

A1 BEGINNER LEVEL

RUBRICS

Formal Speaking Rubric **Name** _____ **Topic** _____

	Exemplary (Refined) Points	Proficient (Accomplished) Points	Progressing (Developing) Points	Not Meeting Standards (Beginning) Points
Grammar	Excellent use of verb tenses, word order, subject-verb agreement, adjective agreement, articles.	Very few errors in use of verb tenses, word order, subject-verb agreement, adjective agreement, articles.	Several errors in verb tenses, word order, subject-verb agreement, adjective agreement, articles.	Many errors in verb tenses, word order, subject-verb agreement, adjective agreement, articles.
Vocabulary	Uses appropriate vocabulary. Always expands thoughts with details. Accurate and rich word choice.	Generally uses appropriate vocabulary. Often expands thoughts with details. Generally uses rich word choice.	Few vocabulary words used. Few expanded thoughts. Lacking rich language. Word choice is confused.	Lacking expanded vocabulary. Meaning is often confused.
Pronunciation	Excellent pronunciation with very few if any errors. Authentic accent.	Good pronunciation with a few errors. Good effort.	Average pronunciation with several errors. Ok effort.	No effort to pronounce words correctly or very poor pronunciation.
Fluidity	Minimal hesitation; flows well. Strong evidence of preparation. Very polished presentation.	Some hesitation; generally flows well. Evidence of preparation. Polished presentation.	Frequent hesitation; adequately flows. Some evidence of preparation. Shows signs of needing more practice.	Non-communicative; lacking in flow. Minimal evidence of preparation. Presentation lacked practice.
Comprehension	Completely comprehensible. Appropriate language used to clearly convey main idea.	Comprehensible. Few errors made, but do not interfere with comprehension.	Somewhat incomprehensible. Language distorted. Inappropriate vocabulary obscures messages at times. Uses some native language.	Incomprehensible. Vocabulary usage errors block understanding. Uses native language.
Content	Fully addresses and completes the task. Topic is well-developed and interesting to the listener.	Appropriately addresses and completes the task. Topic is nicely developed and interesting to the listener.	Addresses and completes the task. Topic is developed and somewhat interesting to the listener.	Partially addresses and/or completes the task. Topic is somewhat developed and of minimal interest to the listener.

Comments:

Final Score _____

Name: _____

Final Score _____ / _____

Speaking Criteria	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1	SCORE /5
Vocabulary <i>How well can I use current and past vocabulary?</i>	<ul style="list-style-type: none"> I can use expanded vocabulary to communicate ideas. I included all the required responses or tasks. 	<ul style="list-style-type: none"> I can sometimes expand vocabulary and ideas. I included most of the required responses or tasks. 	<ul style="list-style-type: none"> I can use expected vocabulary. I missed 1-2 responses or tasks. 	<ul style="list-style-type: none"> I can mostly use expected vocabulary. I missed 2-3 responses or tasks. 	<ul style="list-style-type: none"> I struggle to use expected vocabulary. I missed many responses or tasks. 	
Teacher comments:						
Comprehensibility <i>How well can I communicate my thoughts and ideas?</i>	<ul style="list-style-type: none"> I can easily be understood. No hesitations 	<ul style="list-style-type: none"> I can be understood. Minimal hesitations 	<ul style="list-style-type: none"> I can mostly be understood. Some hesitations 	<ul style="list-style-type: none"> I can be understood with difficulty. Frequent hesitations 	<ul style="list-style-type: none"> I can be understood only with great effort. Unacceptable amount of hesitation 	
Teacher comments:						
Language Control <i>How well do I use the language?</i>	<ul style="list-style-type: none"> I make minimal or no errors in verb endings/ word order that prevent communication. Accurate word choice. I do not know. 	<ul style="list-style-type: none"> Errors in grammar and word order do not prevent communication. Occasional word choice errors when using words I do not know. 	<ul style="list-style-type: none"> Errors in grammar and word order sometimes prevent communication. Some word choice errors 	<ul style="list-style-type: none"> Errors in grammar and word order often prevent communication. Frequent word choice errors. 	<ul style="list-style-type: none"> Errors in grammar and word order prevent communication. Unable to use appropriate words. 	
Teacher comments:						
Pronunciation <i>How well am I understood?</i>	<ul style="list-style-type: none"> Enhances communication Pronunciation mimics English sounds/phonetics. 	<ul style="list-style-type: none"> Rarely prevents communication Mostly mimics English sounds/phonetics. 	<ul style="list-style-type: none"> Occasionally prevents communication Pronunciation sometimes resembles native language. 	<ul style="list-style-type: none"> Frequently prevents communication Pronunciation often resembles native language. 	<ul style="list-style-type: none"> Prevents communication consistently/resembles native language. 	
Teacher comments:						

