

# Informal Speaking Rubric

Dimension	The student: 4	3	2	1
<b>Initiation</b>	Eagerly initiates speech, utilizing appropriate attention-getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
<b>Response</b>	Almost always responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
<b>Conversational Strategies</b>	Clarifies and continues conversation, using all or some of the following strategies: <ul style="list-style-type: none"> <li>• circumlocution</li> <li>• survival strategies</li> <li>• intonation</li> <li>• self-correction</li> <li>• verbal cues</li> </ul>	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Incorporates a variety of old and new vocabulary.</li> <li>• Uses idiomatic expressions appropriate to topic.</li> <li>• Speaks clearly and imitates accurate pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes a variety of old and limited new vocabulary.</li> <li>• Attempts to use idiomatic expressions appropriate to topic.</li> <li>• Speaks clearly and attempts accurate pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on basic vocabulary.</li> <li>• Speech is comprehensible in spite of mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited vocabulary.</li> <li>• Mispronunciations impede comprehensibility.</li> </ul>
<b>Structure</b>	Makes few errors in the following areas: <ul style="list-style-type: none"> <li>• verbs in utterances when necessary with appropriate subject-verb agreement</li> <li>• noun and adjective agreement</li> <li>• correct word order and article adjectives</li> </ul> Errors do not hinder comprehensibility.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.	Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.
<b>Cultural Appropriateness</b>	Almost always uses/interprets cultural manifestations when appropriate to the task (e.g., greeting, leave taking, gestures, proximity, etc.).	Frequently uses/interprets cultural manifestations when appropriate to the task.	Sometimes uses/interprets cultural manifestations when appropriate to the task.	Rarely uses/interprets cultural manifestations when appropriate to the task.

## Conversion Chart

22-24	10	12-13	6	3-4	2
19-21	9	10-11	5	1-2	1
17-18	8	7-9	4		
14-16	7	5-6	3		

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for a score of "1."