

HOLISTIC RUBRIC FOR ORAL PERFORMANCE

SCORE	DESCRIPTION
18-20	<p>A response at this level is <u>largely</u> characterised by the following:</p> <ul style="list-style-type: none"> ■ The response is <u>completely relevant</u> to the task, and the ideas are <u>sufficient</u> and <u>fully developed</u>. ■ The student exhibits <u>effective</u> use and <u>range</u> of grammar and vocabulary. There are <u>minor mistakes</u> with the use of language that <u>do not obscure the meaning</u>. ■ The ideas are connected, and <u>the connections</u> among ideas are <u>clear</u>. ■ Speech is clear and <u>intelligible</u> with <u>few minor</u> pronunciation and intonation <u>difficulties</u>, and/or the student may correct themselves. ■ There may be <u>few pauses</u> and <u>hesitations</u> throughout the performance that <u>do not affect</u> the meaning and the flow of the speech.
15-17	<p>A response at this level is <u>largely</u> characterised by the following:</p> <ul style="list-style-type: none"> ■ The response is <u>relevant</u> to the task, but the ideas may <u>need some development</u>. ■ Student exhibits <u>effective</u> use and range of grammar and vocabulary. There are <u>some mistakes</u> with the use of language that <u>do not seriously interfere</u> with the message. ■ The ideas are <u>generally connected</u>, and the connections among ideas are <u>generally clear</u>. ■ Speech is <u>intelligible</u> with some <u>minor</u> pronunciation and intonation <u>difficulties</u>, and/or the student may correct themselves. ■ There may be <u>few pauses</u> and <u>hesitations</u> throughout the performance that <u>do not affect</u> the meaning and the flow of the speech.
11-14	<p>A response at this level is <u>mostly</u> characterised by the following:</p> <ul style="list-style-type: none"> ■ The response is <u>relevant</u> to the task, but the ideas are <u>simple</u> and <u>need some development</u>. ■ The student exhibits <u>some range</u> and <u>control</u> of grammar and vocabulary. There are <u>inaccurate</u> uses of vocabulary and grammar structures, and these <u>may sometimes interfere</u> with the message. ■ Some ideas are <u>fairly connected</u> or the connections among ideas are <u>sometimes unclear</u>. ■ Speech is <u>mostly intelligible</u> with <u>some</u> pronunciation and intonation <u>difficulties</u> that <u>may make it hard for the listener</u> to understand the speaker (there may be an effort to correct these mistakes). ■ There are <u>some pauses</u> and <u>hesitations</u> throughout the performance that <u>mostly do not affect the meaning</u>, and these may <u>make it hard for the listener</u> to follow the speech.
7-10	<p>A response at this level is <u>mostly</u> characterised by the following:</p> <ul style="list-style-type: none"> ■ The response is <u>somewhat relevant</u> to the task, and the ideas <u>lack development</u> and/or are <u>limited</u>. ■ Range and control of grammar and vocabulary are <u>limited</u>, and/or the student mostly speaks using <u>simple</u> structures and vocabulary items. There are <u>obvious mistakes/errors</u> in the language. ■ <u>Some</u> ideas are <u>connected</u> in a <u>simple way</u> or the connections among ideas are <u>unclear</u>. ■ Speech is <u>generally intelligible</u> with <u>some</u> pronunciation and intonation <u>difficulties</u> that may make it <u>hard for the listener</u> to understand the speaker. ■ There are <u>some pauses</u> and <u>hesitations</u> throughout the performance that <u>may affect</u> the meaning, and these may <u>make it hard for the listener</u> to follow the speech.
4-6	<p>A response at this level is <u>largely</u> characterised by the following:</p> <ul style="list-style-type: none"> ■ The <u>response generally lacks substance</u>. <u>Limited relevant</u> content is expressed. ■ Range and control of grammar and vocabulary are <u>very limited</u> and/or the ideas are <u>mostly not connected</u>. ■ Low-level responses may rely on <u>practised</u> or <u>formulaic expressions</u>. ■ Speech is <u>somewhat intelligible</u> with <u>repetitive</u> pronunciation and intonation <u>difficulties</u>. ■ Delivery is <u>choppy, fragmented</u>; frequent <u>pauses</u> and <u>hesitations</u> that <u>affect</u> communication. ■ The student <u>sometimes</u> tries to communicate ideas in <u>L1</u>.
2-3	<p>A response at this level is <u>largely</u> characterised by the following:</p> <ul style="list-style-type: none"> ■ The response <u>lacks substance</u> beyond expression of very basic ideas. <u>Severely limited</u> relevant content is expressed. ■ Range and control of grammar and vocabulary <u>severely limit</u> or <u>prevent</u> expression of ideas and connections among ideas. ■ Low-level responses rely heavily on <u>practised</u> or <u>formulaic expressions</u>. ■ Speech is <u>unintelligible</u>: Consistent pronunciation and intonation difficulties. ■ Delivery is <u>choppy, fragmented</u>; there are <u>too many pauses</u> and <u>hesitations</u> that <u>affect</u> communication. ■ The student <u>mainly</u> tries to communicate ideas in <u>L1</u>.
1	<ul style="list-style-type: none"> ■ The student makes no attempt to respond, OR response is totally irrelevant to the topic.