

Rubric: Oral Exam

	TARGET 4	ACCEPTABLE		UNACCEPTABLE 1
		STRONG 3	WEAK 2	
Comprehension	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
Content of Message	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
Comprehensibility / Pronunciation	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
Fluency	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
Grammatical Accuracy	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
Use of Communication Strategies	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:

Oshia Alford	4/3/4/4/3/4	22	92%
Eva Isabel Barrett	3/3/3/4/3/3	19	79%
Laura Bartley	4/4/4/4/3/4	23	96%
Molly Bruning	4/4/4/4/3/4/	23	96%
Sean Dolan	4/4/4/4/4/4	24	100%
Andy Michels	4/3/4/3/3/3	20	83%
Margaret Packer	4/3/4/4/3/4	22	92%

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Olivia Paglia	4/3/4/3/3/4	21	88%
Mitchell Puechner	4/3/4/3/3/3/	20	83%
Robert Spencer	4/3/4/4/3/4	22	92%
Emily Stegmuller	4/4/4/4/3/4/	23	96%

Reading Comprehension:

Oshia Alford	16/16	100%
Eva Isabel Barrett	13/16	81%
Laura Bartley	16/16	100%
Molly Bruning	16/16	100%
Sean Dolan	16/16	100%
Andy Michels	14/16	88%
Margaret Packer	14/16	88%
Olivia Paglia	15/16	94%
Mitchell Puechner	12/16	75%
Robert Spencer	11/16	69%
Emily Stegmuller	15/16	94%