

KARADENİZ TEKNİK ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU
YABANCI DİLLER YÜKSEKOKULU YABANCI DİLLER BÖLÜMÜ
WRITING & SPEAKING PORTFOLYO
KILAVUZU

Değerli Öğrencilerimiz,

Yabancı Diller Yüksekokulumuzdan alacağınız İngilizce Hazırlık Eğitiminde Writing ve Speaking Portfolio, Online Aktiviteler, Digital Okuma Kitapları ve Ödevler önemli bir yer oluşturmaktadır. Konuşma ve yazma üretime dayalı becerilerdir ve gerek günlük hayatınızda gerekse akademik hayatınızda çok sıkça ihtiyaç duyacağınızdan geliştirilmesi büyük önem arz etmektedir.

Bu becerileriniz süreç içerisinde geliştirmeye çalışılacak ve değerlendirilecektir. Online Aktiviteler, Digital Okuma Kitapları ve Ödevler ile sizlerin ders dışında da hedef dile maruz kalmanız ve bu sayede becerilerinizi geliştirmeniz hedeflenmektedir.

WRITING PORTFOLIO

Writing Portfolio modül notunun % 7'sini oluşturmaktadır. Writing Portfolio, Modül 1 ve Modül 2'de çalışılan Main Course kitaplarındaki yazma konularından, Modül 3 ve Modül 4'te ise çalışılan Main Course kitaplarındaki yazma konuları ile writing packlerin içeriğinden oluşmaktadır. Modül 1,2 ve 3 alan öğrenciler için Main Course dersine giren sınıftan sorumlu öğretim görevlisi, Modül 4 alan öğrenciler için Writing dersine giren öğretim görevlisi her task için ders akış çizelgelerinde belirtilen haftalarda, kendisinin belirleyeceği ders saati içerisinde modüllere göre belirtilmiş içeriğe uygun konular belirleyerek öğrencilerden sınıf içerisinde konuyla ilgili yazılar yazmasını ister.

[Ders akış çizelgeleri için tıklayınız.](#)

[Yazma Ödevi İçerikleri için tıklayınız.](#)

Öğrenciler yazdıkları ilk yazıları (First Draft) dersin sorumlusuna teslim ederler. Daha sonra dersin sorumlusu yazıları kontrol edip hataları düzeltme kodlarıyla (correction codes) işaretleyip gerekli açıklamalarla birlikte notlandırarak öğrencilere geri verir. Öğrenciler düzeltme kodlarını ve açıklamaları dikkate alarak ödevlerinin son halini (final draft) dersin sorumlusunun belirteceği online sınıflarındaki ünitenin writing kısmına yazarak veya ders sorumlusunun bildireceği şekilde (e-posta, whatsapp, padlet, google classroom vb) kendisine iletir.

Görseldeki örnekteki gibi: Modül 3 Online Aktiviteler 1. Ünite – Writing 1.

The screenshot shows the 'Online Practice' interface. On the left is a navigation sidebar with icons for Home, Classroom, Resources, Dictionary, Sound Bank, Help, Account, and Sign out. The main content area displays a list of activities under 'Online Practice' and 'Practice' sections. The 'Practice' section includes 'Extreme family ties: Activity 1', 'Extreme family ties: Activity 2', 'Life choices', and 'Writing 1: A description of a person'. The 'Writing 1' activity is highlighted with a red box and a checkmark. Below this, a detailed view of the 'Writing 1' activity is shown, titled 'Writing 2: An informal email'. It includes instructions to write an informal email to say thank you, with five paragraphs of prompts. A 'Write here' text area is highlighted with a red box and a checkmark. At the bottom right, there is a 'Save' button.

Writing Aktivitesine tıklanarak "Write here" kısmına Final Draftlar yazılır.

First Draftlar öğrenciler tarafından dosyalanır ve modül sonunda dersin sorumlusuna teslim edilir. Dersin sorumlusu bu süreç içerisinde öğrencilerin yazıları yazıp yazmadığına, uyarı ve tavsiyelerinin dikkate alınıp alınmadığına, yazıların gelişip gelişmediğine göre öğrenciler hakkında notlar tutar ve öğrencilere geri bildirimlerde bulunur. Modül sonunda öğrencilerin dosyalarını aşağıdaki gibi notlandırır:

- Her bir yazı First Draft 100 puan, Final Draft 100 Puan olacak şekilde değerlendirilir.
- Dersin Sorumlusu First draftları aldığı anda düzeltmeleri yapar ve aynı zamanda First draft için notunu da öğrenciye bildirir.
- Öğrenci, öğretim görevlisinin first draftta belirttiği hataları düzelterek ve verdiği feedback doğrultusunda gerekli düzenlemeleri yaparak Final Draftı oluşturur ve ders sorumlusunun belirteceği online platformdaki writing aktivite kısmına veya belirteceği platformlara yazar.
- Daha sonra Dersin sorumlusu yazının final draftını okur ve notlandırır.
- Öğrencinin nihai notu, writing tasklar'ın first ve final draft notlarının ortalamasını alınarak BYS sistemine girilir. (online platformda notlandırma yapılmaz)

Modül 1, 2 ve 3'te en az 2 tane, Modül 4'te ise en az 3 tane yazma konusunun first draftları, ilgili öğretim görevlisinin belirleyeceği ve duyuracağı ders saatinde, sınıf içerisinde yazılacaktır. First draftların yazımı bir sınav formatında olacaktır. Öğrenciler yazılarını yazarken hiçbir kaynaktan (sözlük, digital kaynaklar, kitap, not, vb.) faydalanmayacaklardır.

Writing Tasklar için seviye ve kelime aralıkları aşağıdaki gibidir:

Modül 1 için 90-120 kelime

Modül 2 için 120-150 kelime

Modül 3 için 150-180 kelime

Modül 4 için 180-210 kelime

Bildirilen tarihten sonra getirilen final draftlar kabul edilmeyecek ve değerlendirmeye alınmayacaktır. Yazma becerisinin değerlendirilmesi sadece writing portfolio ile değil aynı zamanda Mid-Term ve EMT (End of Module Test) sınavlarında da yapılacaktır. Bu nedenle yazma becerisi modül notunuza önemli derecede katkıda bulunacaktır.

SPEAKING PORTFOLIO

Speaking Portfolio modül notunun % 8'sini oluşturmaktadır. Her modülde öğrencilerin dersin sorumlusu (Modül 1,2 ve 3 alan öğrenciler için Main Course dersine giren sınıftan sorumlu öğretim görevlisi, Modül 4 alan öğrenciler için Speaking&Listening dersine giren öğretim görevlisi) tarafından bildirilecek konulardan biri veya ilgili öğretim görevlisinin onayı alınan konular hakkında veya düzeye uygun okuduğu readerlardan birinin ayrıntılı sunumu olacak şekilde ders içerisinde bir sunum yapmaları istenir. Bu sunum % 4 olarak değerlendirmeye alınır. Sunumlar çeşitli görseller (resim, video, powerpoint sunumlar) ile desteklenebilir. (Speaking Presentation tarihleri için [akademik takvime](#) veya [ders akış çizelgelerine](#) bakınız.)

Diğer % 4'lük kısım ise öğrencilerin derslerdeki konuşma aktiviteleri boyunca gösterecekleri performansların düzenli olarak gözlemlenmesi sonucundaki değerlendirmeden oluşur. Dersin sorumlusu modül içerisinde konuşma aktiviteleri boyunca (pair work, group work, ask&answer, vb.) öğrencileri gözlemler, notlar alır ve öğrencilere belli aralıklarla geri bildirimde bulunur. Süreç içerisinde öğrencilerin performanslarındaki değişimleri, gelişimleri gözlemler ve öğrencileri değerlendirir. Bu not sınıfın derslerine giren bütün öğretim görevlilerinin vereceği notların ortalaması alınarak hesaplanır.

[Modüllere göre speaking aktiviteleri için tıklayınız.](#)

WRITING PORTFOLIO

ERROR CORRECTION CODES

ERROR CODE	EXPLANATION	EXAMPLE SENTENCE	CORRECTED SENTENCE
Fr	Sentence Fragment	<u>When I am happy.</u> <i>Fr</i>	When I am happy, I sing.
WT	Wrong Tense	Sue <u>goes</u> to school last year. <i>WT</i>	Sue went to school last year.
WO	Word Order Error	She likes <u>pizza eating.</u> <i>WO</i>	She likes eating pizza.
WW	Wrong Word	I <u>did</u> a very delicious cake. <i>WW</i>	I made a very delicious cake.
WF	Word Form Error	I am <u>boring</u> in the dormitory. <i>WF</i>	I am bored in the dormitory.
VF	Verb Form Error	Harry <u>do</u> his homework. <i>VF</i>	Harry does his homework
X	Extra Word	She comes <u>to</u> here at 9:00. <i>X</i>	She comes here at 9:00.
Λ	Missing Word	My father Λ a dentist.	My father is a dentist.
Pr	Preposition Error	Amy is talking <u>with</u> teacher. <i>Pr</i>	Amy is talking to teacher.
A	Article Error	My mother is Λ housewife. <i>A</i>	My mother is a housewife.
P	Punctuation Error	I like reading books <i>P</i>	I like reading books.
C	Capitalization Error	I go to school on <u>monday.</u> <i>C</i>	I go to school on Monday.
Sp	Spelling Error	My <u>favuorite</u> color is red. <i>Sp</i>	My favourite color is red.
?	Meaning or handwriting is not clear	Myfatherlikesswimming inthesea. <i>?</i>	My father likes swimming in the sea.
/	Insert a space	I watch horror / films.	I watch horror films
//	// Start a new sentence here	I study English // I always do my homework.	I study English. I always do my homework.
→	Indent the paragraph →	Football is very popular in Turkey.	Football is very popular in Turkey.

WRITING PORTFOLIO

RUBRIC FOR CAUSE & EFFECT ESSAY

	A	B	C	D	SCORE
INTRODUCTION & CONCLUSION (15 points)	Has an engaging hook, shows clear purpose and defines points of cause and effect. Argument is clear and supportable with a definite point that goes beyond preference for one item over another.	The purpose of the introduction is clear with points of cause and effect ; has a hook. Makes a clear, supportable argument.	Points of cause and effect are ambiguous. Does not have an adequate hook. Argument is unclear or of minor importance. Uses only similarities and differences.	Essay's purpose is unclear, no points of cause and effect are made. No hook. No clear, supportable argument.	A: 15-12 B: 11-8 C: 7-4 D: 3-0
	Captures the essential points of the essay and leaves the reader with a strong final impression.	Has a summation of the main idea and is related to the opening with at least one strong example.	is a basic summation without a strong sense of connection to the main idea.	No conclusion or one that consists of a basic summary.
CONTENT (25 points)	Writer includes enough relevant, important causes or effects to support the thesis well	Writer includes fairly relevant causes or effects that are related to the thesis, and develops the thesis fairly well	Writer chooses causes or effects related to the thesis, but which are relatively unimportant; or gives few causes or effects (underdeveloped)	Writer confuses causes with effects, or mentions very few relevant causes or effects (very undeveloped)	A: 25-19 B: 18-13 C: 12-6 D: 5-0
ORGANIZATION (15 points)	Cause-or-effect relationships are clear, tightly expressed, and relevant in almost all cases All paragraphs are clearly focused and tightly developed, with a clearly identified topic for each There is enough appropriate transitional language between and inside paragraphs to make them coherent and effective	Cause-or-effect relationships are fairly clearly expressed Paragraphs are fairly well focused and well constructed, and most topics are fairly clearly identified and developed There is a fair amount of appropriate transitional language between and inside paragraphs: maybe not quite enough, or maybe a bit too much	Essay provides some organization of topic, but cause-or-effect relationships are often not clear and precise Paragraphs contain identified topics, but are not well developed There is some transitional language between and inside paragraphs, but not enough, or else too much, or else often not appropriately used	Careless organization of topic, with loosely expressed cause-and-effect relationships Paragraph structure is unfocused with no clearly identified single topic, or paragraphs need much more development There is very little transitional language between and inside paragraphs, or much of the transitional language is not appropriately used	A: 15-12 B: 11-8 C: 7-4 D: 3-0
VOCABULARY (20 points)	Vocabulary and word forms have few or no errors; vocabulary is specific and appropriately used	Vocabulary and/or word form errors appear occasionally, but meaning is always clear; vocabulary may be fairly general	Vocabulary and/or word form errors are sometimes hard to understand; or vocabulary is very simple and general	Wrong word choices, word form errors, and/or non-English words make the meaning often hard to understand	A: 20-16 B: 15-11 C: 10-6 D: 5-0
GRAMMAR (Sentence structure) (20 points)	Grammar has few or no errors	Grammar has some errors, but meaning is always clear	Grammar has enough errors that meaning may sometimes be hard to understand	Grammar is so uncontrolled that meaning is often hard to understand	A: 20-16 B: 15-11 C: 10-6 D: 5-0
	Sentence structure is complex and sophisticated, with few errors; very clearly expressed	Sentence structure is clear and has few errors, but may be fairly simple	Sentence structure is very simple with few errors, or has so many errors that it is sometimes hard to understand	Sentence structure is so non-English that meaning is often hard to understand
MECHANICS (Spelling/Punctuation/Capitalization) (5 points)	Spelling shows few or no errors	Spelling has occasional errors, but the meaning is always clear	Numerous spelling errors are sometimes hard to understand	Misspelling makes the meaning often hard to understand	A: 5 B: 4 C: 3 D: 2-0
	Punctuation and capitalization show few errors	Punctuation and/or capitalization have occasional errors, but the meaning is always clear	Punctuation and/or capitalization errors make the essay sometimes hard to understand	Punctuation and/or capitalization errors are so non-English that meaning is often hard to understand
				TOTAL	

