

Speaking Rubric					
	1-3	4-6	7-9	10-12	Total
Criteria A: Language (12)	<p>Command of the language is limited. Vocabulary is rarely appropriate to the task or is often repetitive or formulaic. Limited basic grammatical structures are used. Language contains errors in basic structures. Errors consistently interfere with communication. Recurrent mispronunciations and imprecision in intonation interfere with communication.</p>	<p>Command of the language is partially effective. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication. Pronunciation is sometimes unclear and obviously influenced by other language(s). Imprecision in intonation may interfere with communication.</p>	<p>Command of the language is mostly effective and accurate. Vocabulary is appropriate to the task. A variety of basic grammatical structures is used, with some attempts to use more complex structures. Language is mostly accurate in basic structures but errors occur in more complex structures. Errors rarely interfere with communication. Pronunciation and intonation are influenced by other language(s) but do not interfere with communication.</p>	<p>Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors are minor and do not interfere with communication. Pronunciation and intonation are generally consistent and clear, and facilitate communication.</p>	
Criteria B: Message (9)	<p>The presentation is mostly irrelevant to the stimulus. The presentation is limited to descriptions of the stimulus, or part of it. These descriptions may be incomplete. The presentation is not clearly linked to the target culture(s).</p>	<p>The presentation is mostly relevant to the stimulus. With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus. The presentation is mostly linked to the target culture(s)</p>	<p>The presentation is consistently relevant to the stimulus and draws on explicit and implicit details. The presentation provides both descriptions and personal interpretations relating to the stimulus. The presentation makes clear links to the target culture(s)</p>		
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