

601 Massachusetts Speaking Assessment Criteria (page 1 of 4)

Source: Massachusetts Department of Education Assessment of Basic Skills, Speaking Assessment Rating Guide

Subjects:	<i>Speaking</i>	# of scales	4
Grade(s)	<i>Not specified</i>	# Scale length	4

Scale I Content

Note: The content rating focuses on the specific things which are said. It is concerned with the amount of content related to the task, the relevance of the content to the task and the adaptation of the content to the listener and the situation.

This rating is concerned with content in terms of quantity, relevance and adaptation. It is not concerned with content in terms of accuracy. Concerns with accuracy of content fall outside a speaking skills assessment. Also, make sure you are not unconsciously "filling in" content for a speaker because you happen to know something about the speaker's topic. If you added information, this fact should be reflected in your rating. Remember, in this component you are rating the quantity, relevance and adaptation of what the student says, not the accuracy of what the students says.

Superior The content is superior in meeting the requirements of the task.

Examples are:

The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.

The speaker adapts the content in a specific way to the listener and situation. The speaker takes into account the specific knowledge and experience of the listener, adds explanations as necessary and refers to the listener's experience. The speaker uses arguments which are adapted to the values and motivations of the specific listener.

Adequate The speaker provides enough content to meet the requirements of the task.

The speaker focuses primarily on relevant content. The speaker sticks to the topic.

The speaker adapts the content in a general way to the listener and the situation.

The speaker uses words and concepts which are appropriate for the knowledge and experience of a general audience. The speaker uses arguments which are adapted to a general audience.

Minimal The speaker does not provide enough content to meet the requirements of the task.

The speaker includes some irrelevant content. The speaker wanders off the topic.

The speaker adapts poorly to the listener and the situation. The speaker uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language).

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- Minimal**
- The speaker does not provide enough content to meet the requirements of the task.
 - The speaker adapts poorly to the listener and the situation. The speaker uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language).
- Inadequate**
- The speaker says practically nothing.
 - The speaker focuses primarily on irrelevant content.
 - The speaker is highly egocentric. The speaker appears to ignore the listener and the situation.

Scale II: Delivery

Note: The delivery rating focuses on the transmission of the message. It is concerned with *volume*, *rate*, and *articulation*. Some examples of poor articulation include mumbling, slurring words, stammering, stuttering and exhibiting disfluencies such as "ahs," "uhms," or "you knows." In articulation you may be concerned with accent. However, articulation should be rated with respect to your ability to understand the message, not the social acceptability of the accent. One particular accent is not considered better than another. Remember, in this component you are rating how the student speaks, not what the student says.

- Superior**
- The speaker uses delivery to emphasize and enhance the meaning of the message. The speaker delivers the message in a lively, enthusiastic fashion.
 - The volume varies to add emphasis and interest.
 - Rate varies and pauses are used to add emphasis and interest.
 - Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."
- Adequate**
- The volume is not too low or too loud.
 - The rate is not too fast or too slow. Pauses are not too long or at inappropriate spots.
 - The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as "ahs," "uhms," or "you knows."
- Minimal**
- The volume is too low or too loud.
 - The rate is too fast or too slow. Pauses are too long or at inappropriate spots.
 - The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as "ahs," "uhms," or "you knows."
 - You are distracted by problems in the delivery of the message.
 - You have difficulty understanding the words in the message. You have to work to understand the words. (cont'd.)

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- Inadequate**
- The volume is so low that you cannot understand most of the message.
 - The rate is so fast that you cannot understand most of the message.
 - The pronunciation and enunciation are so unclear that you cannot understand most of the message.

Scale III: Organization

Note: The organization rating focuses on how the content of the message is structured. It is concerned with *sequence* and the *relationships* among the ideas in the message.

Make sure you are not unconsciously "filling in" organization for a speaker, because you happen to know something about the speaker's topic. If you have to make assumptions about the organization, this fact should be reflected in your rating. Remember, in this component you are rating how the student organizes the message, not what the students says.

- Superior**
- The message is overtly organized.
 - The speaker helps you understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing.

- Adequate**
- The message is organized. You do not have difficulty understanding the sequence and relationships among the ideas in the message. You do not have to make assumptions about the sequence and relationships of ideas.
 - You can put the ideas in the message in an outline.

- Minimal**
- The organization of the message is mixed up; it jumps back and forth.
 - The organization appears random or rambling.
 - You have difficulty understanding the sequence and relationships among the ideas in the message. You have to make some assumptions about the sequence and relationship of ideas.
 - You cannot put the ideas in the message into an outline.

- Inadequate**
- The message is so disorganized you cannot understand most of the message.

(cont'd.)

