

# Oral Performance Rating Scale

<p><b>Excellent</b></p> <p>6</p>	<ul style="list-style-type: none"> <li>• ideas are clearly and effectively stated; makes a substantial contribution</li> <li>• gives logical reasons, examples, details to develop position; shows evidence of analysis of the issue or topic</li> <li>• responds to others' ideas with relevant questions or new ideas or information</li> <li>• interacts spontaneously; language flows easily</li> <li>• expression, intonation help make the meaning and feelings clear</li> <li>• uses a variety of strategies to sustain interaction (e.g., may support/rescue others)</li> <li>• attempts complex structures and language to make meaning precise</li> <li>• may include errors in tense or structure; these do not reduce the effectiveness of the communication</li> </ul>
<p><b>Very Good</b></p> <p>5</p>	<ul style="list-style-type: none"> <li>• position/point-of-view is clear</li> <li>• gives some relevant reasons, examples and/or explanations as support</li> <li>• attempts to respond to others' ideas; may repeat previous ideas or information</li> <li>• expression, intonation are appropriate</li> <li>• may be hesitant; uses some strategies to sustain interaction (e.g., may support others)</li> <li>• uses appropriate structures and language to convey meaning</li> <li>• may include errors in word choice, idiom, tense and structure, but these do not reduce the effectiveness of the communication</li> </ul>
<p><b>Satisfactory</b></p> <p>4</p>	<ul style="list-style-type: none"> <li>• offers an understandable point-of-view</li> <li>• provides some detail and support; content may be thin</li> <li>• may not respond to others' ideas</li> <li>• sustains some interaction; may be hesitant with frequent short pauses</li> <li>• some appropriate expression, intonation to support meaning</li> <li>• uses basic structures and language</li> <li>• may include errors in word choice, idiom, tense and structure that weaken but do not prevent communication</li> </ul>
<p><b>Minimal</b></p> <p>3</p>	<ul style="list-style-type: none"> <li>• point-of-view may be vague; basic message is understandable by teacher but may be extremely difficult for peers</li> <li>• little support, detail or elaboration; may repeat one statement over and over</li> <li>• often no evidence of recognizing or responding to others' views</li> <li>• interaction is hesitant with frequent pauses or breaks; these often extend to the point where little or no communication is taking place</li> <li>• may use expression and intonation to support meaning in places</li> <li>• uses simple, basic structures and language; repetitive</li> <li>• errors in word choice, idiom, tense and structure disrupt communication</li> </ul>
<p><b>Weak</b></p> <p>2</p>	<ul style="list-style-type: none"> <li>• may offer an opening statement that can be partly understood by teacher</li> <li>• little or no understandable support</li> <li>• may speak infrequently and briefly; little or no communication is taking place (e.g., responses may be unrelated to questions); frequent extended pauses or breaks</li> <li>• repeats a few simple patterns and expressions; may use English words and phrases</li> <li>• errors prevent communication</li> </ul>
<p><b>Incomplete</b></p> <p>1</p>	<ul style="list-style-type: none"> <li>• Student does not demonstrate relevant criteria.</li> <li>• Message may be extremely brief, unintelligible, inappropriate or include frequent use of English.</li> </ul>