Name _____ Topic _____ Final Score _____

Speaking Criteria	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1
Vocabulary <i>How well can I use current and past vocabulary?</i>	<ul style="list-style-type: none"> I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate expressions. 	<ul style="list-style-type: none"> I consistently use words /expressions to communicate ideas on a wide range of topics. I can use expanded vocabulary within a topic. 	<ul style="list-style-type: none"> I can use a variety of words and phrases on a range of familiar topics. I can give more details and elaborate on a topic. 	<ul style="list-style-type: none"> I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little. 	<ul style="list-style-type: none"> I can use limited words/phrases for common objects/actions. My vocabulary is repetitive.
Comprehensibility <i>How well can I communicate my thoughts and ideas?</i>	<ul style="list-style-type: none"> I can easily be understood. Limited or no hesitation 	<ul style="list-style-type: none"> I can be understood. Minimal hesitation 	<ul style="list-style-type: none"> I can mostly be understood. Some hesitation 	<ul style="list-style-type: none"> I can be understood with difficulty. Frequent hesitation 	<ul style="list-style-type: none"> I can be understood only with great effort. Unacceptable hesitations
Language Control <i>How well do I use the language?</i>	<ul style="list-style-type: none"> I make minimal or no errors in grammar / word order that prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order do not prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order sometimes prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order often prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order prevent communication.
Pronunciation <i>How well am I understood?</i>	<ul style="list-style-type: none"> Enhances communication Authentic native English accent 	<ul style="list-style-type: none"> Rarely prevents communication Pronunciation resembles native English speaker 	<ul style="list-style-type: none"> Occasionally prevents communication Pronunciation sometimes resembles native language 	<ul style="list-style-type: none"> Frequently prevents communication Pronunciation often resembles native language 	<ul style="list-style-type: none"> Prevents communication Pronunciation consistently resembles native language
Teacher comments:					

2

Name _____ Topic _____ Final Score _____

Speaking Criteria	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1
Vocabulary <i>How well can I use current and past vocabulary?</i>	<ul style="list-style-type: none"> I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate expressions. 	<ul style="list-style-type: none"> I consistently use words /expressions to communicate ideas on a wide range of topics. I can use expanded vocabulary within a topic. 	<ul style="list-style-type: none"> I can use a variety of words and phrases on a range of familiar topics. I can give more details and elaborate on a topic. 	<ul style="list-style-type: none"> I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little. 	<ul style="list-style-type: none"> I can use limited words/phrases for common objects/actions. My vocabulary is repetitive.
Comprehensibility <i>How well can I communicate my thoughts and ideas?</i>	<ul style="list-style-type: none"> I can easily be understood. Limited or no hesitation 	<ul style="list-style-type: none"> I can be understood. Minimal hesitation 	<ul style="list-style-type: none"> I can mostly be understood. Some hesitation 	<ul style="list-style-type: none"> I can be understood with difficulty. Frequent hesitation 	<ul style="list-style-type: none"> I can be understood only with great effort. Unacceptable hesitations
Language Control <i>How well do I use the language?</i>	<ul style="list-style-type: none"> I make minimal or no errors in grammar / word order that prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order do not prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order sometimes prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order often prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order prevent communication.
Pronunciation <i>How well am I understood?</i>	<ul style="list-style-type: none"> Enhances communication Authentic native English accent 	<ul style="list-style-type: none"> Rarely prevents communication Pronunciation resembles native English speaker 	<ul style="list-style-type: none"> Occasionally prevents communication Pronunciation sometimes resembles native language 	<ul style="list-style-type: none"> Frequently prevents communication Pronunciation often resembles native language 	<ul style="list-style-type: none"> Prevents communication Pronunciation consistently resembles native language
Teacher comments:					

