

ORAL SKILLS RATING RUBRIC

Student's Name: _____ ID#: _____

Rater: _____ Date: _____ Rate student's skill in each of the four areas:

	Fluency/Discourse	Listening Proficiency	Oral Intelligibility	Oral Grammar
LEVEL 1	1. Can communicate in very limited range within predictable areas of immediate need, having little ability to form complete sentences beyond memorized utterances. Cannot yet be said to possess survival English.	1. Comprehends utterances at word and phrase level only where context aids understanding. Understanding characterized by long pauses for assimilation and frequent requests for repetition. Requires radically adapted NS speech to partly comprehend even simple of statements.	1. Frequently unintelligible, even for ESL Teachers: pronunciation and suprasegmental patterns strongly influenced by first language. Can differentiate many phonemes when produced in isolation, but produces frequent errors when combining phonemes in words or phrases.	1. No real control over even basic grammatical structures or word order; uses simple verb forms, often incorrectly. Without regard to current level, check all of the following that describe your student and keep a <u>running total</u> for this entire category:
LEVEL 2	2. Can satisfy basic survival needs, express feelings, and ask/answer simple questions. Has little strategic capacity with language. Little if any communicative ability in content areas.	2. Can understand basic commands, statements, and questions surrounding basic survival situations, but still requires significant NS speech adaptation. Comprehends most sounds and many word endings.	2. Pronunciation occasionally unintelligible to the trained ESL teacher, and usually to the typical native speaker. Produces most phonemes in isolation, though continues to make errors combining them in words/ phrases. Very limited capacity to use reductions and linking; other supsegmentals influenced by first language.	2. Uses: ___ simple tenses with some success; ___ basic question patterns with some success; ___ simple syntax and oral grammatical forms; ___ high frequency prepositions of place; ___ modifiers and articles, though on very limited basis. (3-5 total items checked =Level 2)
LEVEL 3	3. Has facility in nearly all survival communication and some social conversation and, to a very limited extent, in content areas within own field of expertise. Possesses some flexibility and spontaneity in discourse. Can use language strategically in some situations, but little ability to imply, infer, or discuss causal relationships.	3. Can understand topics well beyond survival needs, including brief discourse on extensively previewed topics in known content areas. Cannot reliably understand complex word order patterns and verb inflections. Can comprehend many reductions, but little slang and idiomatic speech. Requires less adapted speech and repetition.	3. Despite errors, almost always intelligible to ESL teacher, frequently unintelligible to the native speaker. Often over articulates and struggles with phonemic transpositions (e.g. 1/r, b/v, s/th). Some control of rhythm and vowel reductions. Some facility with intonation and. stress to convey emphasis, emotion, confusion.	3. Uses: ___ simple tenses with facility; ___ auxiliaries with some success; ___ continuous tenses with some success; ___ simple conditionals with some success; ___ word order for simple sentences and questions with some facility; ___ complete sentences frequently, though not regularly; ___ prepositions of place, position, and direction (6-11 total items checked =Level 3)
LEVEL 4	4. Can satisfy most social demands and can converse on known topics, where general vocabulary is used but with occasional hesitation, repetition. More idiomatic discourse, with some ability to imply or infer. Poor control and ability in extended, content, and decontextualized conversations.	4. Understands with little need for repetition or adapted speech in known context. Adequate understanding of general vocabulary; limited understanding of low frequency vocabulary. Ready for intensive development of academic listening skills.	4. Some consonant and vowel phonemic errors due to language background, but only occasionally unintelligible to native speaker. Good control of basic intonation patterns and word stress, though needs work on linking, reduction, and sentence focus stress.	4. Uses: ___ auxiliaries, modals with some success, though occasional errors in inflectional endings; ___ perfect tenses with limited success; ___ passive voice with some success; ___ prepositions of time and manner; ___ plurals, suffixes, and agreement with some success; ___ infinitives and participles with some success. (12 -16 total items checked =Level 4)
LEVEL 5	5. Can initiate and sustain conversation in known and some unknown situations, satisfying nearly all social demands. Fluency suffers in content or decontextualized areas due to vocabulary limitations. Some facility in discussing causal relationships	5. Can process many suprasegmental aspects of speech. Can take notes if lecturer speaks moderately and clearly, and is well organized. Approximately 25% comprehension of a 5-10 minute un adapted and unrepeated lecture in familiar content area.	5. Idiosyncratic phonemic problems requiring remedial instruction. Generally comprehensible to native though some repetition required. Facility with standard stress and intonation patterns, able to use reductions, linking, and sentence/ focus stress in known situations. Suprasegmentals may still break down in unknown situations.	5. Uses: ___ passive, perfect tenses with frequent, though uneven success; ___ very simple embedding and cohesion; ___ infinitive, participial, and gerund phrases with some success; ___ coordination of independent clauses with some success. (17 -20 total items checked =Level 5)
LEVEL 6	6. Extremely competent in social situations, possessing a fairly large general vocabulary. Some control over slang, reductions, and colloquial expressions. Limited technical vocabulary. Difficulty expressing abstract thoughts and demonstrating critical thinking through oral discourse	6. Comprehension generally excellent in social situations. Can understand most of the suprasegmental nuances of speech. Uneven comprehension of content area lectures and discussions. Able to comprehend 40% in a sustained unadapted or unrepeated lecture of 5-10 minutes if topic and vocabulary are previewed.	6. Idiosyncratic phonemic errors. Intelligible suprasegmental control, though not always native like. Comprehensible and intelligible, though occasionally unintelligible when speaking in complex sentences.	6. Uses: ___ self monitoring system with some success; ___ subjunctive with some facility; ___ subordination of adverbial, adjectival, and noun clauses with some facility; ___ complex sentences and embedding with some success; ___ grammatically correct and complex sentences with some facility, though with idiosyncratic errors. (21 -23 total items checked =Level 6)

LEVEL: _____ + _____ + _____ + _____ = _____
 Add all Levels above and divide by 4 = Recommended Level _____ (enter as roman numeral in grade form)