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) |