

# HANDBOOK FOR SPEAKING ASSESSMENT

## A1-A2 LEVELS

### IO3 Rating Scale

**Author:**

**Action Synergy S.A.**

**Stelios Xintaras, English Teacher-Translator-Cambridge Speaking Examiner, dip RSA-MA**



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission or National Agencies cannot be held responsible for any use that may be made of the information contained therein.

## Abstract

The process of constructing assessment scales to evaluate speaking testing is complex and multi-dimensional. As a result, the number of different approaches are still open to discussion. In this handbook, we outline the approach taken in the revision of a set of assessment scales used with speaking tests, and present the value of combining methodologies to inform and refine scale development. We set the process in the context of the growing influence of the Common European Framework of Reference (CEFR) and outline a number of stages in terms of the procedures followed and outcomes produced. The assessment scales are based on a range of data that was collected and analysed through a number of questionnaires, including consultation with experts, and suggestions made by our partners. The overall aim of this handbook is to illustrate the importance of combining intuitive and data-driven scale construction methodologies, and to suggest a usable scale construction model for application or adaptation in assessing the exam-based speaking exercises.

## What are the expected speaking skills from A1-A2 young learners?

According to the official CEFR guidelines, young learners at the A1-A2 levels in English should be able to perform the following speaking skills:

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce themselves and others, can ask and answer questions about personal details such as where they live, people they know, and things they have.
- Can interact with other people in a simple way provided the other person talks slowly and clearly and is prepared to help.

## For example, a student at the A1 level in English will be able to:

- Introduce himself simply and use basic greetings.
- Tell where he and others are from and give a basic description of his city.
- Talk simply about family, friends, classmates, describing their appearance and personalities.
- Discuss clothing at a basic level and ask sales clerks simple questions about it.
- Talk about favourite foods and make simple orders for take-out food.

- Talk about daily activities and arrange meetings with friends.
- Describe current weather conditions and suggest activities according to the weather forecast.
- Talk in general terms about their health and describe common medical symptoms to a doctor.
- Describe the location of their home and give simple directions.
- Talk about their hobbies and interests and make plans for fun activities with friends.
- Discuss common products, make basic purchases and return faulty items.

**For example, a student at the A2 level in English will be able to:**

- Function simply in social situations.
- Use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news.
- Handle very short social exchanges.
- Ask and answer questions about what they do at work and in their free time.
- Make and respond to invitations.
- Discuss what to do, where to go and make arrangements to meet.
- Make and accept offers.
- Make simple transactions in shops, post offices or banks.
- Get simple information about travel.
- Use public transport, ask for basic information, ask and give directions, and buy tickets.

**About the exam - Can do Summary**

These are some examples of A1 –A2 typical general ability regarding speaking exams activities. These statements are linked to the CEFR.

## A1 Speaking

- CAN name some familiar people or things – such as family, animals, and school or household objects
- CAN give very basic descriptions of some objects and animals – such as how many, colour, size or location.
- CAN respond to very simple questions with single words or a yes-no response.
- CAN express agreement or disagreement with someone using short, simple phrases.
- CAN respond to questions on familiar topics with simple phrases and sentences.
- CAN give simple descriptions of objects, pictures and actions.
- CAN tell a very simple story with the help of pictures.
- CAN ask someone how they are and ask simple questions about habits and preferences.

## A2 Speaking

- CAN ask basic questions about everyday topics.
- CAN tell short, simple stories using pictures or own ideas.
- CAN give simple descriptions of objects, pictures and actions.
- CAN talk briefly about activities done in the past.

# **SPEAKING RUBRIC**

## **DETERMINING EVALUATION CRITERIA**

### **Communicative effectiveness (clarity of speech and transmission of information)**

*Examples:*

- Can the speaker maintain simple exchanges with the examiner?
- Does the speaker react appropriately to what the interlocutor or other students say?
- Does the speaker need any prompting or support?

### **Vocabulary (use of specific vocabulary)**

*Example:*

- Does the speaker use appropriate vocabulary to talk about everyday situations?

### **Grammar (use of grammatical structures/lexical chunks)**

*Example:*

- Does the speaker use simple grammatical forms with a good degree of control?

### **Content/Ideas/Details (provided information / amount of the content)**

*Examples:*

- Does the speaker produce a few simple coherent utterances and generally responds to the given task?
- Can the speaker link ideas into very simple sentences although with noticeable jumpiness?

### **Interaction (ability to communicate and interact with others)**

*Example:*

- Does the speaker generally respond appropriately to instructions, questions and visual prompts although some support may be required?

### **Fluency (ability to speak easily, well and at an appropriate pace)**

*Example:*

- Does the speaker keep the interaction going with very little prompting and support?

### **Pronunciation: (ability to speak clearly and distinctly)**

*Examples:*

- Is their pronunciation intelligible in spite of evident foreign accent?
- Do occasional mispronunciations put some strain on the listener but rarely impede communication?
- Is intonation appropriate?

### **Self-correction (if they realise their own mistakes made and correct themselves)**

*Examples:*

- Does the speaker show awareness of their own errors and correct them on the spot?

### **Attitude, posture, expressiveness (audible and clear voice, body language/gesture, eye-contact)**

*Example:*

- Do they express themselves in a confident, clear manner by having eye-contact with the examiner?

### **Visual Aid**

*Examples:*

- Do they respond appropriately to the visual prompts, pictures etc.?
- Do they use the visual aid in a coherent manner?

## SUGGESTED EVALUATION CRITERIA – TRAITS

A speaking test at these levels can be administered through different means e.g., visual aids, interactional questions, matching exercises, etc. The choice of means is determined by the construct, context and purpose of a test. Some methods may seem more realistic or authentic than others, but the final outcome is often determined by practical considerations. In other words, how close it is to meet the speaking standards required for this level. The design of each test may also influence the test-taker's performance and motivation. Each test is different, so it is rather complicated at times to offer a one-size-fits-all solution when it comes to choosing speaking assessment criteria.

There are usually two rating methods a) global achievement or the holistic approach in which the test-taker's performance is judged as a whole. The examiner does not give separate scores for different features of the performance, such as grammatical control, vocabulary, pronunciation etc. b) the analytic approach in which the examiner gives separate scores for several different language features. This approach recognizes that a test-taker's interactive skills, for example, may be very good, but his/her vocabulary may be weaker.

It has been claimed that the holistic approach more closely resembles how language production is judged in real life, and can be quicker than using an analytic approach. However, analytic marking can offer richer diagnostic information for L2 learners.

Taking all the above into consideration, together with the peculiarities presented from young learners at A1-A2 levels and the feedback provided through the given questionnaires, we recommend the following speaking assessment scale based on five (5) Bands.

Besides, all the aforementioned specific speaking skills cannot be included in a single scale in terms of economy and practicality of the given process, as the whole outcome, would appear rather complicated for young learners at these levels.