COMMENTS:

RUBRIC FOR COMPARE & CONTRAST ESSAY

	A	B	C	D	SCORE
INTRODUCTION & CONCLUSION (15 points)	Has an engaging hook, shows clear purpose and defines points of comparison. Argument is clear and supportable with a definite point that goes beyond preference for one item over another.	The purpose of the introduction is clear with points of comparison; has a hook. Makes a clear, supportable argument.	Points of comparison are ambiguous. Does not have an adequate hook. Argument is unclear or of minor importance. Uses only similarities and differences.	Essay's purpose is unclear, no points of comparison are made. No hook. No clear, supportable argument.	A: 15-12 B: 11-8 C: 7-4 D: 3-0
	Captures the essential points of the essay and leaves the reader with a strong final impression.	Has a summation of the main idea and is related to the opening with at least one strong example.	is a basic summation without a strong sense of connection to the main idea.	No conclusion or one that consists of a basic summary.	
CONTENT (25 points)	Develops significance of three or more compare/contrast claims using sophisticated c/c clue words. Uses transitions between logical and consistent points of comparison and contrast. Uses specific evidence that supports claims.	Significance of four points of comparison/contrast may be unclear with some complex c/c clue words. Transitions are effective. Points of comparison are mostly logical and consistent. Evidence supports claims.	Significance of two or more points of comparison/contrast are made. Claims are unclear, uses c/c clue words and/or transitions. Points of comparison are somewhat logical and consistent. Evidence weakly supports claims.	Significance of claims is unclear, weak compare/contrast clue words and/or transitions. Points of comparison are illogical and inconsistent. Evidence does not support claims.	A: 25-19 B: 18-13 C: 12-6 D: 5-0
ORGANIZATION (15 points)	Compare and contrast are clear, tightly expressed, and relevant in almost all cases All paragraphs are clearly focused and tightly developed, with a clearly identified topic for each There is enough appropriate transitional language between and inside paragraphs to make them coherent and effective	Compare and contrast are fairly clearly expressed Paragraphs are fairly well focused and well constructed, and most topics are fairly clearly identified and developed There is a fair amount of appropriate transitional language between and inside paragraphs: maybe not quite enough, or maybe a bit too much	Essay provides some organization of topic, but Compare and contrast are often not clear and precise Paragraphs contain identified topics, but are not well developed There is some transitional language between and inside paragraphs, but not enough, or else too much, or else often not appropriately used	Careless organization of topic, with loosely expressed Compare and contrast. Paragraph structure is unfocused with no clearly identified single topic, or paragraphs need much more development There is very little transitional language between and inside paragraphs, or much of the transitional language is not appropriately used	A: 15-12 B: 11-8 C: 7-4 D: 3-0
VOCABULARY (20 points)	Vocabulary and word forms have few or no errors; vocabulary is specific and appropriately used	Vocabulary and/or word form errors appear occasionally, but meaning is always clear; vocabulary may be fairly general	Vocabulary and/or word form errors are sometimes hard to understand; or vocabulary is very simple and general	Wrong word choices, word form errors, and/or non-English words make the meaning often hard to understand	A: 20-16 B: 15-11 C: 10-6 D: 5-0
GRAMMAR (Sentence structure) (20 points)	Grammar has few or no errors	Grammar has some errors, but meaning is always clear	Grammar has enough errors that meaning may sometimes be hard to understand	Grammar is so uncontrolled that meaning is often hard to understand	A: 20-16 B: 15-11 C: 10-6 D: 5-0
	Sentence structure is complex and sophisticated, with few errors; very clearly expressed	Sentence structure is clear and has few errors, but may be fairly simple	Sentence structure is very simple with few errors, or has so many errors that it is sometimes hard to understand	Sentence structure is so non-English that meaning is often hard to understand	
MECHANICS (Spelling/Punctuation/Capitalization) (5 points)	Spelling shows few or no errors	Spelling has occasional errors, but the meaning is always clear	Numerous spelling errors are sometimes hard to understand	Misspelling makes the meaning often hard to understand	A: 5 B: 4 C: 3 D: 2-0
	Punctuation and capitalization show few errors	Punctuation and/or capitalization have occasional errors, but the meaning is always clear	Punctuation and/or capitalization errors make the essay sometimes hard to understand	Punctuation and/or capitalization errors are so non-English that meaning is often hard to understand	
TOTAL					

COMMENTS:

RUBRIC FOR ARGUMENTATIVE ESSAY

	A	B	C	D	SCORE
INTRODUCTION & CONCLUSION (15 points)	Well developed introductory paragraph contains detailed background , a clear explanation or definition of the problem, and a thesis statement Conclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out.	Introductory paragraph contains some background information and states the problem, but does not explain using details. States the thesis of the paper. Conclusion summarizes main topics. Some suggestions for change are evident	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail. Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included.	Thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic. Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included.	A: 15-12 B: 11-8 C: 7-4 D: 3-0
CONTENT (25 points)	Three or more main points are well developed with supporting details. Refutation paragraph(s) acknowledges the opposing view and summarizes their main points.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph(s) acknowledges the opposing view but doesn't summarize points.	Three or more main points, but all lack development. Refutation paragraph(s) missing and/or vague	Less than three main points, with poor development of ideas. Refutation missing or vague.	A: 25-19 B: 18-13 C: 12-6 D: 5-0
ORGANIZATION (15 points)	Argumentative points are clear, tightly expressed, and relevant in almost all cases All paragraphs are clearly focused and tightly developed, with a clearly identified topic for each There is enough appropriate transitional language between and inside paragraphs to make them coherent and effective	Argumentative points are fairly clearly expressed Paragraphs are fairly well focused and well constructed, and most topics are fairly clearly identified and developed There is a fair amount of appropriate transitional language between and inside paragraphs: maybe not quite enough, or maybe a bit too much	Essay provides some organization of topic, but Argumentative points are often not clear and precise Paragraphs contain identified topics, but are not well developed There is some transitional language between and inside paragraphs, but not enough, or else too much, or else often not appropriately used	Careless organization of topic, with loosely expressed Argumentative points. Paragraph structure is unfocused with no clearly identified single topic, or paragraphs need much more development There is very little transitional language between and inside paragraphs, or much of the transitional language is not appropriately used	A: 15-12 B: 11-8 C: 7-4 D: 3-0
VOCABULARY (20 points)	Vocabulary and word forms have few or no errors; vocabulary is specific and appropriately used	Vocabulary and/or word form errors appear occasionally, but meaning is always clear; vocabulary may be fairly general	Vocabulary and/or word form errors are sometimes hard to understand; vocabulary is very simple and general	Wrong word choices, word form errors, and/or non-English words make the meaning often hard to understand	A: 20-16 B: 15-11 C: 10-6 D: 5-0
GRAMMAR (Sentence structure) (20 points)	Grammar has few or no errors Sentence structure is complex and sophisticated, with few errors; very clearly expressed	Grammar has some errors, but meaning is always clear Sentence structure is clear and has few errors, but may be fairly simple	Grammar has enough errors that meaning may sometimes be hard to understand Sentence structure is very simple with few errors, or has so many errors that it is sometimes hard to understand	Grammar is so uncontrolled that meaning is often hard to understand Sentence structure is so non-English that meaning is often hard to understand	A: 20-16 B: 15-11 C: 10-6 D: 5-0
MECHANICS (Spelling/Punctuation/Capitalization) (5 points)	Spelling shows few or no errors Punctuation and capitalization show few errors	Spelling has occasional errors, but the meaning is always clear Punctuation and/or capitalization have occasional errors, but the meaning is always clear	Numerous spelling errors are sometimes hard to understand Punctuation and/or capitalization errors make the essay sometimes hard to understand	Misspelling makes the meaning often hard to understand Punctuation and/or capitalization errors are so non-English that meaning is often hard to understand	A: 5 B: 4 C: 3 D: 2-0
				TOTAL	

COMMENTS:

SPEAKING PORTFOLIO

RUBRIC FOR SPEAKING PRESENTATION

CRITERIA	EXCELLENT (20-17 pts.)	GOOD (16-13 pts.)	AVERAGE (12-9 pts.)	FAIR (8-5 pts.)	WEAK (4-0 pts.)	SCORE
1. Content & Organization - Has a good command of the subject - Topic developed with relevant details - Development of ideas-logical, easy to follow - Good use of transitions/signposting						
2. Language use - Uses a wide range of appropriate level vocabulary and level structures with few errors - Uses vocabulary appropriate for the audience – explains difficult or technical words						
3. Speaking Skills - Speech is intelligible - Speaks clearly with accurate pronunciation - Speaks fluently with only minor hesitations						
4. Delivery - Natural delivery – not read or memorized - Rate of speech – not too fast or too slow - Volume – loud enough to be heard clearly - Eye contact with audience - Appropriate body language						
5. Presentation of the material - Presents the material in a creative way - Uses visual aids effectively (e.g. slides, posters, pictures, audio, video) - Captures the attention of the audience and sustains the interest - The presentation is within time limits						
					TOTAL	

