

## MODULE 1 & 2 RUBRIC

<b>Points</b>	<b>10-9</b>	<b>8-7</b>	<b>6</b>	<b>5-4</b>	<b>3-2</b>	<b>1-0</b>
<b>Criterion</b>	<b>Excellent</b>	<b>Above passing</b>	<b>Fair / Enough</b>	<b>Below passing</b>	<b>Insufficient</b>	<b>Not achieved</b>
<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.