

## **Supplementary material S1**

Author translation of the assessment guidelines from the Swedish National Agency for Education

### **OVERVIEW ASSESSMENT PART A**

#### **Aim of subject**

This part of the test relates first and foremost to four of the long-term goals in the statement of subject aims in the statements of subject aims in the syllabus. Pupils should be given opportunities to develop their ability to

- understand and interpret the content of spoken English
- express themselves and communicate in speech
- use language strategies to understand and make themselves understood
- adapt language for different purposes, recipients and contexts

#### **Assessment of oral production and interaction**

Assessment of oral proficiency presupposes that the student, based on the given task and on the syllabus for English, has the willingness and ability to produce and develop topical content, on their own and together with others. The following assessment factors are rooted in the communicative and action-oriented approach to language of the Swedish syllabi for English and Modern Languages. The factors are meant to function as support in the analysis forming a holistic assessment, and should be viewed as different aspects of quality in spoken language.

#### **Assessment factors**

##### **Content**

- Comprehension and clarity
- Richness and variation (different examples and perspectives)
- Context and structure
- Adaption to purpose, recipient and situation

##### **Language and ability to express oneself**

- Communicative strategies
  - To develop and carry the conversation forward
  - To solve language problems by e.g. reformulations, explanations, and clarifications
- Fluency and ease
- Breadth, variation, clarity and accuracy
  - Vocabulary, phraseology, idiomaticity
  - Pronunciation and intonation
  - Grammatical structures
- Adaption to purpose, recipient and situation

Grading of part A is first and foremost related to the following parts of the knowledge requirements, which focuses on oral production and interaction in particular.

### Knowledge requirements

#### **Grade E**

In oral ... production of different kinds, pupils can express themselves simply and understandably in phrases and sentences. To clarify and vary their communication, pupils can ... make some simple improvements to their communications\*. In oral...interaction, pupils can express themselves simply and understandably in words, phrases and sentences. In addition, pupils can choose and use a strategy to solve problems and improve their interaction\*.

#### **Grade C**

In oral ... production of different kinds, pupils can express themselves simply, relatively clearly and to some extent coherently. To clarify and vary their communication, pupils can ... make simple improvements to their communications\*. In oral...interaction, pupils can express themselves simply and relatively clearly in words, phrases and sentences. In addition, pupils can choose and use some different strategies to solve problems and improve their interaction\*.

#### **Grade A**

In oral ... production of different kinds, pupils can express themselves simply, relatively clearly and relatively coherently. To clarify and vary their communication, pupils can ... make simple improvements to their communications\*. In oral...interaction, pupils can express themselves simply and clearly in words, phrases and sentences. In addition, pupils can choose and apply several different strategies to solve problems and improve their interaction\*.

\* Not in focus specifically, but this part of the national test makes it possible to assess this ability