

Upper Level World Language Levels IV-V-AP

Interpersonal Speaking: Conversation

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"> • Maintains the exchange with an appropriate response and elaboration • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and some idiomatic language • Control of time frames; accuracy and variety in grammar, syntax and usage, with few errors • Consistent use of register appropriate for the situation with few or no shifts • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility • 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"> • Maintains the exchange with an appropriate response and some elaboration • Fully understandable, with some errors, which do not impede comprehensibility • Generally appropriate vocabulary, including a few examples of 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 the situation 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
<p>3 Fair</p> <p>3+ 77-79 C+ 3 73-76 C 3- 70-72 C-</p>	<ul style="list-style-type: none"> • Maintains the exchange with an appropriate response and limited elaboration • Generally understandable, with errors that may impede comprehensibility • Sufficient vocabulary, including a few examples 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 • 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"> • Maintains the exchange with a minimal response • 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 or no accuracy in other time frames; limited control of grammar, syntax, and usage • Use of register is generally inappropriate for the situation • 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
<p>1 58 F Poor</p>	<ul style="list-style-type: none"> • Unsuccessfully attempts to maintain the exchange by providing inappropriate responses • 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 of no control of register • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility • 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/topic • Completely irrelevant to the prompt/topic • "I do not know" stated in language of assessment or equivalent • Not in the language of the assessment • Blank (although recording equipment is functioning)