MODULE 1 FORMATIVE SPEAKING RUBRIC FOR IN-CLASS ACTIVITIES LEVELS OF ACHIEVEMENT

CRITERIA	EXCELLENT 10-9 points	GOOD 8-7 points	SATISFACTORY 6-5 points	UNSATISFACTORY 4-3 points	POOR 2-0 points
CONTENT & COHERENCE	- Tasks are fulfilled effectively - Interaction generally relies on the support of the interlocutor - Use of very simple connectors	- Intended message is usually communicated despite occasional misunderstandings - Use of very simple connectors	- Tasks are mostly fulfilled - Interaction relies on the support of the interlocutor - The intended message is usually communicated despite noticeable misunderstandings - Some use of simple connectors	- Tasks remain largely unfulfilled - Interaction breaks down despite the support of the interlocutor - Frequent failure to respond - Contributions lack relevance - Intended message is not successfully communicated - Ideas mostly expressed through unconnected words and phrases	- Tasks are largely unattempted and intended message is not communicated - No connected language - OR insufficient sample of language to assess
PRONUNCIATION	- Pronunciation is sufficiently clear despite very few first language influences – Very few pronunciation errors	- Pronunciation is sufficiently clear despite some first language influences - Noticeable pronunciation errors	- Pronunciation can be understood with some effort - First language influences may obscure the message -	- Unclear pronunciation prevents clear understanding -	- Unclear pronunciation prevents any understanding -
FLUENCY	- The flow of language is maintained, generally with very little interlocutor support – Very few hesitations and reformulations may be noticeable	- The flow of language is maintained, generally with interlocutor support - Some hesitations and reformulations may be noticeable	The flow of language is maintained in very short utterances - Frequent hesitations and reformulations	Long hesitations and reformulations impede communication	Frequent hesitation prevents any communication - OR insufficient sample of language to assess
GRAMMAR & ACCURACY	- A range of A1 level grammar is used - A reasonable level of accuracy	Errors may occur, but do not impede communication	- A limited range of A1 level grammar is used - Some evidence of grammatical control - Errors occur and the message may occasionally be obscured	- Insufficient range and control of A1 level language - Frequent errors obscure the intended message	- Lacks the language to attempt the tasks - The intended message is generally obscured - OR insufficient sample of language to assess
LEXIS & VOCABULARY	- A range of A1 level vocabulary is used	- Errors may occur, but do not impede communication	- A limited range of A1 vocabulary is used - Errors occur, and the message may occasionally be obscured	- Range of vocabulary is too limited to deal with the A1 level tasks - Vocabulary errors often obscure the intended message	- Lacks the vocabulary to attempt the tasks - The intended message is generally obscured - OR insufficient sample of language to assess
					TOTAL SCORE: 50
					FINAL SCORE (total score x2)

MODULE 2 LEVEL FORMATIVE SPEAKING RUBRIC FOR IN-CLASS ACTIVITIES LEVELS OF ACHIEVEMENT

CRITERIA	EXCELLENT 10-9 points	GOOD 8-7 points	SATISFACTORY 6-5 points	UNSATISFACTORY 4-3 points	POOR 2-0 points
CONTENT & COHERENCE	- Tasks are fulfilled with relative ease Contributions are mostly relevant - Intended message is mostly communicated - Ideas are clearly linked and sequenced	- Interaction is maintained with a little support from the interlocutor - Intended message is usually communicated despite occasional misunderstandings - Use of very simple connectors.	- Tasks are mostly fulfilled - Interaction relies on the support of the interlocutor - Contributions are broadly relevant - The intended message is generally communicated despite occasional misunderstandings - Ideas are simply linked and sequenced	- Tasks remain largely unfulfilled - Interaction breaks down despite the support of the interlocutor - General failure to respond or initiate - Contributions lack relevance - Intended message is not successfully communicated - Ideas mostly expressed through unconnected words and phrases	- Tasks are unfulfilled and intended message is not communicated - No connected language - OR insufficient sample of language to assess.
PRONUNCIATION	- Pronunciation is sufficiently clear.	Pronunciation is sufficiently clear despite some first language influences - Noticeable pronunciation errors do not impede communication.	- Pronunciation is sufficiently clear for general understanding - First language influences may occasionally obscure the message.	- Unclear pronunciation leads to frequent difficulty in understanding.	- Unclear pronunciation prevents understanding.
FLUENCY	- The flow of language is generally maintained, occasionally without interlocutor support - Occasional hesitations and reformulations may be noticeable.	- The flow of language is maintained, generally with interlocutor support - Some hesitations and reformulations may be noticeable.	The flow of language in short exchanges is generally maintained with the support of the interlocutor - Frequent hesitations and reformulations do not impede communication.	- Long hesitations and reformulations lead to frequent breakdowns in communication.	-Frequent hesitation prevents communication - OR insufficient sample of language to assess.
GRAMMAR & ACCURACY	- A range of A2 level grammar is used - Grammar is sufficiently accurate - Errors may occur, but do not impede communication	Errors may occur, but do not impede communication	- A limited range of A2 level grammar is used - Grammar is generally accurate - Errors occur and may occasionally obscure the message	Range of grammar is too limited to deal with the A2 level tasks - Frequent errors often make the message difficult to follow	- Lack of control in basic structures - The intended message is generally obscured - OR insufficient sample of language to assess
LEXIS & VOCABULARY	- A sufficient range of A2 level vocabulary is used to deal with the tasks - Errors may occur, but do not impede communication	- Errors may occur, but do not impede communication	- A range of A2 vocabulary is used to deal with the tasks - Errors occur, and may occasionally obscure the message	-- Range of vocabulary is too limited to deal with the A2 level tasks - Vocabulary errors often obscure the intended message	- Lacks the vocabulary to attempt the tasks - The intended message is generally obscured - OR insufficient sample of language to assess
					TOTAL SCORE: 50
					FINAL SCORE (total score x2)