Band	Qualitative assessment	Percentage
Band 5	cellent	90% – 100%
Band 4	Very Good	70 % – 89%
Band 3	Satisfactory	50 % – 69%
Band 2	Unsatisfactory	20 % – 49%
Band 1	Poor	0 % – 19%

## SPEAKING ASSESSMENT SCALES A1-A2

	Band 1	Band 2	Band 3	Band 4	Band 5
<b>Interaction</b> Reception/ Responding/ Support/ Promptness	Interacts with great difficulties to understand questions and to answer. Cannot respond.	Frequent hesitation and inability to link ideas causes great strain on the listener. Reveals difficulties to produce simple sentences.	Can communicate in simple sentences in spite of considerable jumpiness. Frequent support may be required. Overall, the student interacts satisfactorily, answering questions.	Generally, responds appropriately although some support may be required.	Responds appropriately to what is required. The student interacts easily and clearly, answering all the questions.
<b>Vocabulary</b> Range/ Control/ Extent	Uses a very narrow range of vocabulary. Responds only at a single word level.	May attempt some simple utterances but basic mistakes impede communication.	Uses simple and reduced vocabulary according to the topic. Uses the vocabulary required to deal with most tasks.	Generally, responds at a word or phrase level and produces longer utterances.	Responds appropriately and uses the vocabulary required to deal with all test tasks.
<b>Grammar</b> Range/ Use of structures	Has great difficulties in applying grammatical structures, unaware of structures.	Produces few basic grammatical structures.	Reveals an average level of grammatical structures.	Reveals a good level of grammatical structures.	Reveals a mastery level of grammatical structures.
<b>Pronunciation</b> Individual sounds/ Word stress	Attempts to produce sounds of the language. Cannot be intelligible.	Produces some sounds of the language but is often difficult to understand.	Sometimes intelligible.	Generally intelligible although some sounds may be unclear.	Shows a great degree of intelligibility. Clear sounds both on individual and word level.
<b>Fluency</b> Articulation/ Hesitation/ Accuracy	Has difficulty producing speech. Constant pauses & hesitations. Very slow pace.	Produces a weak speech with frequent pauses and hesitations. Slow pace.	Produces a satisfactory speech with pauses and hesitations.	Produces a good speech, at an appropriate pace with limited hesitations.	Produces a very good speech, at an appropriate pace without notable hesitations.



## CONVERT RUBRIC TO SCORE

<b>1. Interaction</b>	<b>1- 20</b>	<b>Band (1-5)</b>
<b>2. Vocabulary</b>	<b>1- 20</b>	<b>Band (1-5)</b>
<b>3. Grammar</b>	<b>1 -20</b>	<b>Band (1-5)</b>
<b>4. Pronunciation</b>	<b>1- 20</b>	<b>Band (1-5)</b>
<b>5. Fluency</b>	<b>1- 20</b>	<b>Band (1-5)</b>




The examiner gives a mark for each criterion choosing from a range of marks (1-20) according to the student's performance and taking into account the following scale:

<b>1-5:</b>	<b>Poor</b>	<b>Band 1</b>
<b>6-9:</b>	<b>Unsatisfactory</b>	<b>Band 2</b>
<b>10-14:</b>	<b>Satisfactory</b>	<b>Band 3</b>
<b>15-17:</b>	<b>Very Good</b>	<b>Band 4</b>
<b>18-20:</b>	<b>Excellent</b>	<b>Band 5</b>

Then the total score is added to produce the total percentage which automatically corresponds to the equivalent Band of the student's performance.

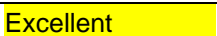

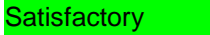



## Qualitative Assessment

Example:

	Interaction (1-20)	Vocabulary (1-20)	Grammar (1-20)	Pronunciation (1-20)	Fluency (1-20)	Total 100%	Band (1-5)
Student A	12	15	16	15	13	71%	4 Very good 
Student B	11	10	12	12	11	56 %	3 Satisfactory 
Student C	18	18	18	19	18	91%	5 Excellent 

## SAMPLE MARK SHEET (1-20) IN EVERY SKILL - TOTAL 100

Student's Name: -----

	Interaction	Vocabulary	Grammar	Pronunciation	Fluency	TOTAL
Excellent 18-20 	19					19
Very Good 15-17 		16	15			31
Satisfactory 10-14 				14	14	28
Unsatisfactory 6-9 						
Poor 1-5 						
<b>TOTAL</b>						78 Very Good 
<b>BAND (1-5)</b>						4

We hope that we have made an effort to design a marking scheme so that it will be functional and comprehensive to suit the young learners' speaking performance as well as the teachers' needs for this purpose.

# **ANNEXES**

## **Rubric examples**

**A1**



# SPEAKING RUBRIC



<b>TOPIC:</b> Clothes	<b>EXAM:</b> 4 Seasons Clothes - Who is who?	<b>LEVEL:</b> A1
<b>Name:</b> _____ <b>Surname:</b> _____ <b>N<sup>ber.</sup>:</b> _____ <b>Grade/Class:</b> _____		

- Write the level of proficiency for each student, according to the defined criteria.
- Add the points to obtain the total score.
- Convert the score to a percentage and qualitative assessment.

LEVELS OF PROFICIENCY		
1	2	3
<b>NEEDS IMPROVEMENT</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>

CRITERIA	STUDENTS' NAME	
	_____	_____
<b>LANGUAGE USAGE</b> (uses good sentence structure/syntax)	___/3	___/3
<b>VOCABULARY</b> (uses specific vocabulary: winter clothes / colours)	___/3	___/3
<b>INTERACTION</b> (interacts easily and clearly, asking questions and answering)	___/3	___/3
<b>FLUENCY AND PRONUNCIATION:</b> (speech clarity; speech rate; pronunciation)	___/3	___/3
<b>TOTAL SCORE</b>	___/12	___/12
<b>PERCENTAGE *</b>	___%	___%
<b>QUALITATIVE ASSESSMENT *</b>	_____	_____

score	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100
Qualitative Assessment	Poor		Unsatisfactory			Satisfactory			Good		Very good	



# SPEAKING RUBRIC



<b>TOPIC:</b> Feelings	<b>EXAM:</b> "Feelings_A1_Speaking2"	<b>LEVEL:</b> A1
Name: _____ Surname: _____ N <sup>ber</sup> : _____ _____ Grade/Class: _____		

<p style="text-align: center;"><b>Excellent to Very Good</b> 100-90</p>	<ul style="list-style-type: none"> <li>Excellent use of English.</li> <li>Quite clear oral production.</li> <li>Experiences little or no difficulty in understanding.</li> <li>Almost no errors of phonology and grammar.</li> </ul>
<p style="text-align: center;"><b>Very Good 89-80</b></p>	<ul style="list-style-type: none"> <li>Satisfactory verbal communication.</li> <li>Limited number of errors of grammar or pronunciation.</li> <li>Occasional self- corrections. Little difficulty in understanding.</li> </ul>
<p style="text-align: center;"><b>Good 79-70</b></p>	<ul style="list-style-type: none"> <li>Verbal communication usually fairly satisfactory.</li> <li>Repetition and rephrasing sometimes necessary.</li> <li>Experiences some difficulties in communicating.</li> <li>Some errors of phonology and grammar.</li> </ul>
<p style="text-align: center;"><b>Fair 69-60</b></p>	<ul style="list-style-type: none"> <li>Understanding very limited, although communication on everyday topics is possible.</li> <li>Many errors of phonology and grammar.</li> </ul>
<p style="text-align: center;"><b>Unsatisfactory 59 or fewer</b></p>	<ul style="list-style-type: none"> <li>Extreme difficulty in communication.</li> <li>Failure to understand adequately and to make him/ herself understood.</li> </ul>

<b>Comments:</b> _____ _____ _____	<b>Qualitative Assessment</b>  _____
---	--

Level	Qualitative Assessment	Percentage
5	Excellent	90% – 100%
4	Very Good	80 % – 89%
3	Good	70 % – 79%
2	Fair	60 % – 69%
1	Unsatisfactory	0 % – 59%



# SPEAKING RUBRIC



<b>TOPIC:</b> Feelings	<b>EXAM:</b> "Feelings_A1_Speaking5"	<b>LEVEL:</b> A1
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

- Circle the smiley face (level of proficiency) according to the defined criteria.
- Add the corresponding points to obtain the total score.
- Convert the score to a percentage and qualitative assessment.

