**APPENDIX**

**Speaking Assessment Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not able to perform (0)** | **Inadequate (1)** | **Needs improvement (2)** | **Meet expectation (3)** | **Exceed expectation (4)** |
| **Vocabulary** | Uses only a few numbers of words and expressions. | Sometimes only uses basic vocabulary and expressions. | Uses limited vocabulary and expression and makes frequent errors in word choice. | Uses varied vocabulary and expressions and makes only few errors in word choice. | Uses appropriate expression and a wide range of vocabulary. |
| **Grammar** | Inability to use proper sentence structure. Unable to arrange words in the correct sequence. | Only uses basic structures and makes a lot of errors. | Uses a variety of structures with frequent errors, or uses basic structures with only a few errors. | Uses a wide range of sentence structures but occasionally makes errors. | Uses many different structures depending on contexts with only a few grammatical errors. |
| **Pronunciation** | Can’t understand what the student says. | Pronunciation and intonation errors are common. The voice is too faint and difficult to comprehend. | Sometimes hard to comprehend the learner because of pronunciation, rhythm, and intonation issues. | Pronunciation, rhythm, and intonation are nearly perfect | Pronunciation, rhythm, and intonation are nearly perfect. |
| **Overall Fluency** | Speaks very little or doesn’t speak at all. | Speaks with a lot of reluctance | Hesitant in speaking. | Speaks with some hesitation. It doesn’t interrupt the conversation. | Speaks confidently with little hesitation and doesn’t interrupt the conversation |
| **interaction** | Hardly communicates, frequently misses teacher’s question and is unable to react. | Ideas and purposes are unclear, frequently struggles to reply correctly, needs a lot of help in speaking. | Attempts to speak but doesn’t always reply correctly. Ideas might be hazy and hard to comprehend at times. | Focus on the conversation most of the time and speak effectively, generally responds appropriately and tries to develop the interaction. | Gives clear ideas. Speaks effectively, always responds correctly. Keeps the conversation going by asking follow-up questions. |

**TFU Foreign Language Assessment Rubrics**