Upper Level Presentational (Speaking)
Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by fluency, level of discourse, vocabulary, and language control.

Task Completion

This domain measures how thoroughly the student completes the required task.

Fluency: Frequency of pauses may produce an undeveloped response.

Level of Discourse: Repetitive sentences and lack of cohesive devices may produce an undeveloped response.

Vocabulary: Inadequate and/or inaccurate vocabulary may produce an undeveloped response.

Language Control: Inadequate and/or inaccurate use of basic language structures may produce an undeveloped response.

Task Completion

- Required elements of the task should be in bold-face type and/or listed under Minimum Requirements.

- There is no penalty for omission of elements if the student produces much detail on part of the task and runs out of time.

- A short response which completes the requirements of the task and is adequately developed will receive no penalty for not using the full time allotted.

Each rating for this domain has particular characteristics:

1 Minimal completion of the task; content frequently undeveloped and/or repetitive.
- Student makes an effort but falls very short, possibly missing some required elements.
- Response may be unrelated to the assigned task.
- There may be very little ratable material.

2 Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.
- Response is relevant but may be repetitive and lack appropriate details.
- A required portion of the task may be missing.

3 Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
- Response directly relates to the task as given.
- Response includes sufficient information or detail.
- Response may show some organization using a variety of sentences and some cohesive devices.

4 Superior completion of the task; content rich; ideas developed with elaboration and detail.
- Response includes much information related to the task.
- Response includes a variety of vocabulary and language structures.
- Response is usually well organized and cohesive.

Comprehensibility

This domain measures how much interpretation is required by a native speaker of the language; the listener may on occasion need to make a special effort to understand the message.

Fluency: Long pauses and/or incomplete thoughts may hinder comprehensibility when they require interpretation.

Level of Discourse: The use of appropriate cohesive devices facilitates comprehensibility.

Vocabulary: Inaccurate use of vocabulary which requires interpretation hinders comprehension.

Language Control: Errors in basic language structures may hinder comprehensibility when they require interpretation.

Comprehensibility

- Comprehensibility covers the big picture and is not limited to pronunciation.

- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.

- Use of English *does* interfere with comprehensibility. The use of a word in English should be considered as a blank where nothing is said.

- A response which includes all the required elements yet is very short cannot receive a score higher than a 3 because the sample lacks sufficient evidence of communication.

- If a response is extremely short and/or repetitive, it can receive a score as low as 0.5.

Each rating for this domain has particular characteristics:

1 Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.

- Response is almost impossible to understand as spoken.
- Errors of vocabulary and grammar may be impossible to decipher.
- Response requires the listener to "figure out" what the student is trying to say.

2 Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.

- Listener should be able to comprehend most of the response but some sections may be more difficult to interpret.

3 Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.

- Listener may have to pause two or three times in order to comprehend the response.

4 Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

- Listener should be able to understand all of the response without pausing.

Level of Discourse

Level of discourse reflects the degree of linguistic sophistication used to communicate ideas. This domain should be rated independently.

Each rating for this domain has particular characteristics:

1 Use of complete sentences, some repetitive; few cohesive devices.
- Although some sentences may still sound repetitive and resemble a list, there is a variety of verbs and possibly pronouns in the performance.
- Some sentences may be longer.

2 Emerging variety of complete sentences; some cohesive devices.
- There is a variety of verbs and possibly pronouns.
- Sentences tend to vary in length.
- Many sentences and/or clauses are linked by 4-5 different cohesive devices.

3 Variety of complete sentences and of cohesive devices.
- There is a variety of verbs and possibly pronouns.
- Sentences tend to vary in length, some with two or more clauses.
- Sentences and clauses are linked by a variety of cohesive devices.

4 Variety of complete sentences and of cohesive devices; emerging paragraph-length discourse.
- There is emerging evidence of paragraph-length discourse.
- Sentences vary in length, often with two or more clauses.
- Cohesive devices are varied and appropriate for this level.