	LEVELS OF ACHIEVEMENT			
	NEEDS TO DEVELOP	WORKING ON IT	GOOD WORK	BEST WORK
	1 point	2 points	3 points	4 points
CRITERIA				
<b>INTERACTION</b> (Having eye contact while speaking)				
<b>VOCABULARY</b> (use of specific vocabulary: happiness)				
<b>LANGUAGE USAGE</b> (use of good sentence structure / syntax)				
<b>PRONUNCIATION AND FLUENCY</b> (production of a good and clear speech at an appropriate rate)				

TOTAL SCORE	PERCENTAGE	QUALITATIVE ASSESSMENT
_____ / 16	_____ %	_____

**Comments:** \_\_\_\_\_

\_\_\_\_\_

score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
%	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100
Qualitative Assessment	Poor			Unsatisfactory				Satisfactory				Good		Very good		



# SPEAKING RUBRIC

<b>TOPIC:</b> Sports	<b>EXAM:</b> Sports_ex4	<b>LEVEL:</b> A1
<b>Name:</b> _____ <b>Surname:</b> _____ <b>N<sup>o</sup>:</b> _____ <b>Grade/Class:</b> _____		

## ASSESSMENT SCALES

BAND	RATING	CATEGORY	ASSESSMENT CRITERIA
0	10-29 %	Poor	<b>Pronunciation:</b> Hardly intelligible <b>Grammar:</b> No acquisition of sentence construction <b>Vocabulary:</b> Little use of English vocabulary <b>Fluency:</b> Dominated by hesitation <b>Interaction:</b> The message is unclear.
1	30 -49%	Unsatisfactory	<b>Pronunciation:</b> Frequent incorrect pronunciation <b>Grammar:</b> Major problems in the structure <b>Vocabulary:</b> Frequent use of incorrect vocabulary <b>Fluency:</b> Frequent hesitation. <b>Interaction:</b> There are connected ideas. Support is required
2	50-69%	Good	<b>Pronunciation:</b> Occasional mispronunciations <b>Grammar:</b> Some errors in structure <b>Vocabulary:</b> Occasional mistakes in word choice <b>Fluency:</b> Occasional hesitation <b>Interaction:</b> Understandable but there are delayed responses.
3	70-84%	Very Good	<b>Pronunciation:</b> Some errors in pronunciation <b>Grammar:</b> Minor problems in structure <b>Vocabulary:</b> Minor errors in word choice <b>Fluency:</b> Minor hesitation <b>Interaction:</b> Clear and organized ideas
4	85-100%	Excellent	<b>Pronunciation:</b> No errors in pronunciation, clear sounds. <b>Grammar:</b> Demonstrates mastery of sentence construction <b>Vocabulary:</b> Appropriate word choice <b>Fluency:</b> No hesitation- clear stress/ intonation <b>Interaction:</b> Well organized and clear ideas





# SPEAKING RUBRIC



<b>TOPIC:</b> School	<b>EXAM:</b> Where is the pen?	<b>LEVEL:</b> A1
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

- Write the level of proficiency for each student, according to the defined criteria.
- Add the points to obtain the total score.
- Convert the score to a percentage and qualitative assessment.

LEVELS OF PROFICIENCY			
1	2	3	4
NEEDS IMPROVEMENT	FAIR	GOOD	EXCELLENT

CRITERIA	STUDENTS' NAME									
	_____					_____				
<b>QUESTIONS (Q)</b> Asks questions using the language chunks: Where is the + <i>school object</i> ? Where are the + <i>school object</i> ?	Q	1	2	3	4	Q	1	2	3	4
	V/X					V/X				
	Score	___/4				Score	___/4			
<b>ANSWERS (A)</b> Answers the questions using the language chunks: It is + <i>correct preposition of place</i> They are + <i>correct preposition of place</i>	A	1	2	3	4	A	1	2	3	4
	V/X					V/X				
	Score	___/4				Score	___/4			
<b>FLUENCY AND PRONUNCIATION:</b> speech clarity; speech rate; pronunciation	___/4					___/4				
<b>TOTAL SCORE</b>	___/12					___/12				
<b>PERCENTAGE</b> ★	___%					___%				
<b>QUALITATIVE ASSESSMENT</b> ★	_____					_____				

score	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100
Qualitative Assessment	Poor		Unsatisfactory			Satisfactory			Good		Very good	



# SPEAKING RUBRIC



<b>TOPIC:</b> Numbers/colors	<b>EXAM:</b> Colors a-b	<b>LEVEL:</b> A1
------------------------------	-------------------------	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber</sup>: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

CONTENT	Poor Unsatisfactory Satisfactory Good				
	1	2	3	4	5
Asking the partner appropriate questions.	1	2	3	4	5
Answering partner's questions accurately.	1	2	3	4	5
Using a wide variety of words or specific vocabularies.	1	2	3	4	5
Producing a good speech at an appropriate pace	1	2	3	4	5
Speaking clearly almost all of the time and making no mistake on the pronunciation of the words.	1	2	3	4	5
Writing the words correctly	1	2	3	4	5
Looking at the speaker while s/he is talking.	1	2	3	4	5
Listening without interrupting and distracting.	1	2	3	4	5
<b>Total Point</b>	____ / 40				
<b>Percentage</b>	____ %				
<b>Qualitative Assessment</b>					

- **CONVERT THE POINTS TO A PERCENTAGE:** ..... x 100 / 40 (for e.g. 20x100/40= 50% band 3 = satisfactory)

Band	Qualitative assessment	Percentage
Band 5	Excellent ☐☐	90% – 100%
Band 4	Very Good ☐	70 % – 89%
Band 3	Satisfactory ☐	50 % – 69%
Band 2	Unsatisfactory ☹	20 % – 49%
Band 1	Poor ☹	0 % – 19%



# SPEAKING RUBRIC



<b>TOPIC:</b> Shopping	<b>EXAM:</b> Speaking ex4	<b>LEVEL:</b> A1
Name: _____ Surname: _____ N <sup>ber.</sup> : _____ Grade/Class: _____		

## ASSESSMENT SCALES

	INTERACTION	VOCABULARY- GRAMMAR	PRONUNCIATION -FLUENCY
<b>Excellent: 5 Marks</b> 	Responds appropriately to what is required.	Responds appropriately and uses the vocabulary and grammar required.	Clear sounds both on individual and word level.
<b>Very good: 4 Marks</b> 	Generally responds appropriately although some support may be required.	Generally responds at a word or phrase level and produces longer utterances.	Generally intelligible although some sounds may be unclear.
<b>Satisfactory: 3 Marks</b> 	Frequent support may be required.	Uses simple and reduced vocabulary/grammar according to the topic.	Produces some sounds of the language but is often difficult to understand.
<b>Unsatisfactory: 2 Marks</b> 	Frequent hesitation and inability to link ideas causes great strain on the listener.	Uses a very narrow range of vocabulary/grammar. Has difficulty producing a speech.	Constant pauses and hesitations.
<b>Poor: 1 Mark</b> 	Cannot produce a single utterance.	Cannot produce a single utterance.	Cannot produce a single utterance.

1.	BAND 5	13-15	EXCELLENT	81 -100%
2.	BAND 4	10-12	VERY GOOD	61- 80%
3.	BAND 3	7-9	SATISFACTORY	41 – 60%
4.	BAND 2	4-6	UNSATISFACTORY	21 – 40%
5.	BAND 1	1-3	POOR	10- 20%

### Examiner's Comments



# SPEAKING RUBRIC

<b>TOPIC:</b> Transport	<b>EXAM:</b> "Transport_A1_Speaking1"	<b>LEVEL:</b> A1
-------------------------	---------------------------------------	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber</sup>: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

	LEVELS OF PROFICIENCY				score
	NEEDS IMPROVEMENT (unsatisfactory)	DEVELOPING (Fair job)	PROFICIENT (Good job)	ADVANCED (Great job)	
	★	★ ★	★ ★ ★	★ ★ ★ ★	
CRITERIA	1 point	2 points	3 points	4 points	
<b>ORGANIZATION</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>CONTENT KNOWLEDGE</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	
<b>VOICE</b>	Consistently uses a monotone voice.	Displays some level of inflection throughout delivery.	Satisfactory use of inflection, but does not consistently use fluid speech.	Use of fluid speech and inflection maintains the interest of the audience.	
<b>MECHANICS</b>	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>DELIVERY</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	
<b>Total score</b>					_____ /20
<b>Percentage</b> (Total score x4)					_____ %
<b>Comments:</b>					<b>Qualitative Assessment</b> ★
<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>					<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>

Level	Qualitative Assessment	Percentage
5	Excellent	90% – 100%
4	Good	70 % – 89%
3	Satisfactory	50 % – 69%
2	Unsatisfactory	20 % – 49%
1	Poor	0 % – 10%



# SPEAKING RUBRIC



<b>TOPIC:</b> Seasons	<b>EXAM:</b> Summer - Look at the picture and answer the questions	<b>LEVEL:</b> A1
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

- Assign the points according to the descriptors for each criteria.
- Add the points to obtain the total score.
- Convert the score to a percentage and qualitative assessment.

	LEVELS OF PROFICIENCY			
	NEEDS IMPROVEMENT	DEVELOPING	PROFICIENT	
<b>CRITERIA</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	
<b>LISTENING COMPREHENSION</b> 	Reveals difficulties in understanding the questions.	Understands most of the questions.	Understands perfectly all the questions.	
<b>VOCABULARY</b> 	Reveals a lack of vocabulary knowledge.	Reveals a satisfactory vocabulary knowledge.	Reveals an excellent vocabulary knowledge.	
<b>LANGUAGE USAGE</b> (grammar and syntax) 	Difficulties in making sentences, answers mostly with single words.	Uses some uncomplete sentences, satisfactory sentence structure/syntax.	Uses complete sentences, good sentence structure/syntax.	
<b>PRONUNCIATION</b> 	Unclear speech and mispronunciation.	The clarity of speech is satisfactory, some mistakes on the pronunciation of words.	Speaks clearly and makes no mistake on the pronunciation of words.	
			<b>Total Score</b>	__/12
			<b>Percentage</b> ★	__%

<b>Comments:</b> _____ _____	<b>Qualitative Assessment</b> ★ _____
------------------------------------	--

<b>score</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>%</b>	8	17	25	33	42	50	58	67	75	83	92	100
<b>Qualitative Assessment</b>	<b>Poor</b>		<b>Unsatisfactory</b>			<b>Satisfactory</b>			<b>Good</b>		<b>Very good</b>	



# SPEAKING RUBRIC

<b>TOPIC:</b> Celebrations	<b>EXAM:</b> Birthday	<b>LEVEL:</b> A1
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

	<b>Always</b> 	<b>Sometimes</b> 	<b>Still learning</b> 
I use the specific vocabulary correctly			
I speak loudly and clearly			
I speak at a correct pace			

<b>Score</b>	1	2	3	4	5	6	7	8	9	10
<b>%</b>	10	20	30	40	50	60	70	80	90	100
<b>Qualitative Assessment</b>	<b>Still learning</b>			<b>Sometimes</b>				<b>Always</b>		








# SPEAKING RUBRIC



<b>TOPIC:</b> Clothes	<b>EXAM:</b> 4 Seasons Clothes – Seasons Weather Clothes	<b>LEVEL:</b> A1
<b>Name:</b> _____ <b>Surname:</b> _____ <b>N<sup>ber</sup>:</b> _____ <b>Grade/Class:</b> _____		

- Write the level of proficiency for each student, according to the defined criteria.
- Add the points to obtain the total score.
- Convert the score to a qualitative assessment.

LEVELS OF PROFICIENCY				
1	2	3	4	5
<b>Poor</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very good</b>
				

CRITERIA	STUDENTS' NAME			
<b>COMMUNICATIVE EFFECTIVENESS</b> (use of a clear and effective speech, providing relevant information)				
<b>LANGUAGE USAGE</b> (use of specific vocabulary and grammatical structures)				
<b>PARTICIPATION AND INTERACTION</b> (ease and clarity in interaction)				
<b>FLUENCY</b> (production of a good speech at an appropriate rate)				
<b>TOTAL SCORE</b>	___/20	___/20	___/20	___/20
<b>QUALITATIVE ASSESSMENT</b> ★	_____	_____	_____	_____



1 - 3	4 - 9	10 - 13	14 - 17	18 - 20
<b>Poor</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very good</b>



# SPEAKING RUBRIC



<b>TOPIC:</b> Clothes	<b>EXAM:</b> Spring Clothes – Imagine what they are wearing	<b>LEVEL:</b> A1
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

- Assign the points according to the descriptors for each criterion.
- Add the points to obtain the total score.
- Convert the score to a percentage and qualitative assessment.

	LEVELS OF ACHIEVEMENT			SCORE
	NEEDS IMPROVEMENT 	DEVELOPING 	PROFICIENT 	
CRITERIA				
<b>COMMUNICATIVE EFFECTIVENESS</b>	<b>1 or 2 points</b> Provides little information with incorrect sentence structure/syntax.	<b>3 or 4 points</b> Provides enough information with satisfactory sentence structure/syntax.	<b>5 or 6 points</b> Provides relevant information with correct sentence structure/syntax.	
<b>VOCABULARY (clothes)</b>	<b>1 or 2 points</b> Reveals a lack of vocabulary knowledge.	<b>3 or 4 points</b> Reveals a satisfactory vocabulary knowledge.	<b>5 or 6 points</b> Reveals an excellent vocabulary knowledge.	
<b>FLUENCY AND PRONUNCIATION</b> Speech clarity; speech rate; pronunciation	<b>1 point</b> Frequent hesitations and major problems with pronunciation cause communication breakdown.	<b>2 points</b> Speaks with hesitation, problems with pronunciation do not prevent communication.	<b>3 points</b> Speaks clearly without hesitation and pronunciation sounds natural.	
<b>Total Score</b>				___/15
<b>Percentage</b> ★				___%

<b>Comments:</b> _____ _____	<b>Qualitative Assessment</b> ★ _____
------------------------------------	--



score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
%	7	13	20	27	33	40	47	53	60	67	73	80	87	93	100
Qualitative Assessment	Poor		Unsatisfactory					Satisfactory			Good		Very good		









# SPEAKING RUBRIC

TOPIC: My City	ASSESSMENT SCALES	LEVEL: 1
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

Rubrics\_Speaking\_ A1\_ my city \_ex1

## Global Achievement Scale

<p><b>Responds appropriately and uses the vocabulary required to deal with all the tasks. Interacts easily and clearly. Clear sounds both on individual and word level without notable hesitations.</b></p>	<p><b>MARK:</b> <b>16-20</b></p>	<p><b>WELL-DONE</b></p>	
<p><b>Generally responds at a word or phrase level and produces longer utterances. Interacts satisfactorily, answering questions. Generally intelligible although some sounds may be unclear.</b></p>	<p><b>MARK:</b> <b>11-15</b></p>	<p><b>GOOD JOB</b></p>	
<p><b>Uses simple and reduced vocabulary according to the topic. Produces few basic grammatical structures. Frequent support may be required Sometimes intelligible.</b></p>	<p><b>MARK:</b> <b>6-10</b></p>	<p><b>YOU COULD DO BETTER</b></p>	
<p><b>Uses a very narrow range of vocabulary. Frequent hesitation and inability to link ideas causes great strain on the listener. Has difficulty producing a speech.</b></p>	<p><b>MARK:</b> <b>1-5</b></p>	<p><b>TRY HARDER NEXT TIME</b></p>	



# SPEAKING RUBRIC



<b>TOPIC:</b> Clothes	<b>EXAM:</b> Summer Clothes – Find the differences	<b>LEVEL:</b> A1
-----------------------	--	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber</sup>: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

