Interpersonal Speaking Rubric

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|  **5****Strong** | • Maintains the exchange with a series of responses that is clearly appropriate within the context of the task• Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboratio• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility• Varied and appropriate vocabulary and idiomatic language• Accuracy and variety in grammar, syntax, and usage, with few errors• Mostly consistent use of register appropriate for the conversation• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility• Clarification or self-correction (if present) improves comprehensibility |
| **4****Good** | • Maintains the exchange with a series of responses that is generally appropriate within the context of the task• Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration• Fully understandable, with some errors which do not impede comprehensibility• Varied and generally appropriate vocabulary and idiomatic language • General control of grammar, syntax, and usage• Generally consistent use of register appropriate for the conversation, except for occasional shifts• Pronunciation, intonation, and pacing make the response mostly comprehensible;errors do not impede comprehensibility• Clarification or self-correction (if present) usually improves comprehensibility |
| **3****Fair** | • Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task• Provides required information (e.g., responses to questions, statement and support of opinion)• Generally understandable, with errors that may impede comprehensibility• Appropriate but basic vocabulary and idiomatic language• Some control of grammar, syntax, and usage• Use of register may be inappropriate for the conversation with several shifts• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility• Clarification or self-correction (if present) sometimes improves comprehensibility |
| **2****Weak** | • Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task• Provides some required information (e.g., responses to questions, statement and support of opinion)• Partially understandable, with errors that force interpretation and cause confusion for the listener• Limited vocabulary and idiomatic language• Limited control of grammar, syntax, and usage• Use of register is generally inappropriate for the conversation• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility• Clarification or self-correction (if present) usually does not improve comprehensibility  |
| **1****Poor** | • Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task• Provides little required information (e.g., responses to questions, statement and support of opinion)• Barely understandable, with frequent or significant errors that impede comprehensibility• Very few vocabulary resources• Little or no control of grammar, syntax, and usage• Minimal or no attention to register• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility• Clarification or self-correction (if present) does not improve comprehensibility |
| **0****Unacceptable** | • Mere restatement of language from the prompts• Clearly does not respond to the prompts• “*I don’t know*,” “*I don’t understand*,” or equivalent in any language• Not in the language of the exam• Blank (although recording equipment is functioning) |