

## MODULE 1 & 2 RUBRIC

| Points               | 10-9  | 8-7   | 6  | 5-4  | 3-2  | 1-0   |
|----------------------|---|---|--|--|--|---|
| Criterion            | Excellent   | Above passing   | Fair / Enough  | Below passing  | Insufficient   | Not achieved  |
| <b>Vocabulary</b>    | <ul style="list-style-type: none"> <li>• Uses essential and extensive range of words and idiomatic expressions related to the lessons and topics revised.</li> <li>• No repetition observed.</li> <li>• No / rare gaps in knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses a good range of words and idiomatic expressions related to the lessons and topics revised.</li> <li>• May repeat words at times.</li> <li>• A few gaps in knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses moderate range of words related to the lessons and topics revised.</li> <li>• Some repetition observed.</li> <li>• Noticeable gaps in knowledge.</li> </ul>      | <ul style="list-style-type: none"> <li>• Uses limited range of words related to the lessons and topics revised.</li> <li>• Repetition observed often.</li> <li>• Significant gaps in knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>• Shows minimal use of words and / or idiomatic expressions related to the lessons and topics revised.</li> <li>• Severe and / or constant repetition used.</li> <li>• Many gaps in knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary from the lesson / lessons is not present and/or used incorrectly.</li> </ul>  |
| <b>Grammar</b>       | <ul style="list-style-type: none"> <li>• Uses a wide range of grammatical structures and / or sentence patterns according to the level.</li> <li>• No / rare minor errors.</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses varied range of grammatical structures and / or sentence patterns according to the level.</li> <li>• Occasional errors.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses a moderate range of grammatical structures and / or sentence patterns according to the level.</li> <li>• Some errors.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Uses a limited range of grammatical structures and / or sentence patterns according to the level.</li> <li>• Frequent errors.</li> </ul>                          | <ul style="list-style-type: none"> <li>• Uses scarce grammatical structures and / or sentence patterns of the level.</li> <li>• Multiple errors.</li> </ul>  | <ul style="list-style-type: none"> <li>• Grammar from the lesson / lessons is not present and/or used incorrectly.</li> </ul>   |
| <b>Pronunciation</b> | <ul style="list-style-type: none"> <li>• Has always / almost always clear pronunciation, correct stress, intonation, volume and sounds according to the level.</li> <li>• No interference with communication.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Most of the time, has clear pronunciation, correct stress, intonation, volume and sounds according to the level.</li> <li>• Rare interference with communication.</li> </ul>         | <ul style="list-style-type: none"> <li>• Generally, has clear pronunciation, correct stress, intonation, volume and sounds according to the level.</li> <li>• Some interference with communication.</li> </ul> | <ul style="list-style-type: none"> <li>• Rarely has accurate pronunciation, stress, intonation, volume and sounds according to the level.</li> <li>• Frequent interferences with communication.</li> </ul> | <ul style="list-style-type: none"> <li>• Hardly ever / never has accurate pronunciation, stress, intonation, volume and sounds according to the level.</li> <li>• Many significant interferences with communication.</li> </ul>                  | <ul style="list-style-type: none"> <li>• The oral production is incomprehensible and interferes with the message.</li> </ul>  |
| <b>Fluency</b>       | <ul style="list-style-type: none"> <li>• Always / almost always speaks smoothly and at a natural pace with no or very few pauses and / or attempts to search for words, which does not interfere with communication.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Mostly speaks smoothly and at a natural pace with a few pauses and / or attempts to search for words, which interferes with communication at times.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Generally speaks smoothly and at a natural pace with some pauses and / or attempts to search for words, which interferes with communication often.</li> </ul>         | <ul style="list-style-type: none"> <li>• Speaks unevenly and at a slow pace with long pauses and / or attempts to search for words, which frequently interferes with communication.</li> </ul>             | <ul style="list-style-type: none"> <li>• Speaks with multiple pauses and / or hesitations, which disrupts communication.</li> </ul>  | <p>Many pauses / hesitations that make the speech unintelligible; or there is no attempt to convey the message.</p>   |
| <b>Comprehension</b> | The student always or almost always comprehends and answers the instructions and questions accordingly and does not ask for clarification.  | The student mostly comprehends and answers the instructions and questions accordingly, and/or occasionally asks for clarification of isolated phrases or words.   | The student generally comprehends and answers the instructions and questions accordingly but occasionally asks for clarification of a complete question or instruction.  | The student has repeated difficulty in understanding questions or instructions and asks for multiple clarifications. The student may be unable to answer one question.                                     | The student has repeatedly difficulties understanding questions and instructions, being unable to answer more than one question.   | The student rarely or never understands questions and instructions and is unable to answer multiple (all) questions, despite clarifications.  |
| <b>Communication</b> | The student always or almost always interacts effectively and coherently with both the assessor and their partner, achieving an extensive range of communicative functions.   | The student mostly interacts effectively and coherently with both the assessor and their partner, achieving a wide range of communicative functions.  | The student generally interacts effectively and coherently with both the assessor and their partner, achieving a moderate range of communicative functions.  | The student only at times interacts effectively and/or coherently with the assessor and/or their partner, achieving only a limited range of communicative functions.                                       | The student constantly struggles at interacting effectively and/or coherently with the assessor and/or their partner. The achievement of communicative functions is scarce.  | The student rarely or never interacts effectively and/or coherently with the assessor and/or their partner. The student does not achieve any communicative functions other than basic statements of fact. |