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Scale IV: Language

Note: The language rating deals with the language which is used to convey the message. It is concerned with *grammar* and *choice of words*.

In language you may be concerned with students who come from backgrounds where a foreign language or a non-standard form of English is spoken. However, language should be rated with respect to your ability to understand the message, not the social acceptability of the communication style. If a speaker's use of incorrect or non-standard English grammar interferes with your ability to understand the message, this fact should be reflected in your rating. Remember, in this component you are rating how the student conveys the message through language, not what the student says.

- Superior**
- The speaker makes very few grammatical mistakes.
 - The speaker uses language in highly effective ways to emphasize or enhance the meaning of the message. As appropriate to the task, the speaker uses a variety of language techniques such as vivid language, emotional language, humor, imagery, metaphor, simile.
- Adequate**
- The speaker makes few grammatical mistakes.
 - The speaker uses language which is appropriate for the task, e.g., descriptive language when describing, clear and concise language when giving information and explaining, persuasive language when persuading. The speaker uses an "elaborate code," a style of communication characterized by complex grammatical structure and abstract vocabulary.
- Minimal**
- The speaker makes many grammatical mistakes.
 - The speaker uses very simplistic, bland language. The speaker uses a "restricted code," a style of communication characterized by simple grammatical structure and concrete vocabulary.
- Inadequate**
- The grammar and vocabulary are so poor that you cannot understand most of the message.

602 Oral Proficiency/Second Language Acquisition (page 1 of 2)

Source: Fairfax County, Virginia Public Schools

Subjects:	<i>Listening, speaking</i>	# of scales	5
Grade(s)	<i>Not specified</i>	# Scale length	4-6

Scale I: Comprehension

- 6 Understands academic discourse without difficulty.
- 5 Understands most spoken language including academic discourse.
- 4 Understands academic discourse with repetitions, rephrasing, and clarifications.
- 3 Understands simple sentence in sustained conversation; requires repetitions.
- 2 Understands words and phrases; requires repetitions.
- 1 Understands little or no English

Scale II: Communication

- 6 Communicates competently in social and academic settings.
- 5 Speaks in social and academic settings with sustained and connected discourse. Any errors do not interfere with meaning.
- 4 Initiates and sustains a conversation with descriptors and details; exhibits self-confidence in social situations. Begins to communicate in academic settings.
- 3 Begins to initiate conversation. Retells a story or experience, asks and responds to simple questions.
- 2 Begins to communicate personal and survival needs.
- 1 Begins to name concrete objects.

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Source: Fairfax County, Virginia Public Schools

Scale III: Fluency

- 6 Speaks fluently.
- 5 Speaks with near native-like fluency. Any hesitations do not interfere with communication.
- 4 Speaks with occasional hesitation.
- 3 Speaks hesitantly because of rephrasing and searching for words.
- 2 Speaks in single word utterances and short patterns.
- 1 Repeats words and phrases.

Scale IV: Structure

- 6 Masters a variety of grammatical structures.
- 5 Uses a variety of structures with occasional grammatical errors.
- 4 Uses some complex sentences. Applies rules of grammar but lacks control or irregular forms (e.g., "runned," "mans," "not never," "more higher.")
- 3 Uses predominantly present tense verbs. Demonstrates errors of omission (leaves words out, leaves endings off).

Scale V: Vocabulary

- 6 Uses extensive vocabulary but may lag behind native speaking peers in vocabulary development.
- 5 Uses varied vocabulary.
- 4 Uses adequate vocabulary. Some word usage irregularities.
- 3 Uses limited vocabulary.

Note: Scale points 1 and 2 are not defined for scales IV and V.

603 *Ogden Speaking Rubric*

Source: Ogden Elementary School, Chicago, Illinois

Subjects:	<i>Listening, speaking</i>	# of scales	5
Grade(s)	<i>Not specified</i>	# Scale length	4-6

Holistic Scale

- 5 Speech is clear.
 Eye contact is made.
 Grammar is conventional.
 Knowledge and facts are included.
 Volume is appropriate.
- 4 Speech is clear.
 Eye contact is made intermittently.
 Grammar usually correct.
 Knowledge and facts are partially included.
 Volume is appropriate.
- 3 Presentation lacks enthusiasm.
 Speech is adequate.
 Lapses in sentence structure and grammar.
 Facts not included.
 Volume is uneven.
- 2 Presentation shows lack of interest.
 Speech difficult to understand.
 Lack of eye contact.
 Knowledge is minimal.
 Volume is uneven.
- 1 Lacks focus.
 Lacks information.
 Grammatical errors.
 No eye contact.

