cannot follow the information given.	Information is conveyed but requires effort from the listener; some points are inaccurate or unclear.	Conveys information accurately and effectively in a way appropriate to an academic or professional exchange.	Conveys information precisely and efficiently, with clear relevance to the listener's purpose throughout.	/ 10
5. Phonological Control & Intelligibility — rated across the whole session	Speech is unintelligible for most of the session; the listener cannot follow.	Intelligible in places but requires considerable listener effort; word and sentence stress is often misplaced and intonation is flat.	Intelligible throughout; word and sentence stress and intonation generally support the message. Accent does not affect the score provided the message is clear.	Articulation is clear across extended stretches and the candidate is intelligible throughout; stress, rhythm and intonation consistently support the message, with only occasional lapses that do not affect intelligibility.	/ 10
Total for Speaking 2					/ 50

EXAMINATION RECORD — required by Article 14(2) of the KSU School of Foreign Languages Instruction and Examination Directive: an assessment form is completed and signed by the examiners for every candidate in the practical oral examination.

Candidate No: _____ **Date:** _____ **Room / Slot:** _____ **Duration:** approximately 8–10 minutes, including the unscored 1–2-minute warm-up and preparation phase

Interlocutor / Examiner 1: _____ Speaking 1 ____ / 50 + Speaking 2 ____ / 50 = ____ / 100

Assessor / Examiner 2 : _____ Speaking 1 ____ / 50 + Speaking 2 ____ / 50 = ____ / 100

Difference between examiners: ____ points. If the difference exceeds 10 points out of 100, a third examiner rates the recording independently and the final score is the mean of the two closest ratings.

Recording: every Session 2 performance is audio-recorded. Recording is required for second marking, for appeals and for examiner standardization, and the files are archived with the other assessment materials for five years.

Examiner roles: the interlocutor conducts the interaction; the assessor rates without taking part in the discussion. Where only one examiner is present, the second rating is made from the recording.

All Session 2 examiners must have completed the annual standardization session before the administration.

Final Session 2 score: ____ / 100 Contribution to the final grade: ____ $\times$ 0.40 = ____ points.