Level 1 Presentational Speaking

Novice Mid

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I discuss each part of the task using highly practiced language. My responses are usually limited to a few words or a memorized answer, but are mostly adequate to convey my intent. | I attempt to discuss each part of the task using highly practiced language. My responses are limited to isolated words or a memorized answer, and my lack of language sometimes interferes with my intent. | I discuss some parts of the task using only the most basic vocabulary. My responses are limited to isolated words, and my lack of language often interferes with my intent. | I achieve minimal completion of the task. My responses, when given, tend to be in my first language. |
| **How well do I use the target structures?** | I correctly use a moderate number of high-frequency words and target structures from the current unit. My vocabulary demonstrates the developing ability to use memorized structures to relate familiar topics. | I include a few high-frequency words and target structures correctly and appropriately from the current unit. I make use of a few memorized vocabulary words and phrases to convey meaning. | I use very limited high-frequency words and target structures from the current unit. I repeatedly use a select few memorized phrases to relate a familiar topic. | I have little or no evidence of high-frequency words and target structures present or used correctly. I only use basic vocabulary, or my language sample may be too limited for evaluation. |
| **How well am I understood?** | Although errors in flow, pronunciation, and grammar make my speech difficult for a native speaker to understand, I can correctly produce enough memorized language to be understood by a world language instructor with moderate or minimal effort. | Though my speech contains many errors, I make use of enough memorized language to be understood by a world language instructor with considerable effort. | Due to numerous errors, my speech is difficult to understand, even for a world language instructor. | My speech is difficult to understand because my errors are frequent. My language sample may be too limited for evaluation, or I revert to my native language. |
| **How does my speech flow?** | I pause frequently to search for vocabulary. My speech may sound like a script is being read. I repeat myself frequently and may resort to my first language or silence when I am unsure how to respond. | My speech is filled with pauses as I search for vocabulary. My speech is choppy, script-like, and repetitive. I often resort to my first language or silence when I am unsure how to respond. | I cannot engage in true conversational exchange. My speech is disjointed and lacking conversational tone. If given enough time and cues, I can sometimes respond with one-word answers. | I cannot engage in a conversation in the target language. Most of my responses are silence or given in my first language. |
| **What cultural knowledge and understanding do I demonstrate?** | I include a moderate amount of accurate information about the target culture using memorized, culturally appropriate expressions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. | I include somewhat accurate information about the target culture using some memorized, culturally appropriate expressions. I show an emerging understanding of the relationships among products, practices, and perspectives within the presentation. | I include information about the target culture that may be lacking context or contain inaccuracies. I can use a few memorized, culturally appropriate expressions. I show a very simple understanding of the relationships among products, practices, and perspectives within the presentation. | I present very limited information about the target culture or the cultural information I present is not correct. |