LEVELS OF ACHIEVEMENT						SCORE
CRITERIA	EXCELLENT (5)	GOOD (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)	
<b>CONTENT</b>	<b>10-9 points</b> Identifies and explains 9 or 10 differences.	<b>8-7 points</b> Identifies and explains 7 or 8 differences.	<b>6-5 points</b> Identifies and explains 5 or 6 differences.	<b>4-3 points</b> Identifies and explains 3 or 4 differences.	<b>2-1 points</b> Identifies and explains 1 or 2 differences.	
<b>VOCABULARY</b>	<b>10-9 points</b> Reveals an excellent vocabulary knowledge.	<b>8-7 points</b> Reveals a good vocabulary knowledge.	<b>6-5 points</b> Reveals a satisfactory vocabulary knowledge.	<b>4-3 points</b> Reveals a lack of vocabulary knowledge.	<b>2-1 points</b> Reveals a strong lack of vocabulary knowledge.	
<b>LANGUAGE USAGE (grammar and syntax)</b>	<b>10-9 points</b> Uses very good sentence structure/syntax.	<b>8-7 points</b> Uses good sentence structure/syntax.	<b>6-5 points</b> Uses satisfactory sentence structure/syntax.	<b>4-3 points</b> Uses incorrect sentence structure/syntax.	<b>2-1 points</b> Poor sentence structure/syntax.	
<b>FLUENCY</b>	<b>10-9 points</b> Produces a very good speech at an appropriate pace. No hesitations.	<b>8-7 points</b> Produces a good speech at an appropriate pace. Limited hesitations.	<b>6-5 points</b> Produces a satisfactory speech with pauses and hesitations.	<b>4-3 points</b> Reveals difficulties in producing a speech: repetitive pauses, hesitations and slow pace.	<b>2-1 points</b> Reveals strong difficulties in producing a speech: constant pauses, hesitations and very slow pace.	
<b>PRONUNCIATION</b>	<b>10-9 points</b> Speaks clearly and makes no mistake on the pronunciation of the words.	<b>8-7 points</b> Speaks clearly almost all of the time and makes occasional mistakes on the pronunciation of the words.	<b>6-5 points</b> The clarity of speech is sufficient and several words are pronounced incorrectly.	<b>4-3 points</b> Not very clear. Often whispers and pronounces words incorrectly.	<b>2-1 points</b> Unclear speech. Whispers and bad pronunciation.	
<b>Total score</b>						<b>__/50</b>
<b>Percentage (Total score x2)</b>						<b>%</b>

<b>Comments:</b> _____ _____	<b>Qualitative Assessment</b> _____
------------------------------------	--

Level	Qualitative assessment	Percentage
5	Excellent	90% – 100%
4	Good	70 % – 89%
3	Satisfactory	50 % – 69%
2	Unsatisfactory	20 % – 49%
1	Poor	0 % – 10%



# SPEAKING RUBRIC



<b>TOPIC:</b> Numbers and Colors	<b>EXAM:</b> color+object	<b>LEVEL:</b> A1
----------------------------------	---------------------------	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber</sup>: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

	<b>CONTENT</b>  Focus on topic and tell details related to the Picture  1-5	<b>GRAMMAR</b>  Uses complete sentences with right word order  1-5	<b>VOCABULARY</b>  Uses specific words related to the topic  1-5	<b>FLUENCY</b>  speaks clearly and distinctly  1-5	<b>PRONUNCIATION</b>  Pronounce the words accurately  1-5	<b>S C O R E</b>
<b>St A</b>	3	3	4	4	3	17
<b>St B</b>						
<b>St C</b>						

<b>Score</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100			
	Poor				Unsatisfactory								Satisfactory				Very good				Excellent							
<b>Percentage %</b>																												
<b>Qualitative Assessment</b>																												









# SPEAKING RUBRIC



<b>TOPIC:</b> Introducing	<b>EXAM:</b> Question and answer	<b>LEVEL:</b> A1
---------------------------	----------------------------------	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber</sup>: \_\_\_\_ Grade/Class: \_\_\_\_\_

<b>5-4 points:</b> Mostly successful	The student successfully fulfills the expectations for this part of the task, with occasional errors and hesitancy.
<b>3-2 points:</b> Partially successful	The student needs some work to fulfill the expectations for this part of the task but shows some effort.
<b>1 point</b> : Not successful	The student does not fulfill the expectations for this part of the task.

CITERIA	CAN DO BETTER 	DEVELOPING 	EXCELLENT 	SCORE
	1-2 pt	3-4 pts	5-6 pts	
 <b>FLUENCY AND PRONUNCIATION:</b> speech clarity; speech rate; pronunciation				
 <b>TASK COMPLETION</b> Answering the questions correctly				
 <b>ACCURACY</b> Using correct grammar and vocabulary				
<b>TOTAL SCORE</b>	18 pts			
<b>PERCENTAGE</b>				












# SPEAKING RUBRIC



<b>TOPIC:</b> Body	<b>EXAM:</b> Look and Tell	<b>LEVEL:</b> A1
--------------------	----------------------------	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber</sup>: \_\_\_\_ Grade/Class: \_\_\_\_\_

SKILLS	Proficient  3	Developing  2	Needs Improvement  1	Score
<b>Stays on topic</b> 				
<b>Uses correct words</b> 				
<b>Makes a full sentence</b> 				
<b>Uses loud and clear voice</b> 				
<b>Makes eye contact with the listener</b> 				
<b>Speaks clearly and distinctly</b> 				

<b>Comments:</b>	<b>Total Score</b>	___/18
	<b>Percentage</b>	___%
	<b>Qualitative Assessment</b>	

18=100% / 17=94% / 16=88% / 15=83% / 14=77% / 13=72% / 12=66% / 11=61% / 10 =55% / 9=50% / 8=44% / 7=38% / 6=33%

very good= 83%-100%  
good=61%-77%  
needs development=33%-55%



# SPEAKING RUBRIC



<u>TOPIC</u> : Body	<u>EXAM</u> : this is my ...	<u>LEVEL</u> : A1
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

Add the points:  $3+3+4+4+3= 17$      $17 \times 4 = 68 \%$     **BAND: 3** (from 50 % – 69%)

Band	Qualitative assessment	Percentage
Band 5	Excellent □ □	90% – 100%
Band 4	Very Good □	70 % – 89%
Band 3	Satisfactory □	50 % – 69%
Band 2	Unsatisfactory ☹ □	20 % – 49%
Band 1	Poor ☹ □	0 % – 19%

	CONTENT (1-5)	USE OF LANGUAGE (1-5)	VOCABULARY (1-5)	FLUENCY (1-5)	PRONUNCIATION (1-5)	Total	Band	Qualitative Assessment
St A	3	3	4	4	3	17	3	Satisfactory
St B								
St C								



# SPEAKING RUBRIC



<b>TOPIC:</b> Numbers/Colors	<b>EXAM:</b> Likes and dislikes	<b>LEVEL:</b> A1
Name: _____ Surname: _____ N <sup>ber</sup> : _____		
Grade/Class: _____		

<b>This rubric shows that the student:</b>			
	<b>3</b>	<b>2</b>	<b>1</b>
<b>1. understood the task and followed directions</b>			
<b>2. recognized the colors correctly</b>			
<b>3. recognized the numbers correctly</b>			
<b>4. used correct sentence structure/syntax ( I like / I don't like)</b>			
<b>5. spoke at an appropriate pace</b>			
<b>6. spoke clearly and pronounced the words correctly</b>			
<b>7. provided relevant information</b>			
<b>Comments:</b>	<b>Total Points</b> _____ / 21		

<b>1 - 3</b>	<b>4 - 9</b>	<b>10 - 13</b>	<b>14 - 17</b>	<b>18 - 21</b>
<b>Poor</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very good</b>



# SPEAKING RUBRIC






<u>TOPIC:</u> Weather	<u>EXAM:</u> 1	<u>LEVEL:</u> A1
-----------------------	----------------	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber</sup>: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

## ASSESSMENT SCALES

## Global Achievement

MARKING	CRITERIA	COMMENTS
	Student produces 2 correct answers – no hesitation- clear sounds – generally correct vocabulary/grammar	CONGRATULATIONS
	Student produces at least one correct answer- some hesitation- generally correct vocabulary/grammar	VERY GOOD
	Cannot produce a correct answer- almost unintelligible	WHY?

