2015-2016
Mandarin Chinese
(2013 Massachusetts DOE Selected DDM)
Presentational Speaking Rubric **LEVEL 4**

Student Name_____
Date _____
Class/section _____

	ADVANCED LOW 7	INTERMEDIATE HIGH 6	INTERMEDIATE MID 5	INTERMEDIATE LOW 4	NOVICE HIGH 3
Pronunciation	Pronunciation does not interfere with communication or comprehensibility	Pronunciation does not interfere with communication or comprehensibility.	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. 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.
Grammatical Structure	Can speak with very few errors in grammar, word order and word choice. Errors do not interfere with communication and comprehensibility.	Can speak in strings of sentences and some paragraphs to describe, narrate or explain. Can use connector words. Makes no or almost no errors in basic structures. Shows emerging control of verb tenses and advanced structures.	Student demonstrates consistent control of language structure. Self-correction evident. Can use strings of sentences to describe or explain. Can use connector words to connect simple sentences. May be starting to try complex original sentences.	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.	Student demonstrates some control of language structure with some errors. Can use short, simple sentences and phrases. Can combine to make original sentences.
Vocabulary	Can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. Can use culturally appropriate idiomatic expressions.	Consistently uses extensive vocabulary to complete the task.	Student uses extensive vocabulary for the task with some specialized vocabulary and limited idiomatic expressions. Can expand vocabulary within a topic.	Student's vocabulary use is broad and not repetitious.	Student's vocabulary is somewhat limited and repetitive to words and phrases for familiar tasks. Can elaborate a little with some details. Few English Chinese.
Comprehensibility	Can be understood by native speakers.	Can be fairly easily understood by both teacher and someone unaccustomed to a language learner.	Student can be easily understood. Pronunciation facilitates communication. Errors do not prevent communication and comprehensibility.	Student can be understood. Student speaks with ease and has few pauses. Pronunciation facilitates communication. Errors may sometimes prevent communication and comprehensibility.	Student has some hesitation, but continues and completes thoughts. Errors do not interfere with communication and comprehensibility.
Fluency	Cans speak with ease and very few errors.	Can speak with relative ease on familiar topics, haltingly on unfamiliar topics. Can express longer streams of thought.	Student speaks with some pauses and repetition. Errors do not prevent communication. May attempt more complex structures.	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 communication. Intonation, inflection and expression is good.

Level _____

Comments:

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