

# Presentational Speaking

## Performance Rubric

For student self-reflection, goal-setting or teacher feedback\* on chapter or unit assessments and IPAs

NL NM NH IL IM IH AL

Targeted performance level for this assessment.

STRONG	GOOD	DEVELOPING	EMERGING	Low
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What are my strengths?	What can I do?	What are my goals?
	<b>Comprehensibility</b> <i>Was I understood?</i>	
	<b>Vocabulary:</b> I use a variety of appropriate vocabulary for this task.	
	<b>Language Control:</b> I am mostly accurate when I use structures, time frames and word order that we practiced.	
	<b>Pronunciation:</b> My pronunciation is mostly accurate. I try to use native sounds.	
	<b>Fluency:</b> I try to speak at a consistent rate.	
	<b>Task Completion</b> <i>What did I say?</i>	
	<b>Content:</b> I meet the communication goal. My content is relevant to this topic.	
	<b>Details and Support:</b> I use authentic resource(s) or details to support my response.	
	<b>Discourse Quality</b> <i>How well did I communicate?</i>	
	<b>Organization and Level of Language:</b> My speech is organized and has good cohesion. My sentence complexity is appropriate for this level.	
	<b>Impact:</b> I keep my audience interested by originality, visuals, technology, content, voice, humor, or emotions.	
	<b>Interculturality</b> <i>Did I show intercultural understanding?</i>	
	<b>Intercultural Competence:</b> My language or behavior shows intercultural knowledge or understanding for this task ( <i>cultural content, register, gestures, idiomatic expressions, daily life, intercultural similarities and differences</i> ).	

January 2017

\* Used in conjunction with Full Performance Rubric for Presentational Speaking.

\* See [Can-Do statements](#) for performance level descriptors

# Presentational Speaking

## Performance Rubric

Full rubric for chapter or unit assessments and IPAs

NL NM NH IL IM IH AL

Targeted performance level

Final Score: _____	<b>STRONG</b> <i>Full evidence for targeted level and some evidence for next level</i>	<b>GOOD</b> <i>Full evidence for targeted level</i>	<b>DEVELOPING</b> <i>Partial evidence for targeted level</i>	<b>EMERGING</b> <i>Limited evidence for targeted level</i>	Low
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<b>Comprehensibility</b> S G D E L	<b>Is easily understood by a sympathetic listener</b>	<b>Is generally understood by a sympathetic listener</b>	<b>Is understood with some difficulty</b>	<b>Is understood with much difficulty</b>	Low
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Strong range of appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><b>Good range of appropriate vocabulary.</b></li> </ul>	<ul style="list-style-type: none"> <li>Basic range of appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of appropriate vocabulary.</li> </ul>	
<b>Language Control</b>	<ul style="list-style-type: none"> <li>Few errors when using practiced structures, time frames and word order.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some errors when using practiced structures, time frames and word order.</b></li> </ul>	<ul style="list-style-type: none"> <li>Errors in practiced material may require interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in practiced material often impede communication.</li> </ul>	
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>Accurate pronunciation, with native sounds.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mostly accurate pronunciation, with many native sounds.</b></li> </ul>	<ul style="list-style-type: none"> <li>Some accurate pronunciation, with occasional native sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation errors often impede communication.</li> </ul>	
<b>Fluency</b>	<ul style="list-style-type: none"> <li>Rate of practiced speech is consistent, with few hesitations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Rate of practiced speech is appropriate to level.</b></li> </ul>	<ul style="list-style-type: none"> <li>Some unnatural hesitations or pauses.</li> </ul>	<ul style="list-style-type: none"> <li>Many unnatural hesitations or pauses.</li> </ul>	
<b>Task Completion</b> S G D E L	<b>Conveys and extends the message</b>	<b>Conveys the full message</b>	<b>Conveys part of the message</b>	<b>Conveys a limited message</b>	Low
<b>Content</b>	<ul style="list-style-type: none"> <li>Communicative goal is exceeded, with elaborate and relevant content.</li> </ul>	<ul style="list-style-type: none"> <li><b>Communicative goal is met, with relevant content.</b></li> </ul>	<ul style="list-style-type: none"> <li>Communicative goal is partially met, with some related content.</li> </ul>	<ul style="list-style-type: none"> <li>Communicative goal is minimally met, with limited content.</li> </ul>	
<b>Details and Support</b>	<ul style="list-style-type: none"> <li>Authentic resource(s) or details consistently used to support and expand on the response.</li> </ul>	<ul style="list-style-type: none"> <li><b>Authentic resource(s) or details often used to support response.</b></li> </ul>	<ul style="list-style-type: none"> <li>Authentic resource(s) or details sometimes used to support response.</li> </ul>	<ul style="list-style-type: none"> <li>More details needed to support response.</li> </ul>	
<b>Discourse Quality</b> S G D E L	<b>Shows strong communication skills</b>	<b>Shows good communication skills</b>	<b>Shows developing communication skills</b>	<b>Shows emerging communication skills</b>	Low
<b>Organization and Level of Language</b>	<ul style="list-style-type: none"> <li>Speech is well-organized, with strong cohesion and use of transitions.</li> <li>Sentence complexity <sup>1</sup>(<i>word—phrase—sentences—connected sentences—paragraph style</i>) exceeds targeted level.</li> </ul>	<ul style="list-style-type: none"> <li><b>Speech is mostly organized, with cohesion and transitions.</b></li> <li><b>Sentence complexity<sup>1</sup> is appropriate to level.</b></li> </ul>	<ul style="list-style-type: none"> <li>Speech is somewhat organized, or has some transition words.</li> <li>Sentence complexity<sup>1</sup> partially meets targeted level.</li> </ul>	<ul style="list-style-type: none"> <li>More organization, cohesion or transitions needed.</li> <li>Sentence complexity<sup>1</sup> minimally meets targeted level.</li> </ul>	
<b>Impact</b>	<ul style="list-style-type: none"> <li>Audience interest consistently maintained through <sup>2</sup><i>originality, visuals, technology, content, voice, humor, or emotions.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Audience interest is mostly maintained.<sup>2</sup></b></li> </ul>	<ul style="list-style-type: none"> <li>Audience interest is somewhat maintained.<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>Audience interest is minimally maintained.<sup>2</sup></li> </ul>	
<b>Interculturality</b> S G D E L	<b>Demonstrates thorough intercultural competence</b>	<b>Demonstrates intercultural competence</b>	<b>Demonstrates some intercultural competence</b>	<b>Demonstrates limited intercultural competence</b>	Low
<b>Intercultural Competence</b>	<ul style="list-style-type: none"> <li>Language or behavior shows strong intercultural knowledge or understanding <sup>3</sup>(<i>cultural content, register, gestures, idiomatic expressions, daily life, intercultural similarities/differences</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Language or behavior shows general intercultural knowledge or understanding<sup>3</sup>.</b></li> </ul>	<ul style="list-style-type: none"> <li>Language or behavior shows some intercultural knowledge or understanding<sup>3</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>Language or behavior shows limited intercultural knowledge or understanding<sup>3</sup>.</li> </ul>	

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Convert to Gradebook Score: (S) = \_\_\_\_\_ (G) = \_\_\_\_\_ (D) = \_\_\_\_\_ (E) = \_\_\_\_\_ (L) = \_\_\_\_\_