604 **District 214 Speaking Rubric (page 1 of 4)**

Source: Illinois Township District 214

Subjects:	<i>Speaking</i>	# of scales	12
Grade(s)	<i>High school</i>	# Scale length	6

Note: Each scale has six points, but not all points are defined specifically. Points 1 and 6 are defined, as is the center of the scale, which falls between 3 and 4.

A score of 1 is assigned when the attribute being measured is absent. Scores of 2-3 are assigned when the attribute is developing. Scores of 4-5 indicate adequate performance. A score of 6 is assigned when the attribute is fully developed.

Scale I: Vocal Expression--Expressiveness

Expressiveness refers to the extent to which the voice usage ranges from monotonous to interesting and enthusiastic.

- 6 Interesting/enthusiastic
- 3-4 Some variation
- 1 Monotonous

Scale II: Vocal Expression--Clarity

Clarity refers to the distinctness of the articulation and pronunciation of words. This refers to the voice rather than to meaning. The rating is an evaluation of the clearness of the expression, not the understandability of the meaning of the word being used.

- 6 Clear throughout
- 3-4 Generally clear
- 1 Poor articulation

Scale III: Vocal Expression--Audibility

Audibility refers to appropriateness of the vocal volume used by the speaker. At one extreme, the speaker either could not be heard at all or bellowed throughout the entire presentation. At the other extreme, the speaker was clearly understandable throughout and used volume appropriate to the meaning of the message and the setting.

- 6 Audible throughout
- 3-4 Generally audible
- 1 Cannot be heard

(cont'd.)

604 District 214 Speaking Rubric (page 2 of 4)

Source: Illinois Township District 214

Scale IV: Physical Expression--Eye Contact

Eye contact refers to the degree to which the speaker maintains eye contact with the listener(s). One extreme is represented by the person who either avoids eye contact altogether, the other by the person who seems to be staring constantly at you. The ideal is represented by the person who attracts the listener's attention and interest through use of the eyes without making the listener uncomfortable.

- 6** Involves audience with eye contact
- 3-4** Some eye contact
- 1** Avoids eye contact

Scale V: Physical Expression--Bodily Movement

Bodily movement refers, in this case, to movements of the entire body as well as facial expression, and to the use of gestures. We are primarily concerned that movements focus our attention and interest appropriately rather than be stiff, erratic, or inconsistent with the message.

- 6** Focuses attention and interest with movement
- 3-4** Some appropriate movement
- 1** Stiff or erratic

Scale VI: Organization--Order

Order refers to the sequencing of main points within the message. No order would be extremely confusing to listeners, while effective order helps them both to follow and to anticipate ideas.

- 6** Effective order
- 3-4** Some order
- 1** No order

(cont'd.)

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Source: Illinois Township District 214

Scale VII: Organization--Focus

Focus (purpose) refers to the extent to which the central thesis is clear and the subpoints are related to this thesis.

- 6** Focus (purpose) ideas well related
- 3-4** Clear focus (purpose)
- 1** Unclear focus (purpose)

Scale VIII: Organization--Transitions

Transitions refers to the extent to which the speaker provides internal summaries and signal words ("in the first place," "finally," etc.) for the listener.

- 6** Effective transitions/summaries
- 3-4** Some transitions
- 1** No transitions

Scale IX: Support and Elaboration--Reasoning

Reasoning refers to the clarity and use of the reasoning process. How well does the speaker show relationships among ideas?

- 6** Full/effective elaboration with documentation
- 3-4** Some elaboration
- 1** No support

(cont'd.)

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Source: Illinois Township District 214

Scale X: Support and Elaboration--Illustrating, Exemplifying, Clarifying and Documenting

Illustrating, exemplifying, clarifying, and documenting all refer to the way the speaker works with each idea. Does the speaker provide proof, data, and evidence? Are illustrations, examples, etc., sufficient to support and clarify the ideas?

6 Reasoning clear and effective

3-4 Reasoning clear

1 Reasoning unclear

Scale XI: Adaptation to Audience

To what extent does the speaker use language and conventions appropriate for the listener/audience? One extreme would be represented by the message that was full of grammatical errors, unclear meaning, inappropriate style. The ideal is represented by the speaker whose presentation is effective and whose audience/listener is unaware of any adaptations.

6 Effective (appropriate and effective style)

3-4 Adequate (appropriate use, clear meaning)

1 Inadequate (unclear meaning, inappropriate style)

Scale XII: Integration

Integration is the rater's evaluation of the overall performance, a global judgment about effectiveness and quality as a whole. (Global judgments usually correlate very highly with performance "grades" as well.)

Points on the integration scale are not explicitly defined, but for all scales, a score of 1 is assigned when the attribute being measured is absent. Scores of 2-3 are assigned when the attribute is developing. Scores of 4-5 indicate adequate performance. A score of 6 is assigned when the attribute is fully developed.