**Speaking Level 5 Rubric**

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| **Criteria** | **F 55%** | **D 65%** | **C 75%** | **B 85%** | **A 95%**  |
| **Content**(Assignment-specific criteria) |  |  |  |  |  |
| **Fluency and Coherence** | * Student can only express basic ideas on general topics
* Speaking is often hard to follow.
* Pauses and restarts, even for simple sentences, are very frequent.
 | * Student can express only general ideas on academic/ advanced topics.
* Speaking is only occasionally smooth and easy to follow.
* Pauses and sentence restarts, even sometimes for simple sentences, are frequent and distracting.
 | * Student can convey main ideas and some details on academic/advanced topics.
* In unprepared speaking, may sometimes have difficulty with abstract thought and critical thinking.
* While speaking is often smooth, it may occasionally be hard to follow.
* There are some noticeable pausing and/or sentence restarts that occasionally distract.
 | * Student clearly expresses main ideas of academic/ advanced topics and supports them with adequate detail.
* In unprepared speaking, student adequately expresses abstract thought and critical thinking.
* Speaking is mostly smooth and easy to follow.
* Sentence restarts are rare, and pauses rarely distract.
* Includes some longer and complex sentences that are smooth and natural.
 | * Student clearly expresses main ideas of academic/advanced topics, supporting with a variety of relevant details.
* In unprepared speaking, student successfully expresses abstract thought and critical thinking.
* Speaking is almost always smooth and easy to follow.
* Pauses feel natural and never distract.
* Includes several longer, complex sentences that are smooth and natural.
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| **Oral Grammar** | * Student uses simple syntax and simple tenses with some success.
* Modifiers and articles are limited.
* Frequently missing verbs
* Word order mistakes in basic sentences
 | * Student produces usually complete, simple sentences, with mostly correct word order although the verb may occasionally be missing.
* Verb forms are most often limited to simple tenses.
 | * Student attempts modals although with uneven success.
* Attempts complex sentences, passive voice, and a variety of verb tenses, with limited success.
* Word order and subject-verb agreement are mostly correct.
* Makes occasional attempts at self-correction.
 | * Student uses subordination, modals, the passive voice and a variety of verb tenses with some success.
* Word order and subject-verb agreement are mostly correct.
* Makes some attempts at self-correction.
 | * Student uses subordination, modals, the passive voice and a wide range of verb tenses with frequent success.
* Word order and subject-verb agreement are almost always correct.
* Self-monitors fairly regularly and self-corrects with some success.
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| **Vocabulary** | * Student uses basic vocabulary with frequent mistakes.
* Word form and word choice frequently distort meaning.
* Uses very little or no relevant, level-appropriate vocabulary.
 | * Student uses basic vocabulary with some success.
* Word form and word choice sometimes accurately convey meaning.
 | * Student uses level-appropriate and advanced vocabulary with some success.
* Makes word form choices with some success.
* Basic vocabulary is used mostly correctly.
 | * A variety of level-appropriate and advanced vocabulary is used with generally correct form and word choice.
* Basic vocabulary is used consistently correctly.
 | * A wide range of level-appropriate and advanced vocabulary is used mostly correctly in both form and word choice.
* Some natural collocations are used.
* Some advanced vocabulary limitations may become apparent in unplanned speech contexts.
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| **Pronunciation** | The student’s message is hard to understand due to:* Consistent consonant/ vowel sound errors.
* Frequent syllable and word stress errors.
* The absence of standard intonation patterns.
 | Parts of the student’s message are hard to understand due to:* Numerous consonant/ vowel sound errors.
* Some syllable stress errors even in common words.
* Word stress and unstress within a sentence that often do not follow standard patterns.
* Little use of important intonation patterns even in planned speech.
 | The student’s message is mostly understood thanks to:* Overall intelligibility despite possibly a variety of consonant/vowel sound errors.
* Somewhat accurate syllable stress in known vocabulary, common words and words with standard stress patterns.
* Some control of word stress within sentences although sentence focus needs improvement.
* Intermittent use of major intonation patterns in planned and some unplanned speech.
 | * No consonant or vowel sound mistakes prevent understanding.
* Fairly accurate syllable stress in known vocabulary, common words and words with standard stress patterns.
* Linking in common collocations, such as “such\_as.”
* Adequate control of word stress within sentences.
* In planned speech, student often speaks in thought groups with focus words.
* Some control of major intonation patterns in planned speech and some unplanned speech.
 | * Student almost always pronounces consonant and vowel sounds correctly, including difficult L1 sounds.
* Accurate syllable stress in known vocabulary, common words and words with standard stress patterns.
* Consistent control of word stress within sentences.
* Some natural linking.
* In planned speech, student consistently speaks in thought groups with focus words.
* Facility with major intonation patterns in planned speech and some unplanned speech.
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