<table>
<thead>
<tr>
<th>Speaking</th>
<th>Superior performance</th>
<th>Good performance</th>
<th>Fair performance Improvement is needed</th>
<th>Poor performance Major improvement is needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensibility</td>
<td>Easily understood by those who speak Spanish as their first language</td>
<td>Generally understood by those who speak Spanish as their first language</td>
<td>Understood by those who speak English as their first language and Spanish non-natively</td>
<td>Difficult to understand</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Speech is approaching native-like (i.e., not influenced by first language)</td>
<td>Speech is minimally influenced by first language</td>
<td>Speech is somewhat influenced by first language</td>
<td>Speech is strongly influenced by first language</td>
</tr>
<tr>
<td>Grammatical Accuracy</td>
<td>Excellent/very good grammatical accuracy</td>
<td>Good grammatical accuracy</td>
<td>Fair grammatical control/accuracy</td>
<td>Poor grammatical control/accuracy</td>
</tr>
<tr>
<td>Structure</td>
<td>Uses complex sentences at times</td>
<td>Rarely uses complex sentences</td>
<td>Uses simple sentences and phrases</td>
<td>Only uses words, simple phrases and chunks of language</td>
</tr>
<tr>
<td>Spontaneous language creation</td>
<td>Actively creates with language, able to express own meaning</td>
<td>Occasionally creates with language, minimally able to express own meaning</td>
<td>Rarely creates with language, difficulty expressing own meaning</td>
<td>Inability to spontaneously create language</td>
</tr>
<tr>
<td>Language fluency</td>
<td>Excellent language control and fluency</td>
<td>Good language control and fluency</td>
<td>Fair language control and fluency</td>
<td>Poor language control and fluency</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Makes extensive use of appropriate vocabulary</td>
<td>Makes good use of appropriate vocabulary</td>
<td>Makes fair use of appropriate vocabulary</td>
<td>Makes poor use of appropriate vocabulary</td>
</tr>
<tr>
<td>Task completion (as per description) ideas developed</td>
<td>Completes task and ideas are well developed.</td>
<td>Completes task and ideas are somewhat well developed.</td>
<td>Partially completes task and ideas are adequately developed.</td>
<td>Does not complete task and ideas are undeveloped</td>
</tr>
<tr>
<td>Conversation and Clarification Strategies</td>
<td>Initiates, advances, and/or redirects conversation with partner. Asks a number of appropriate questions (or for clarification)</td>
<td>Maintains conversation and responds appropriately to partner. Occasionally asks questions (or for clarification)</td>
<td>At times does not respond appropriately, not always engaged with partner Rarely asks questions (for or clarification)</td>
<td>Does not respond appropriately, not engaged with partner (using memorized language)</td>
</tr>
<tr>
<td>Contribution to task</td>
<td>Speaks at least 50% of time</td>
<td>Speaks about 40% of time</td>
<td>Speaks about 30% of time</td>
<td>Speaks less than 30% of time</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td>Total points: ___________</td>
</tr>
</tbody>
</table>
Oral Assessment rubric—In-class pair work (e.g., informal in-class assessment of entire class, assessment of multiple students simultaneously, etc.)

Name: __________________________

Comprehensibility and Pronunciation
5. Easily understood
4. Requires little effort to be understood
3. Ideas conveyed in general but somewhat difficult to comprehend
2. Requires extra-sympathetic listener
1. Unsuccessful communication effort.

Grammatical and Structural Control
5. Demonstrates exceptional grammatical and structural control
4. Demonstrates good grammatical and structural control
3. Demonstrates fair grammatical and structural control
2. Demonstrates poor grammatical and structural control
1. Meaning frequently obscured by mistakes

Spontaneous Language Creation and Fluency
5. Language flows
4. Takes longer than necessary to organize and express thoughts
3. Speech somewhat disjointed because of pauses
2. Painful pauses make speech hard to follow
1. Speech totally disjointed

Task completed, ideas developed, vocabulary appropriate
5. Task completed, ideas well developed, extensive vocabulary usage
4. Task and ideas somewhat developed, good vocabulary usage
3. Task and ideas partially developed, fair vocabulary usage
2. Minimal vocabulary usage with poor task and idea development
1. Inadequate task and idea development and vocabulary usage

Conversation-Clarification Strategies and Contribution to task
5. Actively initiates/advances conversation. Speaks at least 50%
4. Appropriately maintains conversation. Speaks about 40% of time
3. Minimally maintains conversation. Speaks about 30% of time
2. Marginally maintains conversation.
1. Inadequately maintains conversation.

Total points: ______________

Comments:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
Name: ____________________  Date: ____________________

CONTENT

A. Content/Creativity 15 points (30%)
Student demonstrates having acquired the concepts presented in class & in the textbook; is able to contribute details & sophisticated ideas; can add concepts developed in other courses, disciplines or sources.
15=outstanding  12 = good  9 = average  6 = poor  3 = unacceptable

B. Organization/Delivery 10 points (20%)
Student’s ideas are presented logically & forthrightly; examples buttress the arguments. (May include appropriate and creative activities and/or learning aids. Delivery reflected through preparation)
10=outstanding  8 = good  6 = average  4 = poor  2 = unacceptable

FORM

A. Vocabulary 10 points (20%)
Topic is well served by the choice of vocabulary. Student demonstrates s/he can use the current chapter vocabulary, & that of past chapters when applicable.
10=outstanding  8 = good  6 = average  4 = poor  2 = unacceptable

B. Grammar 10 points (20%)
Student can use correctly the grammatical structures expected for the course; Errors would not impede comprehension by an average native speaker.
10=outstanding  8 = good  6 = average  4 = poor  2 = unacceptable

C. Pronunciation 5 points (10%)
Both pronunciation & intonation would be understood readily by an average native speaker.
5=outstanding  4 = good  3 = average  2 = poor  1 = unacceptable

Total points: ______________

Comments:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________