

FOUNDATIONS LEVEL

ASSESSMENT SPEAKING TASK RUBRICS

Unit 1 Student name: Date: Use this rubric to assess each student's speaking. You can add other aspects of their speaking you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Talk about a member of your family, a friend, or a classmate. Talk about the person's favorite foods, places, friends, family, and hobbies.	4	3	2	1
	Content and Organization <ul style="list-style-type: none"> Introduces the person. Describes their favorite foods, places, friends, family, and/or hobbies. 				
	Language Use and Fluency <ul style="list-style-type: none"> Language is easy to understand and follow. Uses a variety of words, including words taught in the unit. Speaks smoothly with few hesitations or breaks. 				
	Voice <ul style="list-style-type: none"> Speaks loudly enough to be heard. Speed is not too fast or too slow. Speaks for most of the given 45 seconds. 				

Unit 2 Student name: Date: Use this rubric to assess each student's speaking. You can add other aspects of their speaking you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Talk about a member of your family, a friend, or a classmate. What is their dream job? Why is it a good job for them? You can talk about the person's favorite school subjects, their skills and hobbies, and how they like to work.	4	3	2	1
	Content and Organization <ul style="list-style-type: none"> Introduces the person and describes their dream job. Gives reasons for why the job is good for them. Includes their favorite subjects, skills and hobbies, and how they like to work. 				
	Language Use and Fluency <ul style="list-style-type: none"> Language is easy to understand and follow. Uses a variety of words, including words taught in the unit. Speaks smoothly with few hesitations or breaks. 				
	Voice <ul style="list-style-type: none"> Speaks loudly enough to be heard. Speed is not too fast or too slow. Speaks for most of the given 45 seconds. 				

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Unit 3 Student name: Date: Use this rubric to assess each student's speaking. You can add other aspects of their speaking you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Talk about an unusual place you know about. What kind of place is it? What's there? What do people do there?	4	3	2	1
	Content and Organization <ul style="list-style-type: none"> Introduces an unusual place. Describes the kind of place it is, what's there, and what people do there. 				
	Language Use and Fluency <ul style="list-style-type: none"> Language is easy to understand and follow. Uses a variety of words, including words taught in the unit. Speaks smoothly with few hesitations or breaks. 				
	Voice <ul style="list-style-type: none"> Speaks loudly enough to be heard. Speed is not too fast or too slow. Speaks for most of the given 45 seconds. 				

Unit 4 Student name: Date: Use this rubric to assess each student's speaking. You can add other aspects of their speaking you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Talk about a friend or family member. How often does this person use their cell phone? What do they use it for? Use phrases to end your presentation, such as <i>Finally</i> and <i>In conclusion</i>.	4	3	2	1
	Content and Organization <ul style="list-style-type: none"> Describes how often a friend or family member uses their cell phone and what they use it for. Includes a phrase to end the presentation. 				
	Language Use and Fluency <ul style="list-style-type: none"> Language is easy to understand and follow. Uses a variety of words, including words taught in the unit. Speaks smoothly with few hesitations or breaks. 				
	Voice <ul style="list-style-type: none"> Speaks loudly enough to be heard. Speed is not too fast or too slow. Speaks for most of the given 45 seconds. 				

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ASSESSMENT SPEAKING TASK RUBRICS

Units 1–4 Student name: Date: Use this rubric to assess each student's speaking. You can add other aspects of their speaking you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Talk about someone you know. What is their favorite place? Why do they like this place? Describe the place. Talk about what the person does there.	4	3	2	1
	Content and Organization				
	<ul style="list-style-type: none"> Introduces a person and their favorite place. Describes the place, including why the person likes it and what they do there. 				
	Language Use and Fluency				
	<ul style="list-style-type: none"> Language is easy to understand and follow. Uses a variety of words, including words taught in the unit. Speaks smoothly with few hesitations or breaks. 				
	Voice				
	<ul style="list-style-type: none"> Speaks loudly enough to be heard. Speed is not too fast or too slow. Speaks for most of the given 45 seconds. 				

