

## Rubric: Oral Exam

	<b>TARGET 4</b>	<b>ACCEPTABLE</b>		<b>UNACCEPTABLE 1</b>
		<b>STRONG 3</b>	<b>WEAK 2</b>	
<b>Comprehension</b>	Appears to fully understand all questions and comments of interviewer	Understands most of what interviewer says and makes appropriate responses	Understands some, but not all, of what interviewer says	may not understand interviewer and may not respond appropriately
<b>Content of Message</b>	Goes beyond the task and adds additional details that strengthen the message; asks good questions and follows up	Completes the task as given; content of response appropriate; asks good questions, but little or no follow-up	Completes the main parts of the task, but misses some details; response may not be fully pertinent; questions weak, little or no follow-up	Does not complete most of the task given and/or response not pertinent to task; no questions posed to the interviewer
<b>Comprehensibility / Pronunciation</b>	Response is totally understood by those unaccustomed to dealing with L2 learners	Understood by those used to dealing with L2 learners; mostly understood by those unaccustomed to dealing with L2 learners	Understood by those used to dealing with L2 learners, but there are a few patterns of pronunciation errors	Understood with occasional difficulty by those used to dealing with L2 learners
<b>Fluency</b>	Speaks spontaneously with great ease and natural pauses	Speaks somewhat spontaneously with a few pauses	Speaks somewhat spontaneously most of the time, but has lapses where fluency breaks down	Speaker is unable to sustain level of speaking in the target language; speech contains pauses and hesitations that interrupt the content of the message
<b>Grammatical Accuracy</b>	80% or more of message has a high degree of grammatical accuracy in structures targeted in tasks	Approx. 60%-79% of message has a high degree of accuracy in structures targeted in tasks	Approx. half of message is accurate in structures targeted in tasks	Grammar highly inaccurate so as to interfere with comprehensibility
<b>Use of Communication Strategies</b>	Actively maintains the conversation; uses a variety of expressions for making him/herself understood; attempts to negotiate meaning;	Uses expressions for making him/herself understood; asks for clarification when necessary;	Attempts to make him/herself understood; may ask for repetition;	Makes little attempt to clarify and make him/herself understood; mostly reactive; easily abandons the message;

### Oral Proficiency:

<b>Morgan Berman</b>	4/3/4/4/3/4	<b>22</b>	<b>92%</b>
<b>Lance Brazell</b>	3/3/3/3/3/3	<b>18</b>	<b>75%</b>
<b>Dylan Burke</b>	4/4/4/4/3/4	<b>23</b>	<b>96%</b>
<b>Kelly Byrn</b>	4/4/4/4/4/4/	<b>24</b>	<b>100%</b>
<b>Wesley Fender</b>	4/3/4/3/3/3	<b>20</b>	<b>83%</b>
<b>Melissa McClure</b>	4/4/3/4/3/3	<b>21</b>	<b>88%</b>
<b>Emily Grace Mewborn</b>	4/4/4/4/4/4	<b>24</b>	<b>100%</b>

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Bailey Scribner	4/4/4/4/3/4	23	96%
Neicy Smith	3/3/4/3/3/3/	19	79%
Fletcher Turner	4/4/4/4/3/4	23	96%
Anna Wolverton	4/4/4/4/4/4/	24	100%

### Reading Comprehension:

Morgan Berman	15/16	94%
Gregory Brazell	10/16	63%
Dylan Burke	13/16	81%
Kelly Byrn	16/16	100%
Wesley Fender	9/16	56%
Melissa McClure	15/16	94%
Emily Grace Mewborne	16/16	100%
Bailey Scribner	16/16	100%
Venesia Smith	10/16	63%
Fletcher Turner	13/16	81%
Anna Wolverton	16/16	100%