**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. |
| **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. |
| **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. |
| **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. |