Unit 5 Student name: Date: Use this rubric to assess each student's speaking. You can add other aspects of their speaking you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Talk about a friend or family member. Does this person take enough risks? How can this person add more risk and adventure to their life? You can talk about areas such as food, school or job, travel, and sports or hobbies.	4	3	2	1
	Content and Organization				
	<ul style="list-style-type: none"> Introduces the person and describes the amount of risk in their life. Explains how the person could add more risk and adventure to their life. 				
	Language Use and Fluency				
	<ul style="list-style-type: none"> Language is easy to understand and follow. Uses a variety of words, including words taught in the unit. Speaks smoothly with few hesitations or breaks. 				
	Voice				
	<ul style="list-style-type: none"> Speaks loudly enough to be heard. Speed is not too fast or too slow. Speaks for most of the given 45 seconds. 				

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ASSESSMENT SPEAKING TASK RUBRICS

Unit 6 Student name: Date: Use this rubric to assess each student's speaking. You can add other aspects of their speaking you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Make a presentation about a plan to solve one or more problems in your home. For example, you waste too much food. What is the problem? What are you going to do to solve it? When are you going to solve it? Who is going to help you?	4	3	2	1
	Content and Organization <ul style="list-style-type: none"> Describes a problem or problems in their home. Explains what they are going to do to solve the problem(s) and when. Explains who will help them solve the problem(s). 				
	Language Use and Fluency <ul style="list-style-type: none"> Language is easy to understand and follow. Uses a variety of words, including words taught in the unit. Speaks smoothly with few hesitations or breaks. 				
	Voice <ul style="list-style-type: none"> Speaks loudly enough to be heard. Speed is not too fast or too slow. Speaks for most of the given 45 seconds. 				

Unit 7 Student name: Date: Use this rubric to assess each student's speaking. You can add other aspects of their speaking you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Talk about an object that a friend or family member has. What is the object? What does it look like? Where did the person get it? What does the person do with the object? How does the object make the person feel?	4	3	2	1
	Content and Organization <ul style="list-style-type: none"> Describes an object: who owns it, what it is, what it looks like, where it came from, and what the person does with it. Describes how the object makes the person feel. 				
	Language Use and Fluency <ul style="list-style-type: none"> Language is easy to understand and follow. Uses a variety of words, including words taught in the unit. Speaks smoothly with few hesitations or breaks. 				
	Voice <ul style="list-style-type: none"> Speaks loudly enough to be heard. Speed is not too fast or too slow. Speaks for most of the given 45 seconds. 				

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ASSESSMENT SPEAKING TASK RUBRICS

Unit 8 Student name: Date: Use this rubric to assess each student's speaking. You can add other aspects of their speaking you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	An electric car does not use gas. It runs on electricity. Talk about owning an electric car. What are the pros and cons? Talk about reasons it is good to own an electric car. Also talk about reasons it might cause problems for you and other people.	4	3	2	1
	Content and Organization <ul style="list-style-type: none"> Talks about the pros and cons of owning an electric car. Gives reasons why an electric car might cause problems for them or others. 				
	Language Use and Fluency <ul style="list-style-type: none"> Language is easy to understand and follow. Uses a variety of words, including words taught in the unit. Speaks smoothly with few hesitations or breaks. 				
	Voice <ul style="list-style-type: none"> Speaks loudly enough to be heard. Speed is not too fast or too slow. Speaks for most of the given 45 seconds. 				

Units 5–8 Student name: Date: Use this rubric to assess each student's speaking. You can add other aspects of their speaking you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Talk about taking risks. What are the pros and cons of taking risks? Which kinds of risks do you think people should take? Which risks are too dangerous?	4	3	2	1
	Content and Organization <ul style="list-style-type: none"> Presents the pros and cons of taking risks. Explains which kinds of risks are good to take and which are too dangerous. 				
	Language Use and Fluency <ul style="list-style-type: none"> Language is easy to understand and follow. Uses a variety of words, including words taught in the unit. Speaks smoothly with few hesitations or breaks. 				
	Voice <ul style="list-style-type: none"> Speaks loudly enough to be heard. Speed is not too fast or too slow. Speaks for most of the given 45 seconds. 				