**Daily Routine Speaking Presentation**

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| **5****Strong****95-100%** | • Provides required information with frequent elaboration and detail• 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• Pronunciation, intonation, and pacing make the response comprehensible; errors do not  impede comprehensibility• Clarification or self-correction (if present) improves comprehensibility |
| **4****Good****88-94%** | • Provides required information with some elaboration and some detail• 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• 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****77-87%** | • Provides required information, but is basic with minimal to no detail• Generally understandable, with errors that may impede comprehensibility• Appropriate but basic vocabulary and idiomatic language• Some control of grammar, syntax, and usage• Pronunciation, intonation, and pacing make the response generally comprehensible;  errors occasionally impede comprehensibility• Clarification or self-correction (if present) sometimes improves comprehensibility |
| **2****Weak****70-76%** | • Provides some required information, parts may be missing, or may contain significant  errors• 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• 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****69% and below** | • Provides little required information, multiple parts missing, large errors or omissions• Barely understandable, with frequent or significant errors that impede comprehensibility• Very few vocabulary resources• Little or no control of grammar, syntax, and usage• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors  impede comprehensibility• Clarification or self-correction (if present) does not improve comprehensibility |

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