

**NYSTCE BILINGUAL EDUCATIONAL ASSESSMENTS (BEAs)  
COMPETENCIES 0007 and 0008 — PRESENTATIONAL SPEAKING: ENGLISH AND TARGET LANGUAGE RUBRIC**

	4	3	2	1
Performance Characteristic	<b>The "4" response demonstrates effective presentational speaking skills.</b>	<b>The "3" response demonstrates generally effective presentational speaking skills.</b>	<b>The "2" response demonstrates partially effective presentational speaking skills.</b>	<b>The "1" response demonstrates ineffective presentational speaking skills.</b>
<b>APPROPRIATENESS:</b> the extent to which the response uses the candidate's own words, states an opinion on the issue presented in the question, and uses language, style, and sociolinguistic conventions appropriate for the assignment (task, purpose, specified audience, and context or situation)	<ul style="list-style-type: none"> <li>The response effectively uses the candidate's own words, states a clear opinion on the issue presented in the question, and effectively uses language, style, and sociolinguistic conventions appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally uses the candidate's own words, states a generally clear opinion on the issue presented in the question, and uses language, style, and sociolinguistic conventions generally appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>The response may only partially use the candidate's own words, states an opinion on the issue presented in the question that may be unclear, and may use language, style, and sociolinguistic conventions only partially appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>The response ineffectively uses the candidate's own words, does not state a clear opinion on the issue presented in the question, and/or uses language, style, and sociolinguistic conventions inappropriate for the assignment.</li> </ul>
<b>SUPPORT:</b> the extent to which the response supports and explains the stated opinion with the candidate's own relevant ideas or examples	<ul style="list-style-type: none"> <li>The response effectively supports and explains the stated opinion with at least two of the candidate's own relevant ideas or examples.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally supports and explains the stated opinion with at least two of the candidate's own generally relevant ideas or examples.</li> </ul>	<ul style="list-style-type: none"> <li>The response may only partially support and explain the stated opinion or may not provide at least two of the candidate's own only partially relevant ideas or examples.</li> </ul>	<ul style="list-style-type: none"> <li>The response provides little to no support and/or explanation. The candidate's ideas or examples are not relevant or absent.</li> </ul>
<b>FLUENCY:</b> the extent to which the response communicates clear, relevant, and logically sequenced ideas delivered with a consistent flow of speech, intelligible pronunciation, and appropriate intonation	<ul style="list-style-type: none"> <li>The response effectively communicates clear, relevant, and logically sequenced ideas delivered with a consistent flow of speech, few pauses, intelligible pronunciation, and appropriate intonation. Minor errors do not interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally communicates clear, relevant, and logically sequenced ideas delivered with a generally good flow of speech. Some pauses and errors in pronunciation and intonation interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response communicates ideas that may be unclear, irrelevant, and/or out of sequence, and delivered with an uneven flow of speech. Frequent pauses and errors in pronunciation and/or intonation interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response communicates few to no clear ideas. Prolonged pauses, mostly unintelligible pronunciation, and/or inappropriate intonation significantly interfere with comprehensibility.</li> </ul>
<b>GRAMMAR:</b> the extent to which the response uses a range of appropriate grammatical constructions, time frames, and sentence structures	<ul style="list-style-type: none"> <li>The response effectively uses a range of appropriate grammatical constructions, time frames, and sentence structures. Minor errors do not interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally uses appropriate grammatical constructions, time frames, and sentence structures. Some errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses some basic grammatical constructions, time frames, and sentence structures that may be only partially appropriate. Frequent errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses few to no appropriate grammatical constructions, time frames, and sentence structures.</li> </ul>
<b>VOCABULARY:</b> the extent to which the response uses a range of appropriate vocabulary and/or idiomatic language	<ul style="list-style-type: none"> <li>The response effectively uses a range of appropriate vocabulary and/or idiomatic language. Minor errors do not interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response generally uses appropriate vocabulary and/or idiomatic language. Some errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses some basic vocabulary and/or idiomatic language that may be only partially appropriate. Frequent errors interfere with comprehensibility.</li> </ul>	<ul style="list-style-type: none"> <li>The response uses little to no appropriate vocabulary and/or idiomatic language.</li> </ul>
<b>UNSCORABLE</b>	The response is unscorable because it is inaudible or unintelligible, merely a repetition of the assignment, not related to the assignment, not primarily in the required language, or not of sufficient length to score.			
<b>BLANK</b>	There is no response to the assignment.			