### EXAMINER'S COMMENTS:





# SPEAKING RUBRIC



<b>TOPIC:</b> Weather	<b>EXAM:</b> Weather conditions-symbols	<b>LEVEL:</b> A1
-----------------------	---	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber</sup>: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

ASSESSMENT				
1	2	3	4	5
<b>Poor</b> 	<b>Unsatisfactory</b> 	<b>Satisfactory</b> 	<b>Very Good</b> 	<b>Excellent</b> 

CRITERIA	STUDENT'S NAME
<b>CONTENT</b> Production of a clear and effective speech by providing relevant information (1-5)	_____
<b>LANGUAGE ( VOCABULARY &amp; GRAMMAR)</b> Use of specific vocabulary and grammatical structures (1-5)	_____
<b>INTERACTION</b> Ease and clarity in interaction (1-5)	_____
<b>FLUENCY</b> Production of an intelligible speech at an appropriate rate and clear sounds (1-5)	_____
<b>TOTAL SCORE</b>	_____ / 20

1 - 3	4 - 9	10 - 13	14 - 17	18 - 20
5-15% Poor	20-45% Unsatisfactory	50-65% Satisfactory	70-85% Very Good	90-100% Excellent

### EXAMINER'S COMMENTS

<b>Content:</b> <b>Language:</b> <b>Interaction:</b> <b>Fluency:</b>
---

**A2**



# SPEAKING RUBRIC



<b>TOPIC:</b> Feelings	<b>EXAM:</b> "Feelings_A2_Speaking3"	<b>LEVEL:</b> A2
<b>Name:</b> _____ <b>Surname:</b> _____ <b>-N<sup>ber</sup>:</b> _____ <b>Grade/Class:</b> ____		

CATEGORY	DESCRIPTION	1	2	3	4	5
<b>FLUENCY</b>	Suitable speed, pauses and discourse strategies. How positively the student contributes to the conversation?					
<b>COMMUNICATIVE ABILITY</b>	Includes the length of utterances, flexibility to speaker and complexity of responses.					
<b>ACCURACY/ GRAMMAR</b>	How accurate and appropriate was the student's grammar, verbs, sentence structure and functional phrases.					
<b>VOCABULARY</b>	If the student uses a wide variety of words and phrases or uses right choice of word.					
<b>PRONUNCIATION</b>	Effort made to use correct intonation, stress, and individual sounds.					
<b>CONTENT</b>	Topic elaboration, organization, coherence and cohesion, suitable linkers and connectors are present.					

SCORE	Qualitative Assessment	Percentage
26-30	Excellent	90% – 100%
21-25	Good	70 % – 89%
16-20	Satisfactory	50 % – 69%
11-15	Unsatisfactory	20 % – 49%
1-10	Poor	0 % – 10%



# SPEAKING RUBRIC



<b>TOPIC:</b> Feelings	<b>EXAM:</b> "Feelings_A2_Speaking5"	<b>LEVEL:</b> A2
------------------------	--------------------------------------	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber.</sup>: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

CRITERIA					
POINTS	PRODUCTION		RECEPTION	NON-LINGUISTIC COMPETENCIES	ATTITUDE
	Language	Pronunciation			
4	Produces language correctly or with few mistakes using the appropriate language structures	Uses the pronunciation worked in class	Can understand everything	Is confident and uses non-linguistic competencies to help communication	Has obviously prepared activity and makes an effort to have a good result
3	Produces language with several mistakes although it is comprehensible	Tries to use the correct pronunciation but makes several mistakes	Needs a little bit of help	Uses non-linguistic competencies to help communication more than linguistic competencies	Has prepared the activity well enough to have a pretty nice result
2	Only uses single words and sometimes with mistakes	Pronounces the words as they are written	Needs lots of help	Relies on non-linguistic competencies to communicate	Has worked only a little bit before but not enough for a good result
1	Doesn't try to speak or speech is incomprehensible	Doesn't try to speak or speech is incomprehensible	Doesn't understand anything	Isn't able to communicate even with non-linguistic strategies	Has not prepared the activity at all and doesn't care about the results

<b>Comments:</b> _____ _____ _____	<b>Qualitative Assessment</b>  _____
---	--

Level	Qualitative assessment	Percentage
4	Excellent	90% – 100%
3	Good	70 % – 89%
2	Satisfactory	50 % – 69%
1	Unsatisfactory	20 % – 49%
0	Poor	0 % – 10%



# SPEAKING RUBRIC



<b>TOPIC:</b> Seasons	<b>EXAM:</b> Are they sun smart?	<b>LEVEL:</b> A2
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

## LEVELS OF ACHIEVEMENT

CRITERIA	EXCELLENT (5)	GOOD (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)	<b>score</b>
<b>VOCABULARY</b> (use of specific vocabulary)						
<b>LANGUAGE USAGE</b> (use of grammatical structures and syntax)						
<b>INTERACTION</b> (ease and clarity in interaction)						
<b>FLUENCY</b> (production of a good speech at an appropriate rate)						
<b>PRONUNCIATION</b> (ability to speak clearly and distinctly)						
<b>Total score</b>						__/25
<b>Percentage</b> <i>(Total score x2)</i>						%

<b>Comments:</b> _____ _____ _____	<b>Qualitative Assessment</b> ★ _____
---	--

Level	Qualitative assessment	Percentage
5	Excellent	90% – 100%
4	Good	70 % – 89%
3	Satisfactory	50 % – 69%
2	Unsatisfactory	20 % – 49%
1	Poor	0 % – 10%



# SPEAKING RUBRIC



<b>TOPIC:</b> My City	<b>EXAM:</b> Speaking ex. 4	<b>LEVEL:</b> A2
<b>Name:</b> _____ <b>Surname:</b> _____ <b>N<sup>ber</sup>:</b> _____ <b>Grade/Class:</b> _____		

CRITERIA				
MARKS				
	Vocabulary -Grammar	Pronunciation	Support/Prompt	Interaction
4	Produces language correctly or with few mistakes using the appropriate language structures.	Uses correct pronunciation.	Can understand everything.	Confident and uses non-linguistic competencies to help communication.
3	Produces language with several mistakes although it is comprehensible.	Tries to use the correct pronunciation but makes several mistakes.	Needs some help.	Uses non-linguistic competencies to help communication more than linguistic competencies.
2	Only uses single words and sometimes with mistakes.	Pronounces the words as they are written.	Needs considerable help.	Relies on non-linguistic competencies to communicate.
1	Cannot produce a sentence, speech is incomprehensible.	Cannot produce clear sounds.	Cannot respond despite being given considerable support.	Cannot communicate even with non-linguistic strategies.





Level	Qualitative assessment	Percentage
A	Excellent (13- 16)	82% – 100%
B	Good (10-12)	63% – 81%
C	Satisfactory (7-9)	44 % – 62%
D	Needs improvement (4-6)	20 % – 43%



# SPEAKING RUBRIC

<b>TOPIC:</b> Introducing	<b>EXAM:</b> Introduce yourself	<b>LEVEL:</b> A2
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		




<b>-4 points:</b> Mostly successful	The student successfully fulfills the expectations for this part of the task, with occasional errors and hesitancy.
<b>-2 points:</b> Partially successful	The student needs some work to fulfill the expectations for this part of the task but shows some effort.
<b>point</b> : Not successful	The student does not fulfill the expectations for this part of the task.

