

RUBRIC B: GRADING CRITERIA FOR GRADED CONVERSATION / ORAL COMMUNICATION

1	Mind Map completed and submitted	5 4 3 2 1 0
2	COMPLETION OF ORAL TASK	
	Completed oral exam with little or no problem. Completely comprehensible. Maintained a very active attitude during the whole exam. No help needed.	14 13
	Completed oral exam satisfactorily. Would be understood by a sympathetic interlocutor. Needed some vocabulary and information to complete the task. Somewhat active.	12 11
	Completed oral exam with some difficulty. Would be able to make him/herself understood by a very sympathetic interlocutor accustomed to interacting with non native Speakers. Needed many vocabulary words and help from the interlocutor and/or instructor to communicate own ideas. Somewhat passive during exam.	10 9
	Had problems completing the oral exam. Would probably not have succeeded if partner were not an English-speaker in an exam situation. Needed a lot of help from the interlocutor and/or instructor. Passive attitude.	8
3	CONVERSATION DYNAMICS	
	Connected ideas. Obviously comfortable speaking Spanish. Natural turn-taking.	12 11
	Choppy sequence. Reticent, and slightly longer pauses in turn-taking.	10 9
	Disjointed sequence. The listener had to make a lot of effort to understand.	8 7
	Short answers with no sequence. The conversation was more dependent on the listener's helping than on the speaker.	6
4	CLARITY OF MESSAGE and VOCABULARY USED	
	Ideas completely clear, well-developed, to the point, and communicated in a logical sequence. Used vocabulary needed for task effectively with no errors, and was able to create with it. Maintained the LANGUAGE OF STUDY throughout the conversation.	12 11
	Ideas mostly clear, developed and to the point, and for the most part showed mastery of vocabulary needed for task with some errors, though at times the conversation lacked logical sequence and/or speaker struggled for needed vocabulary.	10 9
	Little development or ordering of ideas is apparent; speaker had difficulty and made errors with vocabulary needed for task.	8 7
	Ideas confusing, not well-stated, and/or poorly communicated. Frequent errors with vocabulary needed for task and/or vocabulary was inadequate to the task.	6

	Communication broke down; speaker lapsed into English very often.	
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5	GRAMMAR	
	<p>Showed mastery of the grammar needed for task completion. Very few errors overall (i.e., subject-verb agreement, noun-adjective agreement, use of ser/estar, etc.). Appropriate use of register (i.e., tú / usted distinctions, appropriate formality level, etc.).</p>	12 11
	<p>Showed limited mastery of the grammar needed for task completion. Some agreement errors were evident, but these generally did not interfere with communication of the message. Mostly appropriate use of register.</p>	10 9
	<p>Demonstrated little mastery of the grammar needed for task completion. Numerous agreement errors, including errors which interfered with communication of the message. Inappropriate use of register.</p>	8 7
	<p>No mastery of the grammar needed for task completion. Errors constantly interfered with communication of the message. Apparent unawareness of appropriate register.</p>	6
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