

Intelligibility and Speaking Rubric

The speaker's fluency and pronunciation was observed as s/he was giving a 5 – 7 minute presentation in English. The speaker's proficiency and intelligibility are based on the following rubric.

Score Conversions

| | | | | | |
|-------------------|---|----------------|---------------|------------------|--------------|
| Beginner | = | 0-9 | Low= .1-.3 | Midrange=.4-.7 | High =.8-1.0 |
| High Beginner | = | 1.1-2.0 | Low= 1.1-1.3 | Midrange=1.4-1.7 | High=1.8-2.0 |
| Low Intermediate | = | 2.1-3.0 | Low= 2.1-2.3 | Midrange=2.4-2.7 | High=2.8-3.0 |
| Intermediate | = | 3.1-4.0 | Low= 3.1-3.3 | Midrange=3.4-3.7 | High=3.8-4.0 |
| High Intermediate | = | 4.1-5.0 | Low= 4.1-4.3 | Midrange=4.4-4.7 | High=4.8-5.0 |
| Advanced | = | 5.1-6.0 | Low= 5.1-5.3 | Midrange=5.4-5.7 | High=5.8-6.0 |
| Native Speaker | = | 6.1-7.0 | Low = 6.1-6.3 | Midrange=6.4-6.7 | High=6.8-7.0 |

Speaking Proficiency Continuum



- 0 The student has minimal pronunciation proficiency.
The student shows a lack of understanding the interviewer's questions.
Often times, the student cannot meaningfully respond to the interviewer.
The student repeats words or phrases.
- 1 The student is very difficult to understand.
Constant repetition is needed.
The student can meaningfully respond to the interviewer at least in the form of one or two word responses.
The student can communicate personal and survival needs.
- 2 The student is somewhat intelligible to the interviewer.
Frequent pronunciation variations distract the interviewer and also prevent understanding.
The student requires less reliance on repetition and slowed native speaker speech during the interview.
The student begins to initiate conversation; retells a story or experience; asks and responds to simple questions.
The student uses predominantly present tense verbs.

The student demonstrates errors of omission (leaves words out, word endings off)
The student uses limited vocabulary.

- 3 The student is mostly intelligible to the interviewers.
Accent and pronunciation variations are somewhat distracting during the interview but usually do not prevent understanding.
The student can meaningfully respond to the questions at least in the form of short sentences and or connected ideas.
The student initiates and sustains conversation with descriptors and details; exhibits self-confidence in social situations.
The student uses complex sentences; applies rules of grammar but lacks control of irregular forms (i.e. runned, mans, not never, more higher).
The student uses adequate vocabulary with some word usage irregularities.
- 4 The student has obvious accent and pronunciation variations, but these do not interfere with understanding and are rarely distracting during the interview.
The student uses a variety of grammatical structures with occasional grammatical errors.
The student can respond to the interviewers' questions with sustained and connected discourse.
The student uses varied vocabulary.
- 5 The student has a barely detectable accent.
Pronunciation is almost like that of a native speaker.
Rare isolated mispronunciations, but no evident patterns of error.
The student exhibits a mastery of grammatical structures.
The student uses extensive vocabulary but he/she is not at the level of native speaker college students.
The student speaks fluently and understands the interviewers' questions without difficulty.
- 6 Near native speaking fluency