CRITERIA	STUDENT'S NAME:										
 <b>FLUENCY</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> </table>	1		2		3		4		5	
1											
2											
3											
4											
5											
 <b>PRONUNCIATION</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> </table>	1		2		3		4		5	
1											
2											
3											
4											
5											
 <b>TASK COMPLETION</b> Answering the questions correctly	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> </table>	1		2		3		4		5	
1											
2											
3											
4											
5											
<b>ACCURACY</b>  Using correct grammar and vocabulary	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> </table>	1		2		3		4		5	
1											
2											
3											
4											
5											
<b>TOTAL SCORE</b>	20 pts										
<b>PERCENTAGE</b>											



## SPEAKING RUBRIC

<b>TOPIC:</b> My day	<b>EXAM:</b> Speaking 8	<b>LEVEL:</b> A2
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

	<b>Advanced(8-10)</b>	<b>Proficient (5-7)</b>	<b>Developing (1-4)</b>
			
Vocabulary	The student uses specific vocabulary.	The student uses simple vocabulary.	The student uses a narrow range of vocabulary.
Pronunciation	The student is able to speak clearly.	The student is able to pronounce correctly some words.	The student is not able to speak clearly.
Interaction	The student is able to interact with their partner correctly.	The student interacts with their partner with some difficulties.	The student is not able to interact with their partner.
Fluency	The student is able to speak at a good pace.	The student is able to speak with some difficulties.	The student is not able to speak easily.

<b>score</b>	1	2	3	4	5	6	7	8	9	10
<b>%</b>	10	20	30	40	50	60	70	80	90	100
<b>Qualitative Assessment</b>	<b>Developing</b>				<b>Proficient</b>			<b>Advanced</b>		





# SPEAKING RUBRIC



<b>TOPIC:</b> Numbers/Colors	<b>EXAM:</b> Color+object	<b>LEVEL:</b> A2
------------------------------	---------------------------	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber</sup>: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

• **Pronunciation and Clarity**

1. The student is able to produce easy to understand speech	1	2	3	4	5
2. The student is able to speak clearly about the task	1	2	3	4	5
3. The student is not worried or anxious while speaking	1	2	3	4	5

• **Fluency**

1. The student is able to express himself freely and without fear.	1	2	3	4	5
2. The student is able to phrase his response in a good manner.	1	2	3	4	5
3. The student is not pausing or hesitant in his response.	1	2	3	4	5
4. The student is using accurate language when speaking.	1	2	3	4	5

• **Grammar and Vocabulary**

1. The student is able to use correct grammar structure.	1	2	3	4	5
2. The student is able to use the vocabulary he has learned recently.	1	2	3	4	5
3. The student is providing information related to pictures.	1	2	3	4	5

**P.S:** This rubric is a 50-point total rubric and teachers can adapt it for different rating marking and grading systems.



# SPEAKING RUBRIC



<b>TOPIC:</b> Nature	<b>EXAM:</b> "Nature_A2_Speaking5"	<b>LEVEL:</b> A2
----------------------	------------------------------------	------------------

Name: \_\_\_\_\_ Surname: \_\_\_\_\_ N<sup>ber</sup>: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

- Assign the points according to the descriptors for each criteria.
- Add the points to obtain the total score.
- Convert the score to a percentage and qualitative assessment.

CRITERIA	LEVELS OF ACHIEVEMENT			SCORE
	NEEDS IMPROVEMENT	DEVELOPING	PROFICIENT	
<b>SPEAKING</b> Giving clear instructions	<b>1 STAR</b> No instructions provided.	<b>2 STARS</b> Gives 1 or 2 instructions.	<b>3 STARS</b> Gives 3 or 4 instructions.	
<b>LISTENING COMPREHENSION</b> Responding to instructions (Miming)	<b>1 STAR</b> No responds to instructions.	<b>2 STARS</b> Responds to 1 or 2 instructions.	<b>3 STARS</b> Responds to 3 or 4 instructions.	
<b>PREPAREDNESS</b> Having confidence while speaking	<b>1 STAR</b> Preparation is evident. Information is presented in logical sequence.	<b>2 STARS</b> Preparation may not be evident. The student jump from one thing to another.	<b>3 STARS</b> Preparation is not evident. Unnecessary pauses and delay.	
<b>FLUENCY AND PRONUNCIATION</b> Speech clarity; speech rate; pronunciation	<b>1 STAR</b> Frequent hesitations and major problems with pronunciation cause communication breakdown.	<b>2 STARS</b> Speaks with hesitation, problems with pronunciation do not prevent communication.	<b>3 STARS</b> Speaks clearly without hesitation and pronunciation sounds natural.	
			<b>Total Score</b>	___/12
			<b>Percentage *</b>	___%

<b>Comments:</b> _____ _____	<b>Qualitative Assessment *</b> _____
------------------------------------	--






<b>score</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>%</b>	8	16	25	33	41	50	58	66	75	83	92	100
<b>Qualitative Assessment</b>	Poor		Unsatisfactory		Satisfactory			Good		Very good		



# SPEAKING RUBRIC



<b>TOPIC:</b> Transport	<b>EXAM:</b> "Transport_A2_Speaking3"	<b>LEVEL:</b> A2
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

 <b>Excellent to Very Good</b> <b>100-90</b>	<ul style="list-style-type: none"> <li>• Excellent use of English.</li> <li>• Quite clear oral production.</li> <li>• Experiences little or no difficulty in understanding.</li> <li>• Almost no errors of phonology and grammar.</li> </ul>
 <b>Very Good 89-80</b>	<ul style="list-style-type: none"> <li>• Satisfactory verbal communication.</li> <li>• Limited number of errors of grammar or pronunciation.</li> <li>• Occasional self- corrections. Little difficulty in understanding.</li> </ul>
 <b>Good 79-70</b>	<ul style="list-style-type: none"> <li>• Verbal communication usually fairly satisfactory.</li> <li>• Repetition and rephrasing sometimes necessary.</li> <li>• Experiences some difficulties in communicating.</li> <li>• Some errors of phonology and grammar.</li> </ul>
 <b>Fair 69-60</b>	<ul style="list-style-type: none"> <li>• Understanding very limited, although communication on everyday topics is possible.</li> <li>• Many errors of phonology and grammar.</li> </ul>
 <b>Unsatisfactory 59 or fewer</b>	<ul style="list-style-type: none"> <li>• Extreme difficulty in communication.</li> <li>• Failure to understand adequately and to make him/herself understood.</li> </ul>

<b>Comments:</b> _____ _____ _____	<b>Qualitative Assessment</b> ★ _____ _____
---	---

Level	Qualitative Assessment	Percentage
5	Excellent	90% – 100%
4	Very Good	80 % – 89%
3	Good	70 % – 79%
2	Fair	60 % – 69%
1	Unsatisfactory	0 % – 59%



# SPEAKING RUBRIC



<b>TOPIC:</b> Numbers/Colors	<b>EXAM:</b> numbers, colors	<b>LEVEL:</b> A2
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

