

RUBRICS

► WRITING EVALUATION CRITERIA /12pts

Punctuation and spelling	1	2	
Correct use of simple grammatical structures	1	2	3
Sufficient vocabulary from the lesson	1	2	
Simple connectors and cohesive devices	1	2	
Word count	1		
Follow instructions and organization	1	2	

FOLLOWING INSTRUCTION and ORGANIZATION:	The text includes complete answers to all required questions. It includes greetings and leave takings. It has a logical sequence.
Sufficient vocabulary from the lesson:	It contains a variety of words including new vocabulary correctly.

► SPEAKING EVALUATION CRITERIA /25

		Poor	Fair	Good	Very good	Excellent
Comprehension	0	1	2	3	4	5
Fluency	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
Vocabulary	0	1	2	3	4	5
Pronunciation	0	1	2	3	4	5

Comprehension = ability to understand questions and answer appropriately.

Fluency = ability to speak quickly, naturally, and without many pauses.

Grammar = ability to use correct grammar and sentence structure.

Vocabulary = ability to understand and use vocabulary words and phrases.

Pronunciation = ability to use correct stress, rhythm, and intonation patterns.

► GRADING EXCELLENT: 10 VERY GOOD: 9 GOOD: 8 FAIR: 7 POOR: 6	PUNCTUATION	GRADE
	25	10
	20-24	9
	15-19	8
	10-14	7
	5-9	6

DESCRIPTORS:

	0	1 (Poor)	2 (Fair)	3 (Good)	4 (Very good)	5 (Excellent)
Grammar and vocabulary	●Performance does not satisfy the Band 1 descriptor.	●Shows no <u>control</u> of a few grammatical forms. ●Uses a <u>very short</u> vocabulary of <u>isolated words</u> and phrases <u>mostly</u> .	●Some features of Band 1 and some features of Band 3 in approximately equal measure.	●Shows <u>limited control</u> of a few simple grammatical forms. ●Uses a <u>very short, isolated vocabulary</u> to talk about everyday situations.	●Some features of Band 3 and some features of Band 5 in approximately equal measure.	●Shows <u>control</u> of a few simple grammatical forms. ●Uses <u>short, isolated,</u> mainly prepackaged utterances when talking about everyday situations.
Pronunciation		●Has very <u>limited control</u> of phonological features and is often intelligible.		●Is <u>often intelligible</u> despite the <u>limited control</u> of phonological features.		●Is <u>mostly intelligible</u> , and <u>has control</u> of phonological features at both utterance and word levels.
Interactive communication (comprehension and fluency)		●Has <u>considerable difficulty</u> maintaining simple exchanges. ●Requires <u>additional prompting</u> and support at a very slow rate.		●Maintains very simple exchange despite <u>some difficulties</u> . ●Requires <u>prompting</u> and support at a slow rate.		●Maintains <u>simple exchanges</u> . ●Requires <u>very little prompting</u> and support at a slow rate.

Other SAMPLES:

Fluency:

There is occasional loss of coherence as a result of hesitation and repetition.

You tend to overuse certain fillers (well; like; cos; yeah), although you draw on a reasonable range of linking words (for example; actually; as a result)

Vocabulary:

Sometimes, the range of your vocabulary is sufficient to discuss topics at length and you display some ability to use fewer common items and collocation. Even when you make wrong word choices, your meaning is clear and you can convey your ideas and opinions quite effectively. You do not always demonstrate awareness of register or style and you tend to use the rather too informal gonna and wanna.

Grammar:

You can produce a range of structures and a mix of simple and sometimes complex sentence forms. Grammatical control of more complex structures is variable, but errors rarely cause comprehension problems. Grammatical constructions are also used well.

Pronunciation:

Your pronunciation is generally clear and there is some use of stress and intonation to convey meaning, although on the whole his intonation is somewhat flat.

Certain words are sometimes mispronounced, resulting in an occasional loss of clarity. Overall, you can be understood without much effort.