

SPEAKING RUBRIC

Name: _____ Date: _____ Assignment: _____

	<i>1-2 Does Not Approach Expectations</i>	<i>3 Approaching Expectations</i>	<i>4 Meets Expectations</i>	<i>5 Exceeds Expectations</i>
TASK COMPLETION	Task minimally complete. Provides little or no information.	Partially completes task; lacks important information or response is too basic.	Completes task appropriately.	Completes task by elaborating on theme, with high level of detail and/or creativity
COMPREHENSIBILITY	Most parts of the response not comprehensible to the listener.	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Response comprehensible; requires minimal interpretation on the part of the listener.	Response readily comprehensible; requires no interpretation on the part of the listener.
FLUENCY	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts expressed completely with few pauses or hesitation.
PRONUNCIATION	Multiple problems with pronunciation/intonation that may interfere with communication.	Some problems with pronunciation/intonation that may interfere with communication.	Sounds somewhat natural.	Sounds natural
VOCABULARY	Vocabulary does not convey meaning most of the time; too basic for level.	Vocabulary does not convey meaning some of the time; too basic for level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.	Rich and varied use of vocabulary.
GRAMMAR	Grammar is rarely accurate or appropriate for the level.	Grammar is sometimes accurate and/or not appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.

Overall Grade: _____

RUBRIC EXPLANATION

TASK COMPLETION

This measures how thoroughly the student completed the task (detail, length, “big picture”). A response that is very short negatively impacts other category scores (style/complexity, vocabulary, grammar/spelling, fluency, pronunciation) due to insufficient evidence.

STYLE & COMPLEXITY

This measures the degree of sophistication and style used to communicate ideas — not *what* was said, but *how* it was said. **Cohesive devices** are words and phrases that link ideas and move forward the action in some form of logical narrative order, whether the ‘narrative’ is a story, a description, or a set of instructions. **Adverbs** and **conjunctions** serve most frequently as cohesive devices (words and phrases such as *and, but, because, suddenly, in the first place, however*).

VOCABULARY

This measures accuracy, variety and quantity of vocabulary in the student response. When students choose simplified vocabulary in an attempt to avoid errors, the result is often accurate but inadequate use of vocabulary. Students should learn to use basic circumlocution. For instance, if a student does not know the word for an “autorepair shop”, the student could use words such as “where they fix cars, a place for broken cars, a car hospital or a car doctor.” In a formative assessment, recently learned vocabulary should be evident in the response where appropriate. In a summative assessment (usually end-of-unit, or end-of-year), the student should incorporate vocabulary from prior units or courses.

PRONUNCIATION & INTONATION

This measures student ability to produce vowel and consonant sounds specific to the Mandarin language. The primary goal is to communicate effectively. The secondary goal is to produce more natural-sounding speech.

FLUENCY

This measures the ease with which the speaker delivers the message. Ease and comfort with the language increase with practice.