

B2 UPPER INTERMEDIATE LEVEL

RUBRICS

Debate Breakdown

A debate is a discussion about a specific topic during which two teams make arguments **for** or **against** an issue. The supporting team (affirmative team) is in favor of the given statement (pro) and the opposing team argues against (con) the statement. Often, there is also a third party, the judges. They give points to determine which side wins at the end of the debate.

The supporting and opposing teams usually consist of three members each, while the judge can be the teacher, another group of students or the entire class. Any students not part of the debating teams or judges can be the audience.

Preparation:

Before starting a debate, you have to agree on specific rules and regulations. This can be done in advance by the teacher, or students can do some research and come up with their own debate rules. After the rules, time limits, and scoring rubric are established, form the teams. This can be done by lottery, or students can choose a side. Each side should have some time to prepare their arguments prior to beginning the official debate. Each side also has to keep in mind that they will have to counter the arguments made by the other side. So, don't just think about your own arguments, but think about what the other side might come up with and how you can refute that.

Topics:

Pretty much everything can be a topic for a debate. In reality, many decisions are made based on a debate between the members of a committee.

Conducting a Debate:

Debates usually start with the supporting team (they support the statement/debate topic), followed by a member of the opposing team. Then another member of the supporting team is up again, then opposing, and so forth. After each side has presented their arguments, they each get a chance to rebut the arguments made by the other side. Judges and audience should take notes during this, so they can assign points later. It's very important that the debate team members speak slowly, clearly, and loud enough so everyone can understand them.

Sample Outline with Suggested Timeline

TIME	TASK
5-10 minutes	The first member of the supporting team presents arguments in support of the topic.
5-10 minutes	The first member of the opposing team presents arguments opposing the topic.
5-10 minutes	The second member of the supporting team presents further arguments in support of the topic, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker.
5-10 minutes	The second member of the opposing team presents further arguments against the statement, identifies further areas of conflict, and answers questions that may have been raised by the previous supporting speaker.
5 minutes	Give the teams a short break to prepare their rebuttals.
3-5 minutes	The opposing team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information.
3-5 minutes	The supporting team presents their first rebuttal.
3-5 minutes	Each team gets a second rebuttal for closing statements with the supporting team having the last opportunity to speak.

Additional Debate Tips

It might be a good idea to give the judges and audience a few minutes to ask questions after the official debate is over.

You might also want to open up the debate to the audience so they can add their thoughts on the topic.

Debate Rule Suggestions

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Be respectful 2. Do your research and come prepared 3. Use appropriate language only 4. Don't interrupt others | <ol style="list-style-type: none"> 5. Keep within your timeframe 6. Speak only when it is your turn 7. Speak loudly and clearly 8. Support your arguments with evidence |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Debate Worksheets

Name _____

Supporting Statement: (Agrees with the proposition)

First Argument:

First Argument Examples/Details:

Second Argument:

Second Argument Examples/Details:

Third Argument:

Third Argument Examples/Details:

Debate Worksheets

Name _____

Opposing Statement: (Disagrees with the proposition)

First Argument:

First Argument Examples/Details:

Second Argument:

Second Argument Examples/Details:

Third Argument:

Third Argument Examples/Details:

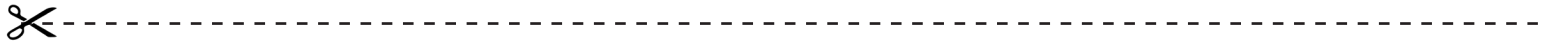
Basic Debate Rubric

Name(s): _____

The speakers' statements clearly supported their position.	5 4 3 2 1
The speakers' statements were well researched.	5 4 3 2 1
The speakers followed the debate rules.	5 4 3 2 1
Arguments were understandable and in a logical sequence.	5 4 3 2 1
Speakers spoke loudly and made eye contact.	5 4 3 2 1
Rebuttals were specific to opposing arguments.	5 4 3 2 1
Rebuttals showed evidence of good listening skills.	5 4 3 2 1
Concluding arguments and statements were summarizing and convincing.	5 4 3 2 1
The affirmative group worked well together as a team.	5 4 3 2 1

Total Points _____ / 45

Additional Comments:



Basic Debate Rubric

Name(s): _____

The speakers' statements clearly supported their position.	5 4 3 2 1
The speakers' statements were well researched.	5 4 3 2 1
The speakers followed the debate rules.	5 4 3 2 1
Arguments were understandable and in a logical sequence.	5 4 3 2 1
Speakers spoke loudly and made eye contact.	5 4 3 2 1
Rebuttals were specific to opposing arguments.	5 4 3 2 1
Rebuttals showed evidence of good listening skills.	5 4 3 2 1
Concluding arguments and statements were summarizing and convincing.	5 4 3 2 1
The affirmative group worked well together as a team.	5 4 3 2 1