SCALE	PROFICIENCY	CATEGORY	DESCRIPTION OF CRITERIA
0	10-39 %	Very Poor	<b>Pronunciation:</b> Many wrong pronunciations. <b>Grammar:</b> No mastery of sentence construction. <b>Vocabulary:</b> Little knowledge of English words. <b>Fluency:</b> Dominated by hesitation. <b>Interaction:</b> Reveals strong difficulties in interacting: difficulties in asking questions and answering.
1	40 -50%	Poor	<b>Pronunciation:</b> Frequent incorrect pronunciation. <b>Grammar:</b> Major problems in the structure. <b>Vocabulary:</b> Frequent errors of word choice. <b>Fluency:</b> Frequent hesitation. <b>Interaction:</b> Reveals difficulties in interacting: difficulties in understanding the questions and answering.
2	60-70%	Average	<b>Pronunciation:</b> Occasional errors in pronunciation. <b>Grammar:</b> Several errors in structure. <b>Vocabulary:</b> Occasional mistakes in word choice. <b>Fluency:</b> Occasional hesitation. <b>Interaction:</b> Interacts but needs some support to answer.
3	75-80%	Good	<b>Pronunciation:</b> Some errors in pronunciation. <b>Grammar:</b> Minor problems in structure. <b>Vocabulary:</b> Minor errors in word choice. <b>Fluency:</b> Minor hesitation. <b>Interaction:</b> Interacts easily, answering most of the questions without help.
4	85-100%	Very Good	<b>Pronunciation:</b> No errors in pronunciation. <b>Grammar:</b> Demonstrates mastery of sentence construction. <b>Vocabulary:</b> Effective/appropriate word choice. <b>Fluency:</b> No hesitation. <b>Interaction:</b> Interacts easily and clearly, answering all the questions.



# SPEAKING RUBRIC



<b>TOPIC:</b> Seasons	<b>EXAM:</b> At the beach-Find the differences	<b>LEVEL:</b> A2
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

LEVELS OF ACHIEVEMENT						SCORE
CRITERIA	EXCELLENT (5)	GOOD (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)	
CONTENT	<b>10-9 points</b> Identifies and explains 9-10 differences.	<b>8-7 points</b> Identifies and explains 7-8 differences.	<b>6-5 points</b> Identifies and explains 5-6 differences.	<b>4-3 points</b> Identifies and explains 3-4 differences.	<b>2-1 points</b> Identifies and explains 1-2 differences.	
VOCABULARY	<b>10-9 points</b> Reveals an excellent vocabulary knowledge.	<b>8-7 points</b> Reveals a good vocabulary knowledge.	<b>6-5 points</b> Reveals a satisfactory vocabulary knowledge.	<b>4-3 points</b> Reveals a lack of vocabulary knowledge.	<b>2-1 points</b> Reveals a strong lack of vocabulary knowledge.	
LANGUAGE USAGE (grammar and syntax)	<b>10-9 points</b> Uses very good sentence structure/syntax.	<b>8-7 points</b> Uses good sentence structure/syntax.	<b>6-5 points</b> Uses satisfactory sentence structure/syntax.	<b>4-3 points</b> Uses incorrect sentence structure/syntax.	<b>2-1 points</b> Poor sentence structure/syntax.	
FLUENCY	<b>10-9 points</b> Produces a very good speech at an appropriate pace. No hesitations.	<b>8-7 points</b> Produces a good speech at an appropriate pace. Limited hesitations.	<b>6-5 points</b> Produces a satisfactory speech with pauses and hesitations.	<b>4-3 points</b> Reveals difficulties in producing a speech: repetitive pauses, hesitations and slow pace.	<b>2-1 points</b> Reveals strong difficulties in producing a speech: constant pauses, hesitations and very slow pace.	
PRONUNCIATION	<b>10-9 points</b> Speaks clearly and makes no mistake on the pronunciation of the words.	<b>8-7 points</b> Speaks clearly almost all of the time and makes occasional mistakes on the pronunciation of the words.	<b>6-5 points</b> The clarity of speech is sufficient and several words are pronounced incorrectly.	<b>4-3 points</b> Not very clear. Often whispers and pronounces words incorrectly.	<b>2-1 points</b> Unclear speech. Whispers and bad pronunciation.	
<b>Comments</b> _____ _____ _____				<b>Qualitative Assessment</b> ★ _____	<b>Total score</b> _____/50	<b>Percentage</b> (Total score x2) %





Level	Qualitative assessment	Percentage
5	Excellent	90% – 100%
4	Good	70 % – 89%
3	Satisfactory	50 % – 69%
2	Unsatisfactory	20 % – 49%
1	Poor	0 % – 10%



# SPEAKING RUBRIC



<b>TOPIC:</b> Countries	<b>EXAM:</b> Nationalities with short answers	<b>LEVEL:</b> A2
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

	LEVELS OF PERFORMANCE			
	POOR 	FAIR 	GOOD 	VERY GOOD 
<b>CONTENT</b> (presents complete information; information is clear and accurate)	1	2	3	4
<b>VOCABULARY</b> (uses specific vocabulary)	1	2	3	4
<b>LANGUAGE USAGE</b> (uses good sentence structure / syntax)	1	2	3	4
<b>CONVENTION</b> (uses accurate punctuation and capitalization)	0	1	1	2



score	1	2	3	4	5	6	7	8	9	10	11	12	13	14
%	7	14	21	29	36	43	50	57	64	71	79	86	93	100
Qualitative Assessment	Poor		Unsatisfactory			Satisfactory			Good			Very good		

STUDENTS	GRADING						
	CONTENT	VOCABULARY	LANGUAGE USAGE	CONVENTION	TOTAL	%	QUALITATIVE ASSESSMENT
	1 – 4 points	1 – 4 points	1 – 4 points	0 – 2 points	14 points	%	
A							
B							
C							
D							
E							



# SPEAKING RUBRIC



<b>TOPIC:</b> Countries	<b>EXAM:</b> Countries and Nationalities	<b>LEVEL:</b> A2
Name: _____ Surname: _____ N <sup>ber</sup> : _____ Grade/Class: _____		

- Write the level of proficiency for each student, according to the defined criteria.
- Add the points to obtain the total score.
- Convert the score to a percentage and qualitative assessment.

<b>1</b>	<b>2</b>	<b>3</b>
<b>NEEDS IMPROVEMENT</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>





CRITERIA	_____	_____
<b>QUESTIONS (Q)</b> Asks questions using the language chunk: <b>What country is he from?</b>	Q 1 2 3 4 5 6	Q 1 2 3 4 5 6
	V/X	V/X
	____/3	____/3
<b>ANSWERS (A)</b> Answers the questions using the language chunks: <b>He is British, he is from England.</b>	Q 1 2 3 4 5 6	Q 1 2 3 4 5 6
	V/X	V/X
	____/3	____/3
<b>FLUENCY AND PRONUNCIATION:</b> speech clarity; speech rate; pronunciation	____/3	____/3
	<b>TOTAL SCORE</b>	
	____/9	____/9
	<b>PERCENTAGE</b> ★	____%
	____%	____%
	<b>QUALITATIVE ASSESSMENT</b> ★	_____
	_____	_____

<b>score</b>	1	2	3	4	5	6	7	8	9
<b>%</b>	11	22	33	44	56	67	78	89	100
<b>Qualitative Assessment</b>	Poor	Unsatisfactory			Satisfactory		Good		Very good



## SPEAKING RUBRIC

<b>TOPIC:</b> Family	<b>EXAM:</b> Speaking ex. 5	<b>LEVEL:</b> A2
<b>Name:</b> _____ <b>Surname:</b> _____ <b>N<sup>ber</sup>:</b> _____ <b>Grade/Class:</b> _____		

TRAITS	PERCENTAGE	ADVANCED	PROFICIENT	DEVELOPING	NOT ACQUIRED
					
Vocabulary Use of specific vocabulary	30%				
Communicative effectiveness Clarity of speech and transmission of information	30%				
Fluency Ability to speak easily, well and at an appropriate pace	20%				
Interaction Ability to communicate and interact to others	10%				
Pronunciation Ability to speak clearly and distinctly	10%				
<b>TOTAL</b>	1-100%				

score	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100
Qualitative Assessment	Not acquired			Developing			Proficient		Advanced	