

HOLISTIC SCORING GUIDE FOR RATING SPEAKING AND WRITING PRODUCTS

4 HIGHLY COMPETENT PERFORMANCE

The product submitted is well planned and well executed and communicates information successfully. There is sufficient detail and development as to be of practical use in the real-life communicative situation to which the task relates. There may be a few errors in pronunciation, grammar, vocabulary, and/or orthography.

3 COMPETENT PERFORMANCE

The product submitted demonstrates a satisfactory degree of planning and is satisfactorily executed. The information communicated in the product would be useful in the real-life situation to which the task relates, but additional relevant detail, explanation, or development are lacking. There may be some errors in pronunciation, grammar, vocabulary, and/or orthography.

2 INADEQUATE PERFORMANCE

The product submitted may not demonstrate adequate planning or may not be satisfactorily executed. The usefulness of the information communicated in the product is very limited in that necessary information has been omitted or unsuccessfully communicated. There may be several errors in pronunciation, grammar, vocabulary, and/or orthography.

1 SERIOUSLY INADEQUATE PERFORMANCE

The product submitted demonstrates inadequate planning and is poorly executed. Little or no useful information is communicated in the product. There may be numerous errors in pronunciation, grammar, vocabulary, and/or orthography.

0 NO RESPONSE

The “Analytic Scoring Guide for Rating Speaking Products” and the “Analytic Scoring Guide for Rating Writing Products”

The Analytic Scoring Guides have been designed for the purpose of providing more detailed information about the various components of the student’s speech or writing. (Note, however, that the analytic approach can be more complex and time-consuming than the holistic approach.) Each component (for example, vocabulary, grammar, message, pronunciation, mechanics) is treated equally in the rubrics. The various scores on the components can be reported separately or averaged together to come up with a final score from 0 to 4. Single component scores or average scores can be converted to a 100-percent scale by multiplying the total by .25.

Depending on the teacher’s assessment objectives for speaking and writing, components in the Analytic Scoring Guides can be de-emphasized or emphasized further by giving them differential weights in determining an overall percent score. For example, if one of the teacher’s instructional objectives for writing has been to encourage students to take risks and to be more creative and he or she wishes to reflect this objective in the assessment, the teacher can de-emphasize grammatical accuracy and mechanics and give additional weight to the “message content” category. This can be accomplished by multiplying the vocabulary score by .25, the mechanics score by .20, the grammar score by .20, and the message content score by .35, adding the scores together and dividing by 4.

ANALYTIC SCORING GUIDE FOR RATING SPEAKING PRODUCTS

VOCABULARY	GRAMMAR	PRONUNCIATION	MESSAGE CONTENT
4 Vocabulary is generally accurate and appropriate to the task; minor errors, hesitations, and circumlocutions may occur.	4 Grammar may contain some inaccuracies, but these do not negatively affect comprehensibility.	4 Completely or almost completely comprehensible; pronunciation errors, rhythm and/or intonation problems do not create misunderstandings.	4 Relevant, informative response to the task. Adequate level of detail and creativity.
3 Vocabulary is usually accurate; errors, hesitations, and circumlocutions may be frequent.	3 Some grammatical inaccuracies may affect comprehensibility; some control of major patterns.	3 Generally comprehensible, but pronunciation errors, rhythm and/or intonation problems may create misunderstandings.	3 Response to the task is generally informative; may lack some detail and/or creativity.
2 Vocabulary is not extensive enough for the task; inaccuracies or repetition may be frequent; may use English words.	2 Many grammatical inaccuracies may affect comprehensibility; little control of major patterns.	2 Difficult to comprehend because of numerous pronunciation errors, rhythm, and intonation problems.	2 Response incomplete; lacks some important information.
1 Vocabulary inadequate for most basic aspects of the task.	1 Almost all grammatical patterns inaccurate, except for a few memorized patterns.	1 Practically incomprehensible.	1 Response not informative; provides little or no information.
0 No response.	0 No response.	0 No response.	0 No response.

ANALYTIC SCORING GUIDE FOR RATING WRITING PRODUCTS

VOCABULARY	GRAMMAR	MECHANICS	MESSAGE CONTENT
4 Vocabulary is generally accurate and appropriate to the task; minor errors may occur.	4 Grammar may contain some inaccuracies, but these do not negatively affect comprehensibility.	4 Good control of the mechanics of French; may contain occasional errors in spelling, diacritics, or punctuation, but these do not affect comprehensibility.	4 Relevant, informative response to the task. Adequate level of detail and creativity.
3 Vocabulary is usually accurate; occasional inaccuracies may occur.	3 Some grammatical inaccuracies may affect comprehensibility; some control of major patterns.	3 Some control of the mechanics of French; contains errors in spelling, diacritics, or punctuation that sometimes affect comprehensibility.	3 Response to the task is generally informative; may lack some detail and/or creativity.
2 Vocabulary is not extensive enough for the task; inaccuracies may be frequent; may use English words.	2 Many grammatical inaccuracies may affect comprehensibility; little control of major patterns.	2 Weak control of the mechanics of French; contains numerous errors in spelling, diacritics, or punctuation that seriously affect comprehensibility.	2 Response incomplete; lacks some important information.
1 Vocabulary inadequate for most basic aspects of the task.	1 Almost all grammatical patterns inaccurate, except for a few memorized patterns.	1 Almost no control of the mechanics of French.	1 Response not informative; provides little or no information.
0 No response.	0 No response.	0 No response.	0 No response.