Total Points _____ / 45

Additional Comments:

Extended Debate Scoring Rubric

Names: _____

	5	4	3	2 - 1
Respect for Other Team	Students were always respectful and kind when addressing/referring to the other team.	Students were respectful when addressing/referring to the other team, but there were some minor issues.	Students were somewhat disrespectful when addressing/referring to the other team.	Students were very disrespectful when addressing/referring to the other team.
Teamwork	Students participated equally during the research and debate process. Students worked very well as a team and were never off task.	Students participated pretty equally during the research and debate process. Students worked well as a team and were rarely off task.	Some students participated more than others during the research and debate process. Students struggled at times as a team and were either off task and/or distracting others.	Students did not participate equally during the research and debate process. Students did not work well as a team and were off task and distracting others.
Supporting Facts & Text Evidence (x2)	Every major point was supported with several strong, relevant facts, statistics, and/or examples.	Most major points were supported with facts, statistics, and/or examples.	Some major points were supported with facts, statistics, and/or examples.	Few major points were supported with facts, statistics, and/or examples.
Rebuttal (x2)	All counterarguments were accurate, relevant, and based on strong evidence from research.	Most counterarguments were accurate and relevant but not always supported with evidence from research.	Some counterarguments were relevant and accurate, but some comments were weak or lacking evidence.	Few counterarguments were relevant and accurate, and most comments were weak or lacking evidence.
Organization	All arguments were clearly connected to the main idea and organized in a logical fashion.	Most arguments were clearly connected to the main idea and organized in a logical fashion.	Arguments related to the main idea but were not always clear or logically organized.	Arguments were unorganized and did not connect to the main idea or reason.
Presentation Style	The students were confident and convincing. They consistently used eye contact and an appropriate level of voice.	The students were confident and often convincing. They made eye contact and spoke with an appropriate level of voice.	The students did not present confidently and convincingly. They mostly spoke so the audience could hear but often read from their notes instead of making eye contact.	The students lacked confidence and were not convincing. They spoke as little as possible, did not make eye contact, and it was difficult to hear them speak.

Additional Comments:

Total Points: _____ / 40

Assessment Speaking 2 Rubric

Name: _____

Total Points: _____ / 15

	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1	TOTAL POINTS
Communication <i>How well can I communicate my thoughts?</i>	<ul style="list-style-type: none"> Great communication of ideas Pronunciation resembles native speaker 	<ul style="list-style-type: none"> Good communication of ideas Mostly resembles native speaker 	<ul style="list-style-type: none"> Average communication of ideas Pronunciation sometimes resembles English 	<ul style="list-style-type: none"> Miscommunication here or there with ideas Pronunciation often resembles English 	<ul style="list-style-type: none"> Lack of communication of ideas Pronunciation consistently resembles English 	
Vocabulary <i>How much did I improve my use of vocabulary from the first time doing this activity to the Assessment?</i>	<ul style="list-style-type: none"> Obvious growth on the final attempt with increased use of vocabulary from this chapter 	<ul style="list-style-type: none"> Apparent growth noted on the final attempt with increased use of vocabulary from this chapter 	<ul style="list-style-type: none"> Average growth noted on the final attempt with the use of vocabulary from this chapter 	<ul style="list-style-type: none"> Minimal growth noted on the final attempt with the use of vocabulary from this chapter 	<ul style="list-style-type: none"> No growth or attempt noted on the final attempt with the use of vocabulary from this chapter 	
Grammar <i>How much did I improve my grammar from the first time doing this activity to the Assessment?</i>	<ul style="list-style-type: none"> Obvious growth on the final attempt with increased use of grammar aspects from this chapter 	<ul style="list-style-type: none"> Apparent growth noted on the final attempt with increased use of grammar aspects from this chapter 	<ul style="list-style-type: none"> Average growth noted on the final attempt with the use of grammar aspects from this chapter 	<ul style="list-style-type: none"> Minimal growth noted on the final attempt with the use of grammar aspects from this chapter 	<ul style="list-style-type: none"> No growth or attempt noted on the final attempt with the use of grammar aspects from this chapter 	



