

Name: _____

Date: _____

Speaking	Superior performance	Good performance	Fair performance Improvement is needed	Poor performance Major improvement is needed
	5	4	3	2
Comprehensibility	Easily understood by those who speak Spanish as their first language	Generally understood by those who speak Spanish as their first language	Understood by those who speak English as their first language and Spanish non-natively	Difficult to understand
Pronunciation	Speech is approaching native-like (i.e., not influenced by first language)	Speech is minimally influenced by first language	Speech is somewhat influenced by first language	Speech is strongly influenced by first language
Grammatical Accuracy	Excellent/very good grammatical accuracy	Good grammatical accuracy	Fair grammatical control/accuracy	Poor grammatical control/ accuracy
Structure	Uses complex sentences at times	Rarely uses complex sentences	Uses simple sentences and phrases	Only uses words, simple phrases and chunks of language
Spontaneous language creation	Actively creates with language, able to express own meaning	Occasionally creates with language, minimally able to express own meaning	Rarely creates with language, difficulty expressing own meaning	Inability to spontaneously create language
Language fluency	Excellent language control and fluency	Good language control and fluency	Fair language control and fluency	Poor language control and fluency
Vocabulary	Makes extensive use of appropriate vocabulary	Makes good use of appropriate vocabulary	Makes fair use of appropriate vocabulary	Makes poor use of appropriate vocabulary
Task completion (as per description) ideas developed	Completes task and ideas are well developed.	Completes task and ideas are somewhat well developed.	Partially completes task and ideas are adequately developed.	Does not complete task and ideas are undeveloped
Conversation and Clarification Strategies	Initiates, advances, and/or redirects conversation with partner. Asks a number of appropriate questions (or for clarification)	Maintains conversation and responds appropriately to partner. Occasionally asks questions (or for clarification)	At times does not respond appropriately, not always engaged with partner Rarely asks questions (for or clarification)	Does not respond appropriately, not engaged with partner (using memorized language)
Contribution to task	Speaks at least 50% of time	Speaks about 40% of time	Speaks about 30% of time	Speaks less than 30% of time
Comments:				Total points: _____

Oral Assessment rubric—In-class pair work (e.g., informal in-class assessment of entire class, assessment of multiple students simultaneously, etc.)

Name: _____

Date: _____

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:

Skits and Presentations rubric

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:
