

**NYSTCE LANGUAGES OTHER THAN ENGLISH (FRENCH, GERMAN, GREEK, HEBREW, ITALIAN, RUSSIAN, SPANISH) CST
COMPETENCY 0004: PRESENTATIONAL SPEAKING ASSIGNMENT RUBRIC**

	4	3	2	1
Performance Characteristic	The "4" response demonstrates effective presentational speaking skills.	The "3" response demonstrates generally effective presentational speaking skills.	The "2" response demonstrates partially effective presentational speaking skills.	The "1" response demonstrates ineffective presentational speaking skills.
APPROPRIATENESS: the extent to which the response uses the candidate's own words, demonstrates engagement with the provided passage, establishes a position on the issue presented in the question, and uses language, style, and sociolinguistic conventions appropriate for the assignment (task, context, and specified audience)	<ul style="list-style-type: none"> The response effectively uses the candidate's own words, demonstrates strong engagement with the passage, establishes a clear position on the issue presented in the question, and uses language, style, and sociolinguistic conventions appropriate for the assignment. 	<ul style="list-style-type: none"> The response generally uses the candidate's own words, demonstrates general engagement with the passage, establishes a generally clear position on the issue presented in the question, and uses language, style, and sociolinguistic conventions generally appropriate for the assignment. 	<ul style="list-style-type: none"> The response may only partially use the candidate's own words, demonstrates limited engagement with the passage, establishes a position 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. 	<ul style="list-style-type: none"> The response mostly uses language borrowed from the passage, demonstrates little to no engagement with the passage, does not establish a clear position on the issue presented in the question, and uses language, style, and sociolinguistic conventions inappropriate for the assignment.
SUPPORT: the extent to which the response supports the established position with information (appropriately cited details, quotations, and paraphrases) from the provided passage and the candidate's own ideas or examples	<ul style="list-style-type: none"> The response effectively supports the established position with relevant information from the passage and the candidate's own relevant ideas or examples. 	<ul style="list-style-type: none"> The response generally supports the established position with relevant information from the passage and the candidate's own relevant ideas or examples. 	<ul style="list-style-type: none"> The response may only partially support the established position with relevant information from the passage and/or the candidate's own relevant ideas or examples. 	<ul style="list-style-type: none"> The response provides little to no support.

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FLUENCY: the extent to which the response communicates clear and logically sequenced ideas delivered with a consistent flow of speech, intelligible pronunciation, and appropriate intonation	<ul style="list-style-type: none"> The response effectively communicates clear 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. 	<ul style="list-style-type: none"> The response generally communicates clear and logically sequenced ideas delivered with a generally good flow of speech. Some pauses and errors in pronunciation and intonation interfere with comprehensibility. 	<ul style="list-style-type: none"> The response communicates ideas that may be unclear and/or out of sequence, and delivered with an uneven flow of speech. Frequent pauses and errors in pronunciation and intonation interfere with comprehensibility. 	<ul style="list-style-type: none"> The response communicates little to no clear ideas. Prolonged pauses, mostly unintelligible pronunciation, and inappropriate intonation significantly interfere with comprehensibility.
GRAMMAR: the extent to which the response uses a range of appropriate grammatical constructions, time frames, and sentence structures	<ul style="list-style-type: none"> The response effectively uses a range of appropriate grammatical constructions, time frames, and sentence structures. Minor errors do not interfere with comprehensibility. 	<ul style="list-style-type: none"> The response generally uses appropriate grammatical constructions, time frames, and sentence structures. Some errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses some basic grammatical constructions, time frames, and sentence structures that may be only partially appropriate. Frequent errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses little to no appropriate grammatical constructions, time frames, and sentence structures.
VOCABULARY: the extent to which the response uses a range of appropriate vocabulary and idiomatic language	<ul style="list-style-type: none"> The response effectively uses a range of appropriate vocabulary and idiomatic language. Minor errors do not interfere with comprehensibility. 	<ul style="list-style-type: none"> The response generally uses appropriate vocabulary and idiomatic language. Some errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses some basic vocabulary and idiomatic language that may be only partially appropriate. Frequent errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses little to no appropriate vocabulary and/or idiomatic language.
UNSCORABLE	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 target language, or not of sufficient length to score.			
BLANK	There is no response to the assignment.			