Fluency

Fluency measures the ease with which the speaker delivers the message. This domain should be rated independently.

Each rating for this domain has particular characteristics:

1 Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
- There is a lot of hesitation and stopping.
- Sometimes the student does not complete thoughts or may leave a long period of silence.

2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
- There are mostly complete thoughts with significant pauses as the student searches for words to complete the thoughts.
- There may be a period of silence.

3 Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
- Student completes nearly all thoughts but has some pauses.
- Speech flows naturally most of the time.

4 Speech sustained throughout with few pauses or stumbling.
- The speech demonstrates ease and comfort with the language, and any pausing is natural.

Vocabulary and Language Control reflect the accuracy and variety of the language. Each of these domains should be rated independently.

Vocabulary

This domain measures the accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- Teachers should be aware that students may choose simplified vocabulary in an attempt to avoid errors. The result is often accurate but inadequate use of vocabulary.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught to use basic circumlocution. For instance, if a student does not know the word for an "auto-repair shop," the student could use words such as "where they fix cars," "a place for broken cars," "a car hospital," or "a car doctor."
- Titles of films, books, and TV shows can be given in English without penalty.
- In a *formative assessment,* recently learned vocabulary should be evident where appropriate.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate both basic and advanced vocabulary.

Each rating for this domain has particular characteristics:

1 Inadequate range and/or inaccurate use of vocabulary.
- Student uses minimal variety of vocabulary.
- There may be frequent repetition of words and expressions.
- Some vocabulary may be used inappropriately.
- Some English may be used, but infrequently.

2 Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.
- Student response lacks sufficient variety of vocabulary.
- There may be some repetition of words and expressions.
- Some vocabulary may be used inappropriately.
- Response may include an English word which is difficult to circumlocute in the target language.

3 Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.
- Student uses a variety of vocabulary.
- Most vocabulary is used accurately and appropriately.
- Student incorporates some advanced vocabulary and a few idiomatic expressions.
- Response includes no English.

4 Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.
- Student accurately uses a rich variety of vocabulary and some idiomatic expressions.
- Student response includes a large quantity of vocabulary and/or expressions.
- Student incorporates less commonly used vocabulary.
- Student may use known vocabulary to circumlocute unknown words.

Language Control

This domain measures the use and accuracy of basic and advanced language structures.

Basic Language Structures — Upper Levels

Western European Languages

- Formation and use of present tense
- Formation and use of the past tense (preterite and *pass compos*)
- Reflexive verbs
- Noun-article-adjective agreement
- Interrogatives/Question formation
- Word order
- Articles
- Use of the possessive "my" and *"de"* to indicate possession (French and Spanish)

Japanese

- Word order (subject — object — verb)
- Forms of address and their usage *(san, kun)*
- Use of particles or relationals *(wa, ga, o, e ni, de)*
- Tense/(adjective/verb)/(present/future, past)
- Negatives (verbs/adjectives)
- Progressive form (*~imasu* form)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- At this level, students are expected to accurately formulate longer oral presentations in present time on topics of personal, school, community and global interest.
- Accuracy decreases when presentation uses multiple time frames and/or other complex structures.
- In *formative assessments* which ask students to use recently taught advanced structures (e.g., the subjunctive), these structures should be considered basic language structures for the purpose of scoring the performance.
- In *summative assessments,* such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., the subjunctive), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student's score in a summative assessment. More emphasis should be placed on basic language structures.

Each rating for this domain has particular characteristics:

1 Emerging use of basic language structures.
- Basic language structures, as defined above, are used correctly approximately half of the time.

2 Emerging control of basic language structures.
- Basic language structures, as defined above, are used correctly about three quarters of the time.

3 Control of basic language structures.
- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

4 Control of basic language structures with occasional use of advanced language structures.
- Basic language structures, as defined above, are used correctly most of the time, not all of the time, and advanced language structures are attempted with some success.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time

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