Name _____

Presentation/Speaking Rubric

Total Points _____

	Exemplary	Proficient	Progressing	Not Meeting Standards
Task Completion	Superior completion of the task, content appropriate, message was understood	Adequate completion of the task, content appropriate, message was mostly understood	Basic completion of the task, content mostly appropriate, message was somewhat confusing	Minimal completion of the task, content unrelated to task and/or overall message was incomprehensible
Fluidity and Practice	Speech was fluid, practiced and polished	Speech was fluid with only a minor stumble	Speech was a little choppy	Speech was on the fly/lots of pauses
Pronunciation	Good effort to simulate native intonation and pronunciation	Pronunciation and intonation do not interfere with comprehension	Pronunciation and intonation impair comprehension	No attempt to simulate native intonation and pronunciation
Variety/Grammar	Superior elaboration of the topic and/or attempt to use new, more complex language in context	Adequate elaboration of the topic and/or attempt to use new language in context	Basic elaboration of the topic and/or attempt to use new language but out of context	Minimal elaboration of the topic and/or minimal or no attempt to use new language



Name _____

Presentation/Speaking Rubric

Total Points _____

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Fluidity and Practice	Speech was fluid, practiced and polished	Speech was fluid with only a minor stumble	Speech was a little choppy	Speech was on the fly/lots of pauses
Pronunciation	Good effort to simulate native intonation and pronunciation	Pronunciation and intonation do not interfere with comprehension	Pronunciation and intonation impair comprehension	No attempt to simulate native intonation and pronunciation
Variety/Grammar	Superior elaboration of the topic and/or attempt to use new, more complex language in context	Adequate elaboration of the topic and/or attempt to use new language in context	Basic elaboration of the topic and/or attempt to use new language but out of context	Minimal elaboration of the topic and/or minimal or no attempt to use new language

Name : _____ Skit Project Rubric Total Score: _____

	4	3	2	1
Pronunciation	You had no more than 2 pronunciation errors.	You had no more than 5 pronunciation errors.	You had no more than 8 pronunciation errors.	You had more than 10 pronunciation errors.
Grammar	You spoke grammatically correct with only a few errors.	You had between 4 and 7 grammar errors.	You had between 8 and 10 grammar errors.	You had more than 10 errors in grammar.
Use of new Vocabulary	You used at least 5 new vocab words when speaking.	You used at least 4 vocab words.	You used at least 3 vocab words.	You used 2 or less of the new vocab words.
Effort	You used your time well, you covered all necessary topics and ideas and did a fantastic job presenting in front of class. You were prepared for the skit.	You used your time well, covered most topics and ideas, and did a nice job presenting.	Time could have been better spent and/or a couple topics were missing. More preparation needed.	You did not use your time well and/or you missed many topics and ideas. Much more preparation needed.



Name : _____ Skit Project Rubric Total Score: _____

	4	3	2	1
Pronunciation	You had no more than 2 pronunciation errors.	You had no more than 5 pronunciation errors.	You had no more than 8 pronunciation errors.	You had more than 10 pronunciation errors.
Grammar	You spoke grammatically correct with only a few errors.	You had between 4 and 7 grammar errors.	You had between 8 and 10 grammar errors.	You had more than 10 errors in grammar.
Use of new Vocabulary	You used at least 5 new vocab words when speaking.	You used at least 4 vocab words.	You used at least 3 vocab words.	You used 2 or less of the new vocab words.
Effort	You used your time well, you covered all necessary topics and ideas and did a fantastic job presenting in front of class. You were prepared for the skit.	You used your time well, covered most topics and ideas, and did a nice job presenting.	Time could have been better spent and/or a couple topics were missing. More preparation needed.	You did not use your time well and/or you missed many topics and ideas. Much more preparation needed.

Student Name: _____

Speaking/Presentation Topic _____

Pronunciation	1	3	5
Fluidity/Practice	1	3	5
All in English/Effort	1	3	5
All Information Given	1	3	5

Comments:



Student Name: _____

Speaking/Presentation Topic _____

Pronunciation	1	3	5
Fluidity/Practice	1	3	5
All in English/Effort	1	3	5
All Information Given	1	3	5

Comments:



Student Name: _____

Speaking/Presentation Topic _____

Pronunciation	1	3	5
Fluidity/Practice	1	3	5
All in English/Effort	1	3	5
All Information Given	1	3	5

Comments:
