

## **Developing rubrics for sequenced speaking tasks**

### Presentation Overview

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# SAMPLE HOLISTIC RUBRIC

Oral Language Scoring Rubric: Conversation test

RATING	Demonstrated Proficiency
4	<ul style="list-style-type: none"> <li>Explains and interprets main ideas clearly and uses numerous details</li> <li>Uses a wide variety of words accurately to express ideas</li> <li>Applies a variety of grammar structures with high accuracy</li> <li>Speaks smoothly and naturally so it's easy for the listener to understand</li> <li>Uses excellent body language to communicate with the listener</li> </ul>
3	<ul style="list-style-type: none"> <li>Explains main ideas clearly and uses some details</li> <li>Uses a variety of words, usually accurately, to express ideas</li> <li>Applies simple grammar structures with high accuracy</li> <li>Speaks with some unnatural pauses, but listener can understand without having to ask for clarification</li> <li>Uses good body language to communicate with the listener</li> </ul>
2	<ul style="list-style-type: none"> <li>Explains most of the main ideas, but lacks important details</li> <li>Uses simple words, usually accurately, to express ideas</li> <li>Applies simple grammar structures with occasional errors</li> <li>Speaks in a choppy manner that requires listener to sometimes ask for clarification</li> <li>Uses body language to communicate with listener occasionally</li> </ul>
1	<ul style="list-style-type: none"> <li>Does not explain many main ideas and uses few details</li> <li>Use simple words with poor accuracy</li> <li>Struggles to apply simple grammar structures accurately</li> <li>Speaks with great effort that makes it very difficult for listener to understand</li> <li>Does not use body language to effectively communicate with listener</li> </ul>

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## ANALYTIC

### Content/Development

Excellent	Good	Average	Low
<i>20 19 18 points</i>	<i>17 16 points</i>	<i>15 14 points</i>	<i>13 12 11... points</i>
You fully and clearly explain ideas, using plenty of details. When appropriate, you add personal opinions. You are able to express some complex ideas.	You explain main ideas clearly. However, you do not use enough details to fully explore parts of the topic. You might not include your own opinions about the topic.	Your main ideas are clear. However, you may not have completed all the required parts of the assignment. Your presentation may be simple and short.	You use few details to explain your ideas. You have not completed important parts of the assignment. