

## HOLISTIC SCORING GUIDE for PRESENTATIONS (Speaking)

0	1	2 Beginning	3 Developing	4 Proficient	5 Accomplished	6 Exemplary
Student does not reach a standard described by any of the descriptors listed.  Message is unclear, incomplete, inappropriate, or too short to evaluate. Virtually no understanding of basics is demonstrated	Message is unclear, incomplete, and punctuated by hesitation.	Message may be unclear, incomplete, and punctuated by hesitation.	Message is understandable; includes some detail.	Message is mainly clear and well-developed with relevant and appropriate details.	Message is clear and well-developed with relevant and appropriate details	
	Uses language in a very basic manner; may speak infrequently and briefly	Uses language in a very basic manner on topic provided	Uses language accurately and effectively overall, on topic provided	Uses language fluently, accurately, and effectively on topic provided	Uses language fluently, accurately, and effectively on topic provided	
	Seldom uses appropriate vocabulary, pronunciation and intonation to express meaning	May use appropriate vocabulary, pronunciation and intonation to express meaning	May use appropriate vocabulary, pronunciation and intonation to express meaning; hesitations may interfere with fluency and ease of speech	Uses precise vocabulary, pronunciation and intonation to express meaning; hesitations do not interfere with fluency and ease of speech	Uses precise vocabulary, pronunciation and intonation to express meaning showing fluency and ease of speech (language flows easily)	
	Uses simple structures and often repeats simple patterns; may use English words and phrases	Uses simple basic structures and language; repetitive AND/OR structures used are difficult to understand	Uses basic structures and language overall AND/OR complex structures used are not easily understood	May attempt complex structures and language to make meaning precise, structures are understandable	Attempts complex structures and language to make meaning precise, structures are easily understood	
	Errors prevent communication	Errors in word choice, idiom, tense, and structure disrupt communication	May include errors in word choice, idiom, tense, and structure that weaken but do not prevent communication	Controls grammar well; errors seldom interfere with understanding	Controls grammar well; errors virtually never interfere with communication	
	Has difficulty speaking without relying on notes	Some reliance on notes	Minimal reliance on notes	Little to no reliance on notes	No reliance on notes	
	Minimal use of visuals	Some use of visuals which may not always effectively aid communication	Some use of visuals to aid communication	Active use of visuals; visuals aid communication	Active use of visuals throughout; visuals aid and enhance communication	