2015-2016
Chinese (2013 Massachusetts DOE Selected DDM)
Presentational Speaking Rubric **LEVEL 2**
Target: Novice High

Student Name_____
Date _____
Class/section _____

	Intermediate Low **4**	**Novice High** **3**	**Novice Mid** **2.5**	**Novice Mid** **2**	**Novice Low** **1**
Pronunciation	Good approximation of native speaker standards. May make errors in pronunciation when using novel ideas. Can pronounce in isolation most sounds unique to the language.	Good approximation of native speaker standards. Little interference from English &/or other languages. Pronunciation does not interfere with communication. Produces beginning/ending sounds accurately,	Fair to some approximation of native speaker standards. Some interference from English &/or other languages. Pronunciation occasionally interferes with communication. Produces most vowel/consonant sounds with few errors.	Little to some approximation of native standards. Some interference from English &/or other languages. Pronunciation occasionally interferes with communication. Pronunciation sounds closer to English than TL.	Incomprehensible to listener. Attempts to approximate native standards are non-existent. Mispronunciation dominates. Sounds like English.
Grammatical Structure	Student demonstrates appropriate control of language structure with few errors. Can use strings of simple sentences and words/phrases to create original sentences. May self-correct.	Use of grammatical structures is appropriate to the task most of the time. Errors do not interfere with comprehensibility. Can use short, simple sentences and phrases. Can combine to make original sentences.	Use of grammatical structures is appropriate some of the time. Errors occasionally interfere with comprehensibility. Can use formulaic sentences.	Use of grammatical structures is appropriate some of the time. Errors occasionally interfere with comprehensibility. Can use formulaic sentences.	Student rarely shows control of grammatical structures. Does not use grammar appropriate to the task. Frequent errors impede comprehensibility.
Vocabulary	Student's vocabulary use is broad and not repetitious.	Limited to familiar words and phrases for familiar tasks. Can elaborate a little with some details. Few English/Chinese.	Limited vocabulary that provides basic information with some details. Adequate to complete the task. Some English/Chinese.	Limited vocabulary that provides basic information with some details. Adequate to complete the task. Frequent English/Chinese.	Limited to simple words and phrases, repetitions, isolated words. May be incomprehensible to listener. English/Chinese dominate.
Comprehensibility	Student can be understood. Student speaks with ease and has few pauses. Pronunciation facilitates communication. Errors may sometimes prevent communication and comprehensibility.	Student can be mostly understood w/some hesitation but continues and completes thought. Errors do not interfere with communication and comprehensibility.	Student can be understood with some effort. Some incomplete thoughts. Errors occasionally interfere with communication / comprehensibility	Student can be understood with some effort. Some incomplete thoughts. Errors occasionally interfere with communication / comprehensibility	Student can be understood with great effort or not at all. Long pauses, incomplete thoughts. Errors frequently interfere with communication / comprehensibility
Fluency	Student speaks with some pauses and repetition. Errors do not prevent communication.	Student speaks with some hesitation but continues and completes thoughts. Errors sometimes impede comprehensibility. Intonation, inflection and expression are good.	Student has frequent pauses and stumbles occasionally. Intonation, inflection, expression are awkward but do not impede comprehensibility.	Student has frequent pauses and stumbles occasionally. Frequent errors in intonation, inflection, expression	Student has frequent pauses in order to communicate idea. Lack of intonation, inflection and expression.

Level _____

Comments:

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