

GAZİANTEP UNIVERSITY HIGHER SCHOOL OF FOREIGN LANGUAGES
SPEAKING ASSESSMENT RUBRIC



Task Achievement Have students fully addressed all parts of the task? Have students presented an answer to the question with relevant, fully extended and well supported ideas?	The content barely relates to the task.	5
	The response partially addresses the requirements of the task.	10
	The response generally addresses the requirements of the task.	15
	The response addresses the requirements of the task well.	20
Lexical Resource Have students got enough vocabulary to express their ideas clearly? Is the vocabulary used to express ideas correct?	The range of vocabulary is extremely limited; there are numerous lexical errors often affecting meaning.	5
	The resource is limited to basic vocabulary which is used repetitively, and may be inappropriate to the task.	10
	The resource is adequate with some repetition; there are lexical errors but meaning is barely affected.	15
	The resource enables the student to complete the task well; there are few lexical errors and meaning is not affected.	20
Grammatical Range and Accuracy Have students used a relevant range of grammatical forms to express ideas and convey their opinions? Have students used grammatical forms accurately?	The range of sentence structures used is extremely limited, and numerous grammatical errors often affect meaning.	5
	The range of sentence structures is adequate; there are grammatical errors but meaning is not often affected.	10
	Complex and basic sentence structures are attempted; there are few grammatical errors and meaning is not affected.	15
	A variety of complex and basic sentence structures is used well; grammatical errors are rare and meaning is not affected.	20
Fluency and Coherence Are students able to put their message across in a clear manner, with limited hesitation and appropriate speed? Are ideas appropriately linked together?	Some information is linked coherently but the response lacks progression. There are some basic cohesive devices, but these may be inaccurate or repetitive. The speaker has some ability to communicate their message, but with frequent hesitation which sometimes makes comprehension difficult.	5
	Information is linked coherently with clear progression. Cohesive devices are used effectively, but connections may not always be appropriate or clear. There is some hesitation, but this does not affect comprehension.	10
	The response sequences information and ideas and there is clear progression throughout. The speaker communicates their message well. Speed and hesitation are not an issue in comprehension.	15
	The response skilfully connects ideas with clear progression. Hesitation is not a concern and the speed adds to fluency rather than detracts from it.	20
Pronunciation Are students able to use appropriate speed and intonation? Do they use correct pronunciation?	Pronunciation errors frequently impact on comprehension and make it difficult to follow.	5
	There are pronunciation errors but these do not impact on comprehension to a great extent.	10
	Pronunciation does not impact on comprehension.	15
	Control of intonation, stress, pauses, and pronunciation actually adds to rather than detracts from their message.	20