

Jackson High School World Language Oral Communication Rubric  
Levels 3 and 4

(Point value depends on complexity of task, but equal weight given to message and language use)

	LANGUAGE USE (50%)				
	MESSAGE (50%)	TOPIC DEVELOPMENT	VOCABULARY	GRAMMAR	MECHANICS
<b>EXCELLENT</b> Demonstrates excellence (approx A)	Superior completion of task. Fully meets or exceeds the requirements of the task as assigned. <i>Fully addresses and completes the task as assigned.</i>	Communication is readily comprehensible and fluid, requiring no interpretation on the part of the listener. Communication is thorough and relevant to the topic. Communication is well organized and cohesive. Information is accurate.	Rich and accurate use of vocabulary appropriate to the level. Accurate use of idiomatic expressions and transitions <i>appropriate to the level.</i>	Excellent control of basic language structures and emerging control of advanced structures appropriate to the level. (i.e., word order, sentence structure, agreement, register)	Excellent oral communication with a high level of fluency and ease of expression. Excellent pronunciation and intonation with few to no errors.
<b>STRONG</b> Demonstrates command (approx A-/B+)	Completion of task. Meets the requirements of the task as assigned. <i>Appropriately addresses and completes the task as assigned</i>	Communication is comprehensible and fluid, requiring minimal interpretation on the part of the listener. Communication is well-developed and relevant to the topic. Communication generally cohesive. Information is generally accurate.	Considerable and accurate use of vocabulary appropriate to the level. Generally accurate use of idiomatic expressions and transitions <i>appropriate to the level.</i>	Control of basic language structures. (i.e., word order, sentence structure, agreement, register)	Strong oral communication with fluency and little or no hesitance. Very good pronunciation and intonation with few errors.
<b>GOOD</b> Demonstrates competence (approx B)	Generally appropriate completion of task. Meets most of the requirements of the assigned task. <i>Addresses and completes the task as assigned.</i>	Text is generally comprehensible with adequate fluidity, but may require some interpretation on the part of the listener. Communication is relevant to the topic. Communication is organized with adequate cohesion. Information may have minor inaccuracies.	Appropriate and mostly accurate use of vocabulary; but may include occasional interference from another language. Somewhat accurate use of idiomatic expressions and transitions <i>appropriate to the level.</i>	Emerging control of basic language structures with minor errors. (i.e., word order, sentence structure, agreement, register)	Good oral communication with fluency and limited pauses. Good pronunciation and intonation with some errors, but errors do not interfere with comprehension.
<b>FAIR</b> Suggests a lack of competence (approx C)	Partial completion of task. Meets some of the requirements of the task (at least 75%). <i>Partially addresses and completes the task</i>	Communication is mostly comprehensible, but requires frequent interpretation on the part of the listener. Communication may be underdeveloped. Communication may be inadequately organized. Information may be limited or inaccurate.	Limited or inaccurate use of vocabulary which may include frequent interference from another language. Limited use of idiomatic expressions and transitions <i>appropriate to the level.</i>	Emerging use of basic language structures. (i.e., word order, sentence structure, agreement, register) May contain some inaccuracies even in the most basic of structures.	Fair oral communication with limited fluency and frequent pauses. Fair pronunciation and intonation with frequent errors that may interfere with comprehension.
<b>NEEDS WORK</b> Demonstrates lack of competence (D or F)	Minimal completion of task. Meets at least half of the requirements of the task. <i>Does not complete the task</i>	Communication is barely comprehensible. Communication is not developed, illogical or irrelevant to the topic. Communication may be disorganized. Information is very limited or inaccurate.	Limited and/or inaccurate use of vocabulary with frequent interference from another language.	Inadequate and/or inaccurate use of basic language structures (i.e., word order, sentence structure, agreement, register) Errors impede communication.	Poor oral communication with unnatural hesitations and fragmented language. Poor pronunciation and intonation interfere with comprehension.