

APPENDIX III

Speaking Tasks - Holistic Rubric

Does Not Meet Expectations Task Completion Comprehensibility Fluency Pronunciation Vocabulary Language Control	Range: 54% - 73% Minimal completion of the task and/or responses frequently inappropriate. Responses barely comprehensible. Speech halting and uneven with long pauses and/or incomplete thoughts. Frequently interferes with communication. Inadequate and/or inaccurate use of vocabulary. Inadequate and/or inaccurate use of basic language structures.
Almost Meets Expectations Task Completion Comprehensibility Fluency Pronunciation Vocabulary Language Control	Range: 74% - 83% Partial completion of the task; responses mostly appropriate yet undeveloped. Responses mostly comprehensible, requiring interpretation on the part of the listener. Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts. Occasionally interferes with communication. Somewhat inadequate and/or inaccurate use of vocabulary. Emerging use of basic language structures.
Meets Expectations Task Completion Comprehensibility Fluency Pronunciation Vocabulary Language Control	Range: 84% - 93% Completion of the task; responses appropriate and adequately developed. Responses comprehensible, requiring minimal interpretation on the part of the listener. Some hesitation but manages to continue and complete thoughts. Does not interfere with communication. Adequate and accurate use of vocabulary. Emerging control of basic language structures.
Exceeds Expectations Task Completion Comprehensibility Fluency Pronunciation Vocabulary Language Control	Range: 93.5% – 100% Superior completion of the task; responses appropriate and with elaboration. Responses readily comprehensible, requiring no interpretation on the part of the listener. Speech continues with few pauses or stumbling. Enhances communication. Rich use of vocabulary. Control of basic language structures.

Based on a format developed by Fairfax
County Public Schools, Fairfax, Virginia, 2004.

Speaking Rubric

	½	1	1½	2	2½	3	3½	4
Task Completion	½	Minimal completion of the task; content frequently undeveloped and/or repetitive.	1½	Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.	2½	Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.	3½	Superior completion of the task; content rich; ideas developed with elaboration and detail
Comprehensibility	½	Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.	1½	Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.	2½	Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.	3½	Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.
Level of Discourse	½	Use of complete sentences, some repetitive; few cohesive devices.	1½	Emerging variety of complete sentences; some cohesive devices.	2½	Variety of complete sentences and of cohesive devices.	3½	Variety of complete sentences and of cohesive devices; emerging paragraph-length discourse.
Fluency	½	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.	1½	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.	2½	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.	3½	Speech sustained throughout with few pauses or stumbling.
Vocabulary	½	Inadequate range and/or inaccurate use of vocabulary.	1½	Limited range of vocabulary; use sometime inaccurate and/or inappropriate.	2½	Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.	3½	Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.
Language Control	½	Emerging use of basic language structures.	1½	Emerging control of basic language structures.	2½	Control of basic language structures.	3½	Control of basic language structures with occasional use of advanced language structures.

Raw Score _____ / 24

24 100%
23.5 98.9%
23 97.8%
22.5 96.8%
22 95.7%
21.5 94.6%
21 93.5%
20.5 92.4%
20 91.3%
19.5 90.2%
19 89.2%
18.5 88.1%

18 87.0%
17.5 84.8%
17 83.8%
16.5 82.8%
16 82.7%
15.5 81.6%
15 80.5%
14.5 79.4%
14 78.3%
13.5 77.2%
13 76.2%
12.5 75.1%

12 74.0%
11.5 72.9%
11 71.8%
10.5 70.8%
10 69.7%
9.5 68.6%
9 67.5%
8.5 66.4%
8 65.3%
7.5 64.2%
7 63.2%
6.5 62.1%

6 61.0%
5.5 59.9%
5 58.8%
4.5 57.8%
4 56.7%
3.5 55.6%
3 54.5%
2.5 53.4%
2 52.2%
1.5 51.2%
1 50.2%
0.5 49.1%

Converted % Score _____ %

FINAL GRADE _____