



## Level 4 - Presentational Speaking

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

| Items   | What are my strengths?<br>(0 Points)   | What can I do?<br>(0 Points)  | How can I improve?<br>(0 Points) | IM<br>(0 Points)   |
|---|--|---|----------------------------------|--|
| <b>Comprehensibility:</b><br><br>✓ Was I understood?                          |  |   |                                  |  |
| Comprehensibility:  | Responses readily comprehensible, requiring no interpretation; pronunciation enhances communication. | Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.<br><br>I can generally be understood by someone accustomed and those unaccustomed to a language learner. | Partial evidence for this level. | Responses barely comprehensible, requiring frequent interpretation by someone accustomed to a language learner; pronunciation may frequently interfere with communication. |
| Fluency:  | Speech sustained throughout with few pauses or stumbling.  | Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.   | Partial evidence for this level. | Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.  |
| Level of discourse:   | Variety of complete sentences and cohesive devices; emerging paragraph-length discourse.             | Variety of complete sentences and of cohesive devices.  | Partial evidence for this level. | Use of complete sentences, some repetitive; few cohesive devices.  |
| <b>Quality of Communication:</b><br><br>✓ Task completion and language usage. |  |   |                                  |  |
| Task completion:  | Superior completion of the task; content rich; ideas developed with elaboration and detail.          | Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.   | Partial evidence for this level. | Minimal completion of the task; content frequently undeveloped and/or repetitive.  |

|                   |   |   |                                  |   |
|-------------------|---|---|----------------------------------|---|
| Vocabulary:       | Wide range of vocabulary with some idiomatic expressions; used accurately and appropriately.  | Adequate range of vocabulary with a few idiomatic expressions; used generally accurately and appropriately.<br><br>I can expand & begin to elaborate on a topic or theme. | Partial evidence for this level. | Inaccurate use and/or inadequate range of vocabulary.   |
| Language control: | Control of basic language structures with occasional use of advanced language structures such as connected sentences in paragraph-length discourse. | Control of basic language structures.   | Partial evidence for this level. | Emerging use of basic language structures such as limiting myself to strings of sentences with connector words. |