

Performance Based Assessment Rubric – **HONORS** (speaking)

	5	4	3	2	1	0
Task completion	Narration is developed with rich details beyond the required task and has a thorough beginning, middle and end. Well organized with a clear and coherent progression of ideas.	Narration is developed in detail , with cohesion and logical order. All formative elements are presented.	Framework of narration is presented with some detail , cohesion and logical order. Some formative elements are presented.	Narration is disorganized , no elaboration and/or no logical order. Few formative elements of the task are presented. Response may be vague and confusing.	Response is incomplete and/or off-task.	Cannot be rated.
Language Use	Frequent and creative use of complex structures with no error patterns ; variety of simple and compound sentences with some complex; effective use of cohesive devices	Use of complex structures with limited error patterns ; some variation in sentence structure; emerging use of cohesive devices.	Limited use of complex structures with error patterns ; limited variation in sentence structure; no use of cohesive devices.	No complex structures; frequent basic errors; mostly simple sentences and/or repetitive sentence structure; native language interference in grammar patterns.	Grammar is not appropriate to the task.	Student used advanced grammar that has not been learned in class and with which the students has demonstrated no prior ability to use.
Vocabulary	Vocabulary with no repetition; variety of sophisticated and complex transition words; rich and appropriate idiomatic expressions/specialized vocabulary; use of prior vocabulary relevant to the topic.	Vocabulary with very limited repetition; variety of different transition words and some idiomatic phrases; use of prior vocabulary relevant to the topic.	Vocabulary with some repetition ; some basic transition words and idiomatic phrases; use of prior vocabulary, may not be completely relevant to the topic.	Frequent repetition of vocabulary; very limited new vocabulary ; no transitions , idiomatic expressions or specialized vocabulary; vocabulary frequently off topic .	Vocabulary is irrelevant, repetitive, and/or highly dependent on native language.	Student used advanced vocabulary/idiomatic expressions that have not been learned in class and with which the student has demonstrated no prior ability to use..
Delivery	Conveys intended meaning with ease and clarity needing no interpretation by a sympathetic listener; clarification or self-correction (if present) improved comprehensibility.	Conveys intended meaning needing little interpretation by a sympathetic listener; clarification or self-correction (if present) improved comprehensibility.	Conveys intended meaning needing interpretation by a sympathetic listener; clarification or self-correction (if present) improved comprehensibility.	Partially understandable , with errors that force interpretation and cause confusion for the listener.	Barely understandable with frequent or significant errors that impeded comprehensibility.	Cannot be rated.
Fluidity	Natural pacing and intonation and occasional hesitation with minimal repetition. Accurate pronunciation with minimal errors .	Smooth pacing and intonation and occasional hesitation or repetition. Pronunciation with some errors .	Generally consistent pacing and intonation and intermittent hesitation or repetition. Pronunciation with some errors .	Inconsistent pacing and intonation with hesitation interfere with comprehension.	Labored pace , intonation and/or frequent hesitation and/or repetition interfere with comprehension.	Student intonation indicated that the student was reading something prepared or found in advance. .

25 – 100% 21 – 88% 17 – 78% 13 – 68% 9 – 58% 5 – 48% 1 – 38% 24 – 97% 20 – 86% 16 – 76% 12 – 66% 8 – 56% 4 – 46% 23 – 94% 19 – 84% 15 – 74% 11 – 64% 7 – 54% 3 – 44% 22 – 91% 18 – 81% 14 – 71% 10 – 61% 6 – 51% 2 – 41%

Performance Based Assessment Rubric – **HONORS** (writing)

	5	4	3	2	1	0
Task Completion	Narration is developed with rich details beyond the required task and has a thorough beginning, middle and end. Well organized with a clear and coherent progression of ideas.	Narration is developed in detail , with cohesion and logical order. All formative elements are presented.	Framework of narration is presented with some detail , cohesion and logical order. Some formative elements are presented.	Narration is disorganized , no elaboration and/or no logical order. Few formative elements of the task are presented. Response may be vague and confusing.	Response is incomplete and/or off-task.	Cannot be rated.
Language Usage	Frequent and creative use of complex structures with no error patterns ; variety of simple and compound sentences with some complex; effective use of cohesive devices	Use of complex structures with limited error patterns ; some variation in sentence structure; emerging use of cohesive devices.	Limited use of complex structures with error patterns ; limited variation in sentence structure; no use of cohesive devices.	No complex structures; frequent basic errors; mostly simple sentences and/or repetitive sentence structure; native language interference in grammar patterns.	Grammar is not appropriate to the task.	Cannot be rated.
Vocabulary	Vocabulary with no repetition; variety of sophisticated and complex transition words; rich and appropriate idiomatic expressions/specialized vocabulary; use of prior vocabulary relevant to the topic.	Vocabulary with very limited repetition; variety of different transition words and some idiomatic phrases; use of prior vocabulary relevant to the topic.	Vocabulary with some repetition ; some basic transition words and idiomatic phrases; use of prior vocabulary, may not be completely relevant to the topic.	Frequent repetition of vocabulary; very limited new vocabulary ; no transitions , idiomatic expressions or specialized vocabulary; vocabulary frequently off topic .	Vocabulary is irrelevant, repetitive, and/or highly dependent on native language.	Cannot be rated.
Delivery	Conveys intended meaning with ease and clarity needing no interpretation by a sympathetic listener; clarification or self-correction (if present) improved comprehensibility.	Conveys intended meaning needing little interpretation by a sympathetic listener; clarification or self-correction (if present) improved comprehensibility.	Conveys intended meaning needing interpretation by a sympathetic listener; clarification or self-correction (if present) improved comprehensibility.	Partially understandable , with errors that force interpretation and cause confusion for the listener.	Barely understandable with frequent or significant errors that impeded comprehensibility.	Cannot be rated.

20 – 100%

19 – 97%

18 – 94%

17 – 91%

16 – 88%

15 – 86%

14 – 84%

13 – 81%

12 – 78%

11 – 76%

10 – 74%

9 – 71%

8 – 68%

7 – 66%

6 – 64%

5 – 61%

4 – 58%

3 – 56%

2 – 54%

1 – 51%

Revised January 2019