MODULE 3 LEVEL FORMATIVE SPEAKING RUBRIC FOR IN-CLASS ACTIVITIES LEVELS OF ACHIEVEMENT

CRITERIA	EXCELLENT 10-9 points	GOOD 8-7 points	SATISFACTORY 6-5 points	UNSATISFACTORY 4-3 points	POOR 2-0 points
CONTENT & COHERENCE	<ul style="list-style-type: none"> - Tasks are fulfilled with little or no support from the interlocutor - Interaction is maintained – Turn taking is natural - Contributions are relevant - Intended message is successfully communicated - Ideas are successfully linked and sequenced 	<ul style="list-style-type: none"> - Interaction is maintained with a little support from the interlocutor - Intended message is usually communicated despite occasional misunderstandings - Use of very simple connectors. 	<ul style="list-style-type: none"> - Tasks are mostly fulfilled with a degree of independence - Interaction is maintained most of the time - Turn taking is mostly natural - Contributions are mostly relevant - Intended message is mostly successfully communicated - Ideas are mostly well linked and sequenced 	<ul style="list-style-type: none"> - Tasks remain largely unfulfilled - Interaction is only maintained with the constant support of the interlocutor - Very little natural turn taking takes place - Contributions lack relevance - Intended message is not successfully communicated - Ideas are not linked and the sequence of ideas is difficult to follow 	<ul style="list-style-type: none"> - The tasks are unfulfilled and intended message is not communicated - Utterances mainly consist of disconnected words and phrases - OR insufficient sample of language to assess
PRONUNCIATION	<ul style="list-style-type: none"> - Pronunciation is clearly intelligible despite first language influences - Occasional pronunciation errors do not impede communication - Intonation is used to help convey meaning 	<ul style="list-style-type: none"> - Pronunciation is sufficiently clear despite some first language influences - Noticeable pronunciation errors do not impede communication. 	<ul style="list-style-type: none"> - Pronunciation is sufficiently intelligible for general understanding - First language influences on stress and intonation are noticeable, but meaning remains clear - Pronunciation and intonation errors only occasionally impede communication 	<ul style="list-style-type: none"> - Unclear pronunciation leads to difficulty in understanding - Inappropriate intonation and stress patterns impede communication 	<ul style="list-style-type: none"> - Unclear pronunciation and/or intonation prevents clear understanding
FLUENCY	<ul style="list-style-type: none"> - The flow of language is generally maintained without interlocutor support - Occasional hesitations may be evident 	<ul style="list-style-type: none"> - The flow of language is maintained, generally with interlocutor support - Some hesitations and reformulations may be noticeable. 	<ul style="list-style-type: none"> - The flow of language is generally maintained despite some hesitation - Hesitation may be more evident in longer stretches of free production 	<ul style="list-style-type: none"> - Long hesitations are evident, even in the production of B1 level language 	<ul style="list-style-type: none"> - A great deal of hesitation places strain on the listener - OR insufficient sample of language to assess
GRAMMAR & ACCURACY	<ul style="list-style-type: none"> - A reasonable range of B1 level grammar is used - Grammar is sufficiently accurate 	<ul style="list-style-type: none"> - Errors may occur, but do not impede communication 	<ul style="list-style-type: none"> - A relatively limited range of B1 level grammar is used - Grammar is reasonably accurate - Major errors may occur, but the message is always communicated 	<ul style="list-style-type: none"> - Range of grammar is too limited to deal with the B1 level tasks - Frequent errors sometimes make the message difficult to follow 	<ul style="list-style-type: none"> - Lack of control even when using basic structures - The intended message is lost - OR insufficient sample of language to assess
LEXIS & VOCABULARY	<ul style="list-style-type: none"> - A sufficient range of B1 level vocabulary is used to deal with the tasks 	<ul style="list-style-type: none"> - Errors may occur, but do not impede communication 	<ul style="list-style-type: none"> - A range of B1 level vocabulary is used to deal with the tasks - Major errors may occur, but do not generally impede communication 	<ul style="list-style-type: none"> - Range of vocabulary is too limited to deal with the B1 level tasks - Vocabulary errors make the message difficult to follow 	<ul style="list-style-type: none"> - Lacks the vocabulary to deal with the tasks - The message is mostly lost - OR insufficient sample of language to assess
					TOTAL SCORE: 50
					FINAL SCORE (total score x2)

MODULE 4 LEVEL FORMATIVE SPEAKING RUBRIC FOR IN-CLASS ACTIVITIES LEVELS OF ACHIEVEMENT

CRITERIA	EXCELLENT 10-9 points	GOOD 8-7 points	SATISFACTORY 6-5 points	UNSATISFACTORY 4-3 points	POOR 2-0 points
CONTENT& COHERENCE	- Tasks are fulfilled with ease and confidence - Turn taking is spontaneous and natural - Contributions are fully relevant and detailed - Significant points are appropriately highlighted with supporting detail - Discourse is clear and coherent and produced in an appropriate style with a wide range of B2 level cohesive devices	- Tasks are fulfilled with ease and confidence most of the time - Turn taking is almost spontaneous and natural - Contributions are mostly relevant and detailed - Significant points are appropriately highlighted with enough supporting detail - Discourse is clear and coherent and produced in an appropriate style with a wide range of B2 level cohesive devices despite some need of support of the interlocutor.	- Tasks are fulfilled with relative ease - Turn taking is naturally handled - Contributions are mostly relevant - Intended message is clearly communicated. Misunderstandings are rare - Discourse is mostly clear and coherent with use of B2 level cohesive devices	- Tasks remain largely unfulfilled - Interaction is only maintained with the support of the interlocutor - Little natural turn taking takes place - Contributions lack relevance - Intended message is only communicated with difficulty - Ideas are linked together simply and may be difficult to follow	- The tasks are unfulfilled and intended message is not successfully communicated - Ideas are difficult to follow and not linked together into connected speech - OR insufficient sample of language to assess
PRONUNCIATION	- Pronunciation is clear and natural - Intonation is used to convey meaning effectively	- Pronunciation is almost clear and natural - Intonation is used to convey meaning effectively despite of a few mispronunciations.	- Pronunciation is reasonably clear and easily understood - Stress and intonation patterns are appropriately used to help convey meaning	Unclear pronunciation leads to undue strain on the listener - Inappropriate stress and intonation patterns impede communication	- Unclear pronunciation and/or intonation prevents clear understanding
FLUENCY	- The flow of language is maintained effectively - No evident hesitations	- The flow of language is mostly maintained effectively - A few evident hesitations	- The flow of language is generally maintained despite some hesitation - No undue strain on the listener	- Frequent hesitations are evident, with repetition and attempts to repair language	- Frequent hesitation places strain on the listener - OR insufficient sample of language to assess
GRAMMAR & ACCURACY	- A wide range of B2 level grammar is used - There is a consistently high level of accuracy and control - Occasional errors may occur, but are often corrected	- A wide range of B2 level grammar is used despite with a few mistakes - There is a high level of accuracy and control - Occasional errors may occur, but are mostly corrected	- A good range of B2 level grammar is used - There is a good level of accuracy and control - Some errors may occur, but the message is always communicated	- Range of grammar is too limited to deal with the B2 level tasks - Frequent errors are noticeable, and may impede communication	- Inadequate range of grammar - Frequent errors impede communication - OR insufficient sample of language to assess
LEXIS & VOCABULARY	- A wide range of B2 level vocabulary is used to deal with the tasks - Choice of vocabulary is generally appropriate and effective	- B2 level vocabulary is used to deal with the tasks most of the time- Choice of vocabulary is generally appropriate and effective despite of a few errors.	- A sufficient range of vocabulary is used to deal with the B2 tasks - Choice of vocabulary is generally appropriate and effective - Some vocabulary errors occur, but do not impede communication.	- Range of vocabulary is too limited to deal with the B2 level tasks - Vocabulary errors may make the message difficult to follow.	- Lacks the vocabulary to deal with the B2 level tasks - The message is obscured by vocabulary errors - OR insufficient sample of language to assess.
					TOTAL SCORE: 50
					FINAL SCORE (total score x2)