**Daily Routine Speaking Presentation**

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| **5**  **Strong**  **23.5-25**  (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**  **22-23**  (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**  **19-21.5**  (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**  **17.5-18.5**  (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**  **17 and**  **Below**  (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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