**Proposed Rubrics for Assessing Speaking for the Mitkadmim Bet Level**

The rubrics below are based on the list of can-do statements under the heading of Mitkadmim Bet from the CEFR-Aligned Framework for English in Higher Education in Israel.

**The first rubric** relates to a situation in which the student is required to make an academic presentation and possibly answer questions from the audience. Most of the presentation is in the form of a monologue, with some interaction at the end.

**The second rubric** relates to a situation in which the student is required to conduct a conversation with an interlocutor.

The proposed rubrics are general ones, and cover many different types of speaking activities. The tasks that can be assessed by the first rubric include presentations of research, development of an argument, discussing a topic from various points of view, etc. The tasks that can be assessed by the second rubric include exchanges of information with another person and may relate to personal interests, or professional and/or general topics, and may require the student to ask questions or ask for clarification from his/her partner.

It is recommended that, based on the general rubrics, more specific rubrics be created that relate to particular kinds of tasks.

1. **Presentation rubric**

The first rubric relates to the following can-do statements:

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| Activity # | Skill | Heading | Can Do |
| 1. Production
 | Speaking | Overall spoken production | Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples (B2) |
| 1. Production
 | Speaking | Sustained monologue: Describing experience | Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (B2) |
| 1. Production
 | Speaking | Sustained monologue: Putting a case (e.g. in a debate) | Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples (B2) |
| 1. Production
 | Speaking | Addressing audiences | Can give a clear, prepared academic presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options (adapted B2) |
| 1. Production
 | Speaking | Addressing audiences | Can take a series of follow up questions with a degree of fluency and spontaneity that poses no strain for either him/herself or the audience (B2) |

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| Communicative competence | Component | Can Do |
| 1. Linguistic
 | General linguistic range  | Has sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics (adapted B1+) |
| 1. Linguistic
 | Vocabulary control  | Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication (B2) |
| 1. Linguistic
 | Vocabulary range | Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution (B2) |
| 1. Linguistic
 | Grammatical accuracy | Shows a relatively high degree of grammatical control and does not make mistakes that lead to misunderstanding (B2) |
| 1. Linguistic
 | Phonological control  | Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur (B1) |
| 1. Pragmatic
 | Thematic development | Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. (B2) |
| 1. Pragmatic
 | Coherence | Can use a number of cohesive devices to link his/her utterances into clear, coherent discourse, though may be uneven in long contribution. (adapted B2) |
| 1. Pragmatic
 | Spoken fluency | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeable long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party (B2) |

The dimensions of the Presentation Rubric and their definitions:

1. **Content**: The ability to give clear, detailed descriptions, narratives and/or academic presentations on familiar topics, and on a wide range of subjects related to his/her field of interest, which include (any or all of the following elements, where appropriate): developing an argument, expanding and supporting ideas with subsidiary points and relevant examples, giving reasons in support of or against a particular point of view, giving the advantages and disadvantages of various options and/or expressing thoughts on abstract or cultural topics [based on abilities/competences #1, #2, #3, #4, #6 and #11].
2. **Coherence**: The ability to develop a clear description, narrative and/or academic presentation using a number of cohesive devices to link the utterances into a coherent discourse. The ability may be uneven in a long contribution [based on abilities/competences #11 and #12].
3. **Vocabulary**: The ability to use a range of vocabulary to express ideas with reasonable precision, to avoid frequent repetition, and to communicate successfully despite some use of inaccurate words [based competences #6, #7 and #8].
4. **Grammatical accuracy**: The ability to exhibit a relatively high degree of grammatical control and to avoid mistakes that lead to misunderstanding [based on competence #9].
5. **Pronunciation**: The ability to use clearly intelligible pronunciation even if a foreign accent is sometimes evident and occasional mispronunciations occur [based on competence #10].
6. **Fluency**: The ability to produce stretches of language with a fairly even tempo and with few noticeable long pauses; the ability to answer follow-up questions with a degree of fluency and spontaneity that poses no strain for the speaker or the audience [based on abilities/competences #5 and #13].

