

Oral Exchange Grading Rubric- Spanish 1022 Fall 2009

Name _____
 Section _____

Language Function		
What kind of tasks can the learner perform well in a sustained manner comfortably?		
	5	Can create sentences. Use own sentences to describe, ask questions .
	3-4	Use mostly memorized language, phrases.
	1-2	Use memorized language <u>only</u> : familiar language.
Type of speech		
How much can the learner say and what level of language does s/he use? Continuum of words- phrases- sentences-connected sentences		
	5	Strings of sentences; some connected sentence-level discourse (with cohesive devices), some maybe complex (multi-clause) sentences.
	3-4	Simple sentences and memorized phrases.
	1-2	Words, phrases, chunks of language and lists.
Communication Strategies		
How well does the learner participate and advance the conversation?		
	5	Keep conversation going by asking and answering questions. Clarifies mostly by asking questions.
	3-4	Respond to direct directions. Ask a few formulaic questions (primarily <u>reactive</u>). Clarifies by occasionally selecting substitute words.
	1-2	Responds to a limited number of formulaic questions (primarily <u>reactive</u>) Clarifies meaning by repeating words and/or using English.
Comprehensibility		
Who can understand learner's speech (teacher or native speaker)?		
	5	Generally understood by those accustomed to interacting with language learners.
	3-4	Understood with occasional difficulty by those accustomed to interacting with language learners.
	1-2	Understood primarily by those very accustomed to interacting with language learners.
Language Control		
How accurate is learner's speech- appropriate vocabulary, fluency		
	5	Most accurate with connected simple sentences in present time. Accuracy decreases as language becomes more complex.
	3-4	Most accurate with memorized language, including phrases. Accuracy decreases when trying to express own meaning, creating sentences.
	1-2	Most accurate with memorized language only. Accuracy may decrease when attempting to communicate beyond the word level.
		TOTAL /25

Source: Glisan,E., Adair-Hauck, B, Koda, K., Sandrock, P., & Swender, E. (2003). *ACTFL Integrated Performance Assessment*.