

WORLD LANGUAGES: Speaking Performance Assessment Rubric



	Novice Low		Novice Mid	Novice High	Intermediate Low	Intermediate Mid			Intermediate High	Advanced Low											
	Student barely hangs on to novice functions.		Student uses solid quantity & quality novice functions with some intermediate functions.		Student functions mostly at the intermediate level but falls.		Student barely hangs on to intermediate functions.			Student uses solid quantity & quality intermediate functions with some advanced functions.		Student functions mostly at the advanced level but falls.		Student barely hangs on to advanced functions.							
Functions	Student can... • list, name and identify common things with single words • answer one or two basic well-rehearsed questions		Student can... • list, name and identify everyday things with well-practiced words and phrases • answer some very common and familiar questions		Student can... • list, name, and identify everyday things with well-practiced words, phrases and occasional simple sentences • ask & answer familiar questions		Student can... • combine phrases to create original sentences • use phrases and simple sentences to describe and relay short messages on familiar topics • ask & answer formulaic questions		Student can... • create and sustain original sentences • use strings of simple sentences to talk briefly about most familiar topics with some details • ask & answer simple questions		Student can... • create and sustain original sentences • use strings of sentences to talk about a wide variety of familiar topics with many details • ask & answer a variety of questions			Student can... • create and sustain original sentences • use strings of connected sentences to talk about a wide variety of familiar topics with many details • ask & answer a variety of questions		Student can... • create and sustain original sentences • use well-connected sentences • easily use language to express thoughts, sometimes add description, and tell stories • ask & answer a variety of questions		Student can... • use some simple paragraphs of well-connected sentences to narrate, explain, or describe in all time frames events or experiences related to school, work, recreation, interests and community in a generally organized way		Student can... • use clear and organized paragraphs to speak in all time frames on topics of personal and general interest, current events as well as academic and professional topics • compare and contrast, support an opinion, and persuade	
	Comprehension	Student understands some isolated words.		Student understands some common and familiar questions and statements from well-practiced messages. Student frequently needs to hear things again.		Student understands simple questions and statements. At times they need to hear things again.		Student understands questions and statements. At times they need to hear things again.		Student understands questions and statements from real life situations.			Student understands the main idea and most details in conversations on familiar topics.		Student understands and links ideas in extended discussions. Student can participate actively in most informal and few formal conversations.						
Vocabulary		Student uses a small number of isolated, repetitive words.		Student uses a limited number of repetitive words and phrases. Student may pause frequently as they search for the simple vocabulary or attempt to recycle interviewer's words.		Student uses many familiar words and phrases on familiar topics. Student can elaborate a little.		Student uses many words and phrases on a range of familiar topics. Student begins to give more details and to elaborate.		Student uses many words and expressions from a wide range of topics and begins to use expanded vocabulary within a topic. Student gives many details and elaborates further.			Student consistently uses expanded vocabulary and expressions to communicate ideas on a wide range of topics. Student gives rich details and elaborates freely.		Student uses extensive vocabulary to communicate ideas on a wide range of topics. Student uses idiomatic expressions and elaborates freely.						
	Communication/Comprehensibility	With great effort some of what the student says can be understood by those used to language learners. Errors in grammar, word choice & pronunciation prevent communication .		With difficulty much of what the student says is understood by those used to language learners.		Most of what the student says can be understood by those used to language learners.		Student can be mostly understood by someone used to language learners. Student makes few errors in grammar and word choice on well-practiced topics but when creating original sentences, errors sometimes prevent communication . Pronunciation is influenced by first language.		Student can be understood by someone used to language learners. Student still makes some errors but has good control of grammar and word choice on well-practiced as well as original sentences. Errors do not prevent communication .		Student can be understood by someone accustomed to language learners.			Student can be easily understood by someone accustomed to language learners.		Student can be readily understood by someone accustomed to language learners. Those unaccustomed to language learners understand what student says some of the time.		Student can be understood most of the time by those unaccustomed to language learners. Student has very good control of basic sentence structure and verb forms and minimal control of advanced structures. Errors with advanced structures may make communication unclear . Some first language interference may still occur (false cognates, literal translation, etc.)		Student can be understood by those unaccustomed to language learners. Student has excellent control of basic sentence structure and verb forms and minimal control of advanced structures. The few errors the student makes do not prevent communication .
		1 (N1)		2 (N2)		3 (N3)		4 (N4)		5 (I1)		6 (I2)		7 (I3)		8 (I4)		9 (I5)		10 (A1)	
	Level 1						Level 2		Level 3		Level 4				Level 5		Level 6				
											likely to score 3 on AP				likely to score 4 or 5 on AP		likely to score 5 on AP				

