Marking criteria for CONSECUTIVE (indicative only)

CONTENT • **Completeness** • **Accuracy** • **Coherence/plausibility**	• **Did the interpretation render the original ideas/information of the speech accurately?** • **Was the content conveyed in full?** • **Were the main ideas and the structure rendered?** • **Were there any significant omissions with an impact on the coherence of the speech?** • **Were there too many details missing?** • **Were there any misleading or redundant additions ("embroidery")?** • **Was the logic of the original speech clearly recognizable?** • **Was the message coherent?** • **Were there any important mistakes ("contresens")?** • **Knowledge of passive language?** • **Overuse of redundant filler phrases?**
PRESENTATION/FORM • **Active language** • **Communication skills**	• **Knowledge of target language (correct grammar, appropriate register, idiomatic expressions, vocabulary, interferences from the source language)?** • **Appropriate choice of register?** • **Terminology?** • **Diction (mumbling or clear enunciation)?** • **Accent (if applicable)?** • **Pace of delivery (fluent or staccato)?** • **Use of the voice (prosody)? Intonation?** • **Was the delivery professional? Was it agreeable to listen to and confident?** • **Eye contact?** • **Appropriate body language?** • **Dress code?**
ANALYTICAL SKILLS • **Intention** • **Interpretation strategies**	• **Literal rendition of speech or intelligent processing of content?** • **Was the message accurately conveyed?** • **Use of interpretation strategies (paraphrasing, output monitoring, ability to condense information, "telescoping")?** • **Ability to monitor output?** • **Note-taking technique?** • **Time of delivery (shorter/longer than original speech)? Was the overrun excessive?** • **Finishing sentences?**

Marking criteria for SIMULTANEOUS (indicative only)

CONTENT • **Completeness** • **Accuracy** • **Coherence/plausibility**	• **Did the interpretation render the original ideas/information of the speech accurately?** • **Was the content conveyed in full?** • **Were the main ideas and the structure rendered?** • **Were there any significant omissions with an impact on the coherence of the speech?** • **Were there too many details missing?** • **Were there any misleading or redundant additions ("embroidery")?** • **Was the logic of the original speech clearly recognizable?** • **Was the message coherent?** • **Were there any important mistakes ("contresens")?** • **Knowledge of passive language?** • **Overuse of redundant filler phrases?** •
DELIVERY/FORM • **Active language** • **Communication skills**	• **Knowledge of target language (correct grammar, appropriate register, idiomatic expressions, vocabulary, interferences from the source language)?** • **Appropriate choice of register?** • **Terminology?** • **Diction (mumbling or clear enunciation)?** • **Accent (if applicable)?** • **Pace of delivery (fluent or staccato)?** • **Use of the voice (prosody)? Intonation?** • **Was the delivery professional? Was it agreeable to listen to and confident?** • **Fluency of the delivery ("décalage")? No abrupt or lengthy hesitations)?** • **Finishing sentences?** • **Stamina?** • **Microphone discipline?**
TECHNIQUE • **Interpretation strategies**	• **Literal rendition of speech or intelligent processing of content?** • **Was the message accurately conveyed?** • **Use of interpretation strategies (paraphrasing, output monitoring, ability to condense information, "telescoping")?** • **Ability to monitor output?** • **Finishing sentences?**