Level 2 Presentational Speaking

Novice High

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I complete each part of the task using somewhat varied practiced language. My responses usually consist of short or incomplete sentences, but I am mostly effective in conveying my intent. | I discuss each part of the task using highly practiced language. My responses are usually limited to a few words or a memorized answer, but are mostly adequate to convey my intent. | I attempt to discuss each part of the task using highly practiced language. My responses are limited to isolated words or a memorized answer, and my lack of language sometimes interferes with my intent. | I discuss some parts of the task using only the most basic vocabulary. My responses are limited to isolated words, and my lack of language often interferes with my intent. |
| **How well do I use the target structures?** | I correctly use many high-frequency words and target structures from the current unit. My vocabulary demonstrates the ability to use memorized structures to relate familiar topics. | I correctly use a moderate number of high-frequency words and target structures from the current unit. My vocabulary demonstrates the developing ability to use memorized structures to relate familiar topics. | I include a few high-frequency words and target structures correctly and appropriately from the current unit. I make use of a few memorized vocabulary words and phrases to convey meaning. | I use very limited high-frequency words and target structures from the current unit. I repeatedly use a select few memorized phrases to relate a familiar topic. |
| **How well am I understood?** | Though misunderstandings still arise frequently, I can correctly produce enough memorized language to be understood by native speakers accustomed to working with language learners. | Although errors in flow, pronunciation, and grammar make my speech difficult for a native speaker to understand, I can correctly produce enough memorized language to be understood by a world language instructor with moderate or minimal effort. | Though my speech contains many errors, I make use of enough memorized language to be understood by a world language instructor with considerable effort. | Due to numerous errors, my speech is difficult to understand, even for a world language instructor. |
| **How does my speech flow?** | I am beginning to speak in intelligible sentences, but I cannot yet sustain sentence-level discourse. My speech is hesitant at times and does not always flow naturally. | I pause frequently to search for vocabulary. My speech may sound like a script is being read. I repeat myself frequently and may resort to my first language or silence when I am unsure how to respond. | My speech is filled with pauses as I search for vocabulary. My speech is choppy, script-like, and repetitive. I often resort to my first language or silence when I am unsure how to respond. | I cannot engage in true conversational exchange. My speech is disjointed and lacking conversational tone. If given enough time and cues, I can sometimes respond with one-word answers. |
| **What cultural knowledge and understanding do I demonstrate?** | I include accurate information about the target culture using memorized, culturally appropriate expressions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. | I include a moderate amount of accurate information about the target culture using memorized, culturally appropriate expressions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. | I include somewhat accurate information about the target culture using some memorized, culturally appropriate expressions. I show an emerging understanding of the relationships among products, practices, and perspectives within the presentation. | I include information about the target culture that may be lacking context or contain inaccuracies. I can use a few memorized, culturally appropriate expressions. I show a very simple understanding of the relationships among products, practices, and perspectives within the presentation. |

Level 3 Presentational Speaking

Intermediate Low

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I successfully complete each part of the task with concrete and personal details. I am beginning to create with the language and can consistently respond with short, mostly accurate sentences. My responses are straightforward and effective in conveying my intent. | I complete each part of the task using somewhat varied practiced language. My responses usually consist of short or incomplete sentences, but I am mostly effective in conveying my intent. | I discuss each part of the task using highly practiced language. My responses are usually limited to a few words or a memorized answer, but are mostly adequate to convey my intent. | I attempt to discuss each part of the task using highly practiced language. My responses are limited to isolated words or a memorized answer, and my lack of language sometimes interferes with my intent. |
| **How well do I use the target structures?** | I correctly use a variety of high-frequency words and target structures from the current unit. My vocabulary demonstrates the ability to recombine memorized structures to relate everyday topics. | I correctly use many high-frequency words and target structures from the current unit. My vocabulary demonstrates the ability to use memorized structures to relate familiar topics. | I correctly use a moderate number of high-frequency words and target structures from the current unit. My vocabulary demonstrates the developing ability to use memorized structures to relate familiar topics. | I include a few high-frequency words and target structures correctly and appropriately from the current unit. I make use of a few memorized vocabulary words and phrases to convey meaning. |
| **How well am I understood?** | I can be generally understood by native speakers accustomed to working with language learners as well as native speakers who are sympathetic to frequent misunderstandings, repetitions, and rephrasing. | Though misunderstandings still arise frequently, I can correctly produce enough memorized language to be understood by native speakers accustomed to working with language learners. | Although errors in flow, pronunciation, and grammar make my speech difficult for a native speaker to understand, I can correctly produce enough memorized language to be understood by a world language instructor with moderate or minimal effort. | Though my speech contains many errors, I make use of enough memorized language to be understood by a world language instructor with considerable effort. |
| **How does my speech flow?** | I can speak in short, discrete sentences. My speech is still hesitant as I strive to formulate sentences and search for vocabulary, but it is beginning to sound more natural. | I am beginning to speak in intelligible sentences, but I cannot yet sustain sentence-level discourse. My speech is hesitant at times and does not always flow naturally. | I pause frequently to search for vocabulary. My speech may sound like a script is being read. I repeat myself frequently and may resort to my first language or silence when I am unsure how to respond. | My speech is filled with pauses as I search for vocabulary. My speech is choppy, script-like, and repetitive. I often resort to my first language or silence when I am unsure how to respond. |
| **What cultural knowledge and understanding do I demonstrate?** | I include accurate information about the target culture and demonstrate cultural differences using culturally appropriate vocabulary. I show a growing understanding of the relationships among products, practices, and perspectives within the presentation. | I include accurate information about the target culture using memorized, culturally appropriate expressions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. | I include a moderate amount of accurate information about the target culture using memorized, culturally appropriate expressions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. | I include somewhat accurate information about the target culture using some memorized, culturally appropriate expressions. I show an emerging understanding of the relationships among products, practices, and perspectives within the presentation. |

Level 4 Presentational Speaking

Intermediate Mid

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I successfully complete a variety of communicative tasks with detailed, personal responses. I can express meaning and intent by creating with the language. I speak in sentences and related strings of sentences, sometimes using transitional words. I can ask basic questions to obtain information from my listeners. | I successfully complete each part of the task with concrete and personal details. I am beginning to create with the language and can consistently respond with short, mostly accurate sentences. My responses are straightforward and effective in conveying my intent. | I complete each part of the task using somewhat varied practiced language. My responses usually consist of short or incomplete sentences, but I am mostly effective in conveying my intent. | I discuss each part of the task using highly practiced language. My responses are usually limited to a few words or a memorized answer, but are mostly adequate to convey my intent. |
| **How well do I use the target structures?** | I correctly use a wide range of high-frequency words and target structures from the current unit. I am beginning to use known vocabulary and circumlocution to compensate for missing vocabulary. | I correctly use a variety of high-frequency words and target structures from the current unit. My vocabulary demonstrates the ability to recombine memorized structures to relate everyday topics. | I correctly use many high-frequency words and target structures from the current unit. My vocabulary demonstrates the ability to use memorized structures to relate familiar topics. | I correctly use a moderate number of high-frequency words and target structures from the current unit. My vocabulary demonstrates the developing ability to use memorized structures to relate familiar topics. |
| **How well am I understood?** | I can readily be understood by native speakers who are accustomed to communicating with non-natives. | I can be generally understood by native speakers accustomed to working with language learners as well as native speakers who are sympathetic to frequent misunderstandings, repetitions, and rephrasing. | Though misunderstandings still arise frequently, I can correctly produce enough memorized language to be understood by native speakers accustomed to working with language learners. | Although errors in flow, pronunciation, and grammar make my speech difficult for a native speaker to understand, I can correctly produce enough memorized language to be understood by a world language instructor with moderate or minimal effort. |
| **How does my speech flow?** | I can speak in sentences, strings of sentences, and rehearsed questions.  My speech still contains pauses and self-corrections. My speech may sound memorized at times, but it often flows naturally. | I can speak in short, discrete sentences. My speech is still hesitant as I strive to formulate sentences and search for vocabulary, but it is beginning to sound more natural. | I am beginning to speak in intelligible sentences, but I cannot yet sustain sentence-level discourse. My speech is hesitant at times and does not always flow naturally. | I pause frequently to search for vocabulary. My speech may sound like a script is being read. I repeat myself frequently and may resort to my first language or silence when I am unsure how to respond. |
| **What cultural knowledge and understanding do I demonstrate?** | I include detailed and accurate information about the target culture and demonstrate cultural differences using culturally appropriate vocabulary. I show a strong understanding of the relationships among products, practices, and perspectives within the presentation. | I include accurate information about the target culture and demonstrate cultural differences using culturally appropriate vocabulary. I show a growing understanding of the relationships among products, practices, and perspectives within the presentation. | I include accurate information about the target culture using memorized, culturally appropriate expressions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. | I include a moderate amount of accurate information about the target culture using memorized, culturally appropriate expressions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. |