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| --- | --- | --- | --- | --- | --- |
| **Feature** | **5** | **4** | **3** | **2** | **1** |
| **Tasks 1, 2, and 3** | Pronunciation  | Well-chosen pauses, emphasis, tone, pacing, and stress patterns are used to convey information *clearly and effectively*.Individual words are comprehensible. | Pauses, emphasis, tone, pacing, and/or stress patterns convey information *generally* *effectively*.The *majority* of individual words are comprehensible. | Misplaced pauses, emphasis, tone, pacing, and/or stress patterns convey information *inconsistently*.*Some* individual words are comprehensible. | Misplaced pauses, emphasis, tone, pacing, and/or stress patterns make information *frequently unclear*.*Many* individual words are incomprehensible. | Misplaced pauses, emphasis, tone, pacing, and/or stress patterns make information *nearly incomprehensible*.*Most* individual words are incomprehensible. |
| Fluency  | Vocabulary is *precise* and demonstrates *wide* range. Minor grammar issues *never* interfere with meaning. Breaks in the flow of speech[[1]](#footnote-2) occur only when *considering complex ideas* and are *never distracting.* | Vocabulary is *generally precise* and demonstrates an *adequate* range. Occasional grammar issues *rarely* interfere with meaning. Breaks in the flow of speech are *rarely distracting.* | Vocabulary is *sometimes imprecise* and/or demonstrates a *limited* range. Patterns of grammar issues *sometimes* interfere with meaning. Breaks in the flow of speech are *sometimes distracting.* | Vocabulary is *often imprecise* and/or demonstrates a *narrow* range. Patterns of grammar issues *frequently* interfere with meaning. Breaks in the flow of speech are *frequently distracting.* | Vocabulary is *extremely imprecise* and/or *lacking*. Patterns of grammar issues *substantially* interfere with meaning. Breaks in the flow of speech are *excessive.* |
| **Task 3** |  | **2.5** | **2** | **1.5** | **1** | **0.5** |
| Discourse  | Information is framed, organized, and connected clearly in ways that are *easy* to follow.*All* functions[[2]](#footnote-3) of the task are addressed with *highly effective* language. | Information is framed, organized, and connected in ways that are *generally easy* to follow. *All* functions of the task are addressed with *adequate* language. | Information is framed, organized, and connected in ways that are *occasionally difficult* to follow. *Some functions* of the task are not addressed with *adequate* language. | Information is framed, organized, and connected in ways that are *difficult* to follow.*Some* functions of the task are *not addressed.* | Information is *not* framed, organized, or connected. The task is *not addressed.*  |
| Audience Interaction | Language is *consistently responsive* to audience needs and the context.[[3]](#footnote-4) *All* audience questions are *clearly* comprehended and addressed through successful interactive compensation strategies. | Language is *generally responsive* to audience needs and the context. *All* audience questions are *eventually* comprehended and addressed through interactive compensation strategies. | Language is *occasionally unresponsive* to audience needs or the context. *Some* audience questions are *partially* comprehended or addressed due to underuse or ineffective use of interactive compensation strategies. | Language is *often unresponsive* to audience needs or the context. *Some* audience questions are *improperly* understood or addressed due to a lack of interactive compensation strategies. | Language *fails to respond* to audience needs or the context. Audience questions are *misunderstood* or *unaddressed* with no evidence of interactive compensation strategies. |

1. Examples of breaks in the flow of speech include filler words like “um” or “er”, hesitations, false starts, as well as repeated words. [↑](#footnote-ref-2)
2. Typical examples of functions include giving examples, defining, describing a sequence, introducing a topic, evaluating information, and clarifying. [↑](#footnote-ref-3)
3. The audience is undergraduate students in an introductory course, so they do not have much familiarity with the subject. Language adjustments and circumlocution may be needed so information is conveyed effectively. [↑](#footnote-ref-4)