Suggested weights and scale of values for each dimension of the Presentation Rubric:

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| Dimension | Weight of dimension | Scale of values |
| Content | 25% | 0-25 |
| Coherence | 20% | 0-20 |
| Vocabulary | 20% | 0-20 |
| Grammatical accuracy | 15% | 0-15 |
| Pronunciation | 10% | 0-10 |
| Fluency | 10% | 0-10 |

 Performance standards for each dimension:

1. **Content**
	1. 0-5 points: the description/narrative/academic presentation is off topic. Almost no required elements [may include development of an argument, expansion and support of ideas with subsidiary points and relevant examples, provision of reasons in support of or against a particular point of view, provision of the advantages and disadvantages of various options and or provision of thoughts on abstract or cultural topics] appear.
	2. 6-10 points: the description/narrative/academic presentation is only slightly on topic, with many digressions. Only a few of the elements required to meet the demands of the task [may include development of an argument, expansion and support of ideas with subsidiary points and relevant examples, provision of reasons in support of or against a particular point of view, provision of the advantages and disadvantages of various options and or provision of thoughts on abstract or cultural topics] appear and are relevant.
	3. 11-15 points: the description/narrative/academic presentation is somewhat on topic, with a few digressions. Some of the elements required to meet the demands of the task [may include development of an argument, expansion and support of ideas with subsidiary points and relevant examples, provision of reasons in support of or against a particular point of view, provision of the advantages and disadvantages of various options and or provision of thoughts on abstract or cultural topics] appear and are relevant.
	4. 16-20 points: the description/narrative/academic presentation is mainly on topic, with hardly any digressions. Most of the elements required to meet the demands of the task [development of an argument, expansion and support of ideas with subsidiary points and relevant examples, provision of reasons in support of or against a particular point of view, provision of the advantages and disadvantages of various options and or provision of thoughts on abstract or cultural topics] appear and are relevant.
	5. 21-25 points: the description/narrative/academic presentation is on topic, with no digressions. All the elements required to meet the demands of the task [may include development of an argument, expansion and support of ideas with subsidiary points and relevant examples, provision of reasons in support of or against a particular point of view, provision of the advantages and disadvantages of various options and or provision of thoughts on abstract or cultural topics] appear and are relevant.
2. **Coherence**
	1. 0-4 points: The description/narrative/academic presentation is unclear and incoherent, with no apparent connections between utterances. No cohesive devices are used.
	2. 5-8 points: The description/narrative/academic presentation is mainly unclear and incoherent, with only a few connections made between utterances. Hardly any cohesive devices are used.
	3. 9-12 points: Parts of the description/narrative/academic presentation are clear and coherent, but others are not; there are some good connections between utterances. A limited number of cohesive devices appear, but in longer contributions they occur infrequently.
	4. 13-16 points: The description/narrative/academic presentation is mainly clear and coherent in parts, with good connections made between utterances by means of a number of cohesive devices. In a long contribution, however, the clarity and coherence may be quite patchy.
	5. 17-20 points: The description/narrative/academic presentation is completely clear and coherent in parts, with seamless connections made between utterances by means of a number of cohesive devices. In a long contribution, however, the clarity and coherence may be patchy.
3. **Vocabulary**
	1. 0-4 points: Very basic words are used to express ideas, with many repetitions. Inaccurate words are frequently chosen, and communication is not successful.
	2. 5-8 points: Mainly basic words are used to express ideas, with quite a few repetitions. Inaccurate words are often chosen, and communication is usually not successful.
	3. 8-12 points: Basic words are sometimes used to express ideas, with occasional repetitions. There is some inaccurate word choice, which makes communication unsuccessful some of the time.
	4. 13-16 points: The range of words used to express ideas is relatively wide, but there are some repetitions. Despite occasional inaccurate word choice, communication is mostly successful.
	5. 17-20 points: A wide range of words is used to express ideas, with few repetitions. Despite occasional inaccurate word choice, communication is successful.
4. **Grammatical Accuracy**
	1. 0-3 points: The degree of grammatical control is very low. Many mistakes are made that lead to misunderstanding.
	2. 4-6 points: The degree of grammatical control is mostly low. Frequent mistakes are made that lead to misunderstanding.
	3. 7-9 points: The degree of grammatical control is average. Some mistakes are made that lead to misunderstanding.
	4. 10-12 points: The degree of grammatical control is sometimes high. Infrequent mistakes are made that lead to misunderstanding.
	5. 13-15 points: The degree of grammatical control is relatively high. No mistakes are made that lead to misunderstanding.
5. **Pronunciation**
	1. 0-2 points: Pronunciation is unintelligible, with strong evidence of a foreign accent and many mispronunciations.
	2. 3-4 points: Pronunciation is mainly unintelligible, with frequent evidence of a foreign accent and/or occurrence of mispronunciations.
	3. 5-6 points: Pronunciation is sometimes intelligible, but sometimes not, with evidence of a foreign accent and/or mispronunciations quite apparent at times.
	4. 7-8 points: Pronunciation is mostly intelligible, despite occasional evidence of a foreign accent and/or occurrence of mispronunciations.
	5. 9-10 points: Pronunciation is clearly intelligible, despite occasional evidence of a foreign accent and/or occurrence of mispronunciations.
6. **Fluency**
	1. 0-2 points: Speech exhibits an uneven tempo with many noticeable long pauses; follow-up questions are answered awkwardly and with hesitation.
	2. 3-4 points: Speech mostly exhibits an uneven tempo with quite a few noticeable long pauses; follow-up questions are answered awkwardly and with hesitation, for the most part.
	3. 5-6 points: Speech sometimes exhibits an uneven tempo and has a number of noticeable long pauses; follow-up questions are sometimes answered awkwardly and with hesitation.
	4. 7-8 points: Speech mostly exhibits a fairly even tempo and has a number of noticeable long pauses; follow-up questions are answered fluently and spontaneously, for the most part.
	5. 9-10 points: Speech exhibits a fairly even tempo and only a few noticeable long pauses; follow-up questions are answered fluently and spontaneously.
7. **Conversation rubric**

