

Upper Level World Language Levels IV-V-AP

Presentational Speaking

Scoring Rubric

SCORE	FEATURES OF SCORE
<p>5 Strong</p> <p>5+ 98-100 A+ 5 93-97 A 5- 90-92 A-</p>	<ul style="list-style-type: none"> • Thorough and effective treatment of topic, including supporting details and relevant examples (as applicable) • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic language • Control of time frames; accuracy and variety in grammar, syntax, and usage, with few errors • Consistent use of register appropriate for audience • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility • Organized presentation; effective use of transitional elements or cohesive devices • Clarification or self-correction (if present) improves comprehensibility
<p>4 Good</p> <p>4+ 87-89 B+ 4 83-86 B 4- 80-82 B-</p>	<ul style="list-style-type: none"> • Effective treatment of topic, including some supporting details and mostly relevant examples (as applicable) • Fully understandable, with some errors, which do not impede comprehensibility • Generally appropriate vocabulary, including some idiomatic language • Accurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usage • Consistent use of register appropriate for audience except for occasional shifts • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility • Organized presentation; some effective use of transitional elements or cohesive devices • Clarification or self-correction (if present) usually improves comprehensibility
<p>3 Fair</p> <p>3+ 77-79 C+ 3 73-76 C 3- 70-72 C-</p>	<ul style="list-style-type: none"> • Competent treatment of topic, including a few supporting details and examples (as applicable) • Generally understandable, with errors that may impede comprehensibility • Sufficient vocabulary, including a few examples of idiomatic language • Mostly accurate use of present time and some accuracy in other time frames; some control of grammar, syntax, and usage • Use of register may be inappropriate, several shifts occur • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility • Some organization; limited use of transitional elements or cohesive devices • Clarification or self-correction (if present) sometimes improves comprehensibility
<p>2 Weak</p> <p>2+ 67-69 D+ 2 63-66 D 2- 60-62 D-</p>	<ul style="list-style-type: none"> • Inadequate treatment of topic, consisting mostly of statements with no development; examples may be inaccurate • Partially understandable, with errors that force interpretation and cause confusion for the listener • Limited vocabulary and idiomatic language • Some accuracy in present time and little to no accuracy in other time frames; limited control of grammar, syntax, and usage • Use of register is generally inappropriate for audience • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility • Inadequate organization; ineffective use of transitional elements or cohesive devices • Clarification or self-correction (if present) usually does not improve comprehensibility
<p>1 58 F Poor</p>	<ul style="list-style-type: none"> • Little or no treatment of topic; may not include examples • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, usage, and time frames • Little or no control of register • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility • Little or no organization; absence of transitional elements and cohesive devices • Clarification or self-correction (if present) does not improve comprehensibility; does not recognize errors
<p>0 0 F Unacceptable</p>	<ul style="list-style-type: none"> • Mere restatement of language from the prompt • Clearly does not respond to the prompt; completely irrelevant to the topic • "I don't know" in language of assessment or equivalent • Not in the language of the assessment • Blank (although recording equipment is functioning)