Assessment Speaking 2 Rubric

Name: _____

Total Points: _____ / 15

	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1	TOTAL POINTS
Communication <i>How well can I communicate my thoughts?</i>	<ul style="list-style-type: none"> Great communication of ideas Pronunciation resembles native speaker 	<ul style="list-style-type: none"> Good communication of ideas Mostly resembles native speaker 	<ul style="list-style-type: none"> Average communication of ideas Pronunciation sometimes resembles English 	<ul style="list-style-type: none"> Miscommunication here or there with ideas Pronunciation often resembles English 	<ul style="list-style-type: none"> Lack of communication of ideas Pronunciation consistently resembles English 	
Vocabulary <i>How much did I improve my use of vocabulary from the first time doing this activity to the Assessment?</i>	<ul style="list-style-type: none"> Obvious growth on the final attempt with increased use of vocabulary from this chapter 	<ul style="list-style-type: none"> Apparent growth noted on the final attempt with increased use of vocabulary from this chapter 	<ul style="list-style-type: none"> Average growth noted on the final attempt with the use of vocabulary from this chapter 	<ul style="list-style-type: none"> Minimal growth noted on the final attempt with the use of vocabulary from this chapter 	<ul style="list-style-type: none"> No growth or attempt noted on the final attempt with the use of vocabulary from this chapter 	
Grammar <i>How much did I improve my grammar from the first time doing this activity to the Assessment?</i>	<ul style="list-style-type: none"> Obvious growth on the final attempt with increased use of grammar aspects from this chapter 	<ul style="list-style-type: none"> Apparent growth noted on the final attempt with increased use of grammar aspects from this chapter 	<ul style="list-style-type: none"> Average growth noted on the final attempt with the use of grammar aspects from this chapter 	<ul style="list-style-type: none"> Minimal growth noted on the final attempt with the use of grammar aspects from this chapter 	<ul style="list-style-type: none"> No growth or attempt noted on the final attempt with the use of grammar aspects from this chapter 	

Formal Speaking Rubric Topic: _____

Name: _____

	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:

Total Points _____

Topic: _____

Name: _____

Total Points: ____ / 20

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:					



Topic: _____

Name: _____

Total Points: ____ / 20

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:					

Speaking Criteria	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1	POINTS
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 can talk around words 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 Pronunciation consistently resembles native language. 	
Teacher comments:						

Presentation/Speaking Rubric

Name: _____

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



Presentation/Speaking Rubric

Name: _____

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

Skit Project Rubric

Name: _____

Total Points: ____ / 16

	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.

**Skit Project Rubric**

Name: _____

Total Points: ____ / 16

	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: _____

Topic: _____

Pronunciation	5	4	3	2	1
Fluidity/Practice	5	4	3	2	1
All in English/Effort	5	4	3	2	1
All Information Given	5	4	3	2	1

Comments:



Student Name: _____

Topic: _____

Pronunciation	5	4	3	2	1
Fluidity/Practice	5	4	3	2	1
All in English/Effort	5	4	3	2	1
All Information Given	5	4	3	2	1

Comments:



Student Name: _____

Topic: _____

Pronunciation	5	4	3	2	1
Fluidity/Practice	5	4	3	2	1
All in English/Effort	5	4	3	2	1
All Information Given	5	4	3	2	1

Comments:

Speaking Survey	Advanced	Intermediate	Novice
<p>Vocabulary <i>How well can I use current and past vocabulary?</i></p>	<ul style="list-style-type: none"> I can easily recall a wide range of vocabulary when speaking. When I don't know a word I can talk around the word. 	<ul style="list-style-type: none"> I can recall some vocabulary but occasionally forget some words when speaking. When I don't know a word I still try to communicate by sometimes talking around the word or using my native language. 	<ul style="list-style-type: none"> I have a difficult time recalling vocabulary when speaking. When I don't know a word I use my native language or don't speak.
<p>Comprehensibility <i>How well can I communicate my thoughts and ideas?</i></p>	<ul style="list-style-type: none"> I can easily express what I want to say. 	<ul style="list-style-type: none"> I can sometimes express what I want to say. 	<ul style="list-style-type: none"> I have difficulty expressing what I want to say.
<p>Language Control <i>How well do I use the language?</i></p>	<ul style="list-style-type: none"> I am confident in my ability to use correct grammar. 	<ul style="list-style-type: none"> I am not always confident in my ability to use correct grammar. 	<ul style="list-style-type: none"> I easily forget grammar rules when speaking.
<p>Pronunciation <i>How well am I understood?</i></p>	<ul style="list-style-type: none"> I mimic native speakers. 	<ul style="list-style-type: none"> I make an effort to mimic native speakers. 	<ul style="list-style-type: none"> I do not practice/use correct pronunciation.
<p>OVERALL COMFORT WITH SPEAKING</p>	<ul style="list-style-type: none"> I feel comfortable speaking in the target language. 	<ul style="list-style-type: none"> Depending on the topic/situation, I am comfortable for the most part speaking in the target language. 	<ul style="list-style-type: none"> I have anxiety when I have to speak in the target language.
<p>Goal: I will focus on the area of _____ by doing these three specific things:</p> <ol style="list-style-type: none"> 1. 2. 3. 			