The second rubric relates to the following can-do statements:

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| Activity # | Skill | Heading | Can Do |
| 1. Interaction
 | Spoken | Overall spoken interaction | Can interact with some confidence on familiar routine and non-routine matters related to his/her interests and professional field (adapted B1+) |
| 1. Interaction
 | Spoken | Conversation | Can engage in extended conversation on most general topics in a clearly participatory fashion. Can convey degrees of emotion and highlight the personal significance of events and experiences (B2) |
| 1. Interaction
 | Spoken | Information exchange | Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters in his/her field with some confidence (B1+) |
| 1. Interaction
 | Spoken | Information exchange | Can summarize and give his/her own opinion about a topic in his/her own field with some confidence (adapted B1+) |

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| Activity | Communicative strategy | Can-do |
| 1. Interaction
 | Asking for clarification  | Can ask follow up questions to check that he/she has understood what the speaker intended to say, and get clarification of ambiguous points (B2) |
| 1. Interaction
 | Compensating | Can use circumlocution and paraphrase to cover gaps in vocabulary and structure (B2) |

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| Communicative competence | Component | Can Do |
| 1. Linguistic
 | General linguistic range  | Has sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics (adapted B1+) |
| 1. Linguistic
 | Vocabulary control  | Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication (B2) |
| 1. Linguistic
 | Vocabulary range | Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution (B2) |
| 1. Linguistic
 | Grammatical accuracy | Shows a relatively high degree of grammatical control, does not make mistakes that lead to misunderstanding (B2) |
| 1. Linguistic
 | Phonological control  | Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur (B1+) |
| 1. Pragmatic
 | Propositional precision | Can pass on detailed information reliably (B2) |
| 1. Pragmatic
 | Spoken fluency | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeable long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party (B2) |

The dimensions of the Conversation Rubric and their definitions:

1. **Content**: The ability to converse, express and summarize personal opinions, convey degrees of emotion and the personal significance of events and experiences, explain the main points in an idea or problem with reasonable precision, express thoughts on abstract or cultural topics, pass on detailed information reliably and exchange information on topics that are familiar, including matters related to the speaker's interests and professional field [based on abilities/competences #1, #2, #3, #4, #5, #7 and #12].
2. **Interaction:** The ability to engage in extended conversation on most general topics with some confidence and in a clearly participatory fashion, and with a degree of fluency and spontaneity that does not impose strain on either party; the ability to request clarification, and use circumlocution and/or paraphrase [based on abilities/competences #1, #2, #5, #6, and #13].
3. **Vocabulary**: The ability to use a range of vocabulary to describe unpredictable situations, to discuss ideas on abstract and cultural topics, to express ideas with reasonable precision, to avoid frequent repetition, and to communicate successfully despite some use of inaccurate words [based on competences #7, #8 and #9].
4. **Grammatical accuracy**: The ability to exhibit a relatively high degree of grammatical control and to avoid mistakes that lead to misunderstanding [based on competence #10].
5. **Pronunciation**: The ability to use clearly intelligible pronunciation even if a foreign accent is sometimes evident and occasional mispronunciations occur [based on competence #11].
6. **Fluency**: The ability to produce stretches of language with a fairly even tempo and with few noticeable long pauses [based on competence #13].

Suggested weights and scale of values for each dimension of the Conversation Rubric:

|  |  |  |
| --- | --- | --- |
| Dimension | Weight of dimension | Scale of values |
| Content | 25% | 0-25 |
| Interaction | 20% | 0-20 |
| Vocabulary | 20% | 0-20 |
| Grammatical accuracy | 15% | 0-15 |
| Pronunciation | 10% | 0-10 |
| Fluency | 10% | 0-10 |

Performance standards for each dimension:

1. **Content**
	1. 0-5 points: the speaker is unable to convey degrees of emotion and the personal significance of events and experiences, explain the main points in an idea or problem with reasonable precision, express thoughts on abstract or cultural topics, pass on detailed information reliably and exchange information on topics that are familiar, including matters related to the speaker's interests and professional field
	2. 6-10 points: the speaker is hardly able to convey degrees of emotion and the personal significance of events and experiences, explain the main points in an idea or problem with reasonable precision, express thoughts on abstract or cultural topics, pass on detailed information reliably and exchange information on topics that are familiar, including matters related to the speaker's interests and professional field
	3. 11-15 points: the speaker is able, part of the time, to convey degrees of emotion and the personal significance of events and experiences, explain the main points in an idea or problem with reasonable precision, express thoughts on abstract or cultural topics, pass on detailed information reliably and exchange information on topics that are familiar, including matters related to the speaker's interests and professional field
	4. 16-20 points: the speaker is mostly able to convey degrees of emotion and the personal significance of events and experiences, explain the main points in an idea or problem with reasonable precision, express thoughts on abstract or cultural topics, pass on detailed information reliably and exchange information on topics that are familiar, including matters related to the speaker's interests and professional field
	5. 21-25 points: the speaker is able to convey degrees of emotion and the personal significance of events and experiences, explain the main points in an idea or problem with reasonable precision, express thoughts on abstract or cultural topics, pass on detailed information reliably and exchange information on topics that are familiar, including matters related to the speaker's interests and professional field.
2. **Interaction**
	1. 0-4 points: The speaker cannot engage in extended conversation on most general topics; his/her lack of fluency and spontaneity imposes strain on both parties; the speaker is unable to request clarification, use circumlocution and/or paraphrase.
	2. 5-8 points: The speaker has little confidence and seldom engages in extended conversation on most general topics in a clearly participatory fashion; his/her lack of fluency and spontaneity often imposes strain on both parties; the speaker is mostly unable to request clarification, use circumlocution and/or paraphrase.
	3. 9-12 points: The speaker can, part of the time, engage in extended conversation on most general topics with some confidence and in a clearly participatory fashion; his/her fluency and spontaneity sometimes imposes strain on both parties; the speaker is occasionally able to request clarification, use circumlocution and/or paraphrase.
	4. 13-16 points: The speaker can, most of the time, engage in extended conversation on most general topics with some confidence and in a clearly participatory fashion, and with a degree of fluency and spontaneity that does not impose strain on either party; the speaker is mostly able to request clarification, use circumlocution and/or paraphrase.
	5. 17-20 points: The speaker can engage in extended conversation on most general topics with some confidence and in a clearly participatory fashion, and with a degree of fluency and spontaneity that does not impose strain on either party; the speaker is able to request clarification, use circumlocution and/or paraphrase.
3. **Vocabulary**
	1. 0-4 points: Very basic words are used to describe unpredictable situations, and to discuss ideas on abstract and cultural topics. There are many repetitions. Inaccurate words are frequently chosen, and communication is not successful.
	2. 5-8 points: Mainly basic words are used to describe unpredictable situations, and to discuss ideas on abstract and cultural topics. There are quite a few repetitions. Inaccurate words are often chosen, and communication is usually not successful.
	3. 8-12 points: Basic words are sometimes used to describe unpredictable situations, and to discuss ideas on abstract and cultural topics. Precision is partial, and repetitions do occur. There is some inaccurate word choice, which makes communication unsuccessful some of the time.
	4. 13-16 points: The range of words used to describe unpredictable situations, and to discuss ideas on abstract and cultural topics is relatively wide. Precision is reasonable and there are some repetitions. Despite some inaccurate word choice, communication is mostly successful.
	5. 17-20 points: A wide range of words is used to describe unpredictable situations, and to discuss ideas on abstract and cultural topics with reasonable precision and with few repetitions. Despite occasional inaccurate word choice, communication is successful.
4. **Grammatical Accuracy**
	1. 0-3 points: The degree of grammatical control is very low. Many mistakes are made that lead to misunderstanding.
	2. 4-6 points: The degree of grammatical control is mostly low. Frequent mistakes are made that lead to misunderstanding.
	3. 7-9 points: The degree of grammatical control is average. Some mistakes are made that lead to misunderstanding.
	4. 10-12 points: The degree of grammatical control is sometimes high. Infrequent mistakes are made that lead to misunderstanding.
	5. 13-15 points: The degree of grammatical control is relatively high. No mistakes are made that lead to misunderstanding.
5. **Pronunciation**
	1. 0-2 points: Pronunciation is unintelligible, with strong evidence of a foreign accent and many mispronunciations.
	2. 3-4 points: Pronunciation is mainly unintelligible, with frequent evidence of a foreign accent and/or occurrence of mispronunciations.
	3. 5-6 points: Pronunciation is sometimes intelligible, but sometimes not, with evidence of a foreign accent and/or mispronunciations quite apparent at times.
	4. 7-8 points: Pronunciation is mostly intelligible, despite occasional evidence of a foreign accent and/or occurrence of mispronunciations.
	5. 9-10 points: Pronunciation is clearly intelligible, despite occasional evidence of a foreign accent and/or occurrence of mispronunciations.
6. **Fluency**
	1. 0-2 points: Speech exhibits an uneven tempo with many noticeable long pauses.
	2. 3-4 points: Speech mostly exhibits an uneven tempo with quite a few noticeable long pauses.
	3. 5-6 points: Speech sometimes exhibits an uneven tempo and has a number of noticeable long pauses.
	4. 7-8 points: Speech mostly exhibits a fairly even tempo and has a number of noticeable long pauses.
	5. 9-10 points: Speech exhibits a fairly even tempo and only a few noticeable long pauses.