

Rubrics for Presentational Spoken and Written Responses

The Rating Process

Each student response is evaluated using the following process and guidelines:

Step 1 – Overall evaluation of the student text to assess for Ratability, i.e., is the response on topic and appropriate for the given prompt/task. If the response is off topic, contains any profanity or includes any menacing or threatening language, the response will be treated as **unresponsive** or **not ratable** and the student will receive a “0” score for that task.

Step 2 – Evaluation of the response using each of the following criteria applied for different levels of proficiency (rubrics outlined below). Novice-Low and Novice-Mid will be evaluated using, **Text Type** and **Comprehensibility** only. Novice-High, Intermediate-Low and Intermediate-Mid will be evaluated using, **Text Type**, **Comprehensibility** and **Language Control**. Intermediate-High or Pre-Advanced and Advanced will be evaluated using more detailed criteria of Vocabulary Use, Syntax, Discourse, and Accuracy.

Step 3 – The system will then calculate the scores for each student response and post a final rating for each of the tasks and an overall rating based upon an average of all individual task scores.

Rubrics:

Novice-Low

Text Type Characteristics		Comprehensibility
Student language production at this level is identified by samples that are written/spoken mostly at the word/list of words level with some occasional phrases. Topics of control include those common topics of daily life such as, school, time, weather, self, etc... (This is not a complete list.)	4	Easily comprehended by even a non-sympathetic reader/listener, little or no influence of L1 on L2.
	3	Easily comprehended by a sympathetic reader/listener, occasional influence of L1 on L2 .
	2	Comprehended with some effort from a sympathetic reader/listener, heavy influence of L1 on L2.
	1	Mostly incomprehensible even by a sympathetic reader, extreme influence of L1 on L2.

Novice-Mid

Text Type Characteristics	Comprehensibility	
Student language production at this level is identified by samples that are written/spoken mostly at the phrase level with some occasional formulaic sentences. Topics of control include those common topics of daily life, such as, friends, clothing, foods/ beverages, home and pets/animals, etc... (This is not a complete list.)	4	Easily comprehended by even a non-sympathetic reader/listener, little or no influence of L1 on L2.
	3	Easily comprehended by a sympathetic reader/listener, occasional influence of L1 on L2 .
	2	Comprehended with some effort from a sympathetic reader/listener, heavy influence of L1 on L2.
	1	Mostly incomprehensible even by a sympathetic reader/listener, extreme influence of L1 on L2.

Novice-High

Text Type Characteristics	Comprehensibility		Language Control
Student language production at this level is identified by samples that are written/spoken mostly at the formulaic sentence or simple sentence level with some occasional compound or connected sentences. Topics of control consist of those common topics of daily life, including all earlier topics plus: community shopping/stores, daily routines, places, etc... (This is not a complete list.)	4	Easily comprehended by even a non-sympathetic reader/listener, little or no influence of L1 on L2.	4 Errors in grammar, spelling, word order or punctuation are rare and do not interfere with meaning.
	3	Easily comprehended by a sympathetic reader/listener, occasional influence of L1 on L2 .	3 Errors in grammar, spelling, word order or punctuation, while present, do not interfere with overall meaning.
	2	Comprehended with some effort from a sympathetic reader/listener, heavy influence of L1 on L2.	2 Errors in grammar, spelling, word order and punctuation occur often and demonstrate set patterns of errors throughout the text.
	1	Mostly incomprehensible even by a sympathetic reader/listener, extreme influence of L1 on L2.	1 Errors in grammar, spelling, word order and punctuation are prevalent and show clear lack of control of even basic structures.

Intermediate-Low

Text Type Characteristics		Comprehensibility		Language Control
Student language production at this level is identified by samples that are written/spoken mostly at the sentence level with occasional connected sentences. Topics of control consist of those common topics of daily life, including all earlier topics plus: health, holidays, travel, shopping, occupations, transportation, etc... (This is not a complete list.)	4	Easily comprehended by even a non-sympathetic reader/listener, little or no influence of L1 on L2.	4	Errors in grammar, spelling, word order or punctuation are rare and do not interfere with meaning.
	3	Easily comprehended by a sympathetic reader/listener, occasional influence of L1 on L2 .	3	Errors in grammar, spelling, word order or punctuation, while present, do not interfere with overall meaning.
	2	Comprehended with some effort from a sympathetic reader/listener, heavy influence of L1 on L2.	2	Errors in grammar, spelling, word order and punctuation occur often and demonstrate set patterns of errors throughout the text.
	1	Mostly incomprehensible even by a sympathetic reader/listener, extreme influence of L1 on L2.	1	Errors in grammar, spelling, word order and punctuation are prevalent and show clear lack of control of even basic structures.

Intermediate-Mid

Text Type Characteristics		Comprehensibility		Language Control
Student language production at this level is identified by samples that are written/spoken mostly at the strings of linked or connected sentences level with occasional paragraph structure. Topics of control consist of those common topics of daily life, including all earlier topics plus: future plans, culture, current events, contemporary issues, etc... (This is not a complete list.)	4	Easily comprehended by even a non-sympathetic reader/listener, little or no influence of L1 on L2.	4	Errors in grammar, spelling, word order or punctuation are rare and do not interfere with meaning.
	3	Easily comprehended by a sympathetic reader/listener, occasional influence of L1 on L2 .	3	Errors in grammar, spelling, word order or punctuation, while present, do not interfere with overall meaning.
	2	Comprehended with some effort from a sympathetic reader/listener, heavy influence of L1 on L2.	2	Errors in grammar, spelling, word order and punctuation occur often and demonstrate set patterns of errors throughout the text.
	1	Mostly incomprehensible even by a sympathetic reader/listener, extreme influence of L1 on L2.	1	Errors in grammar, spelling, word order and punctuation are prevalent and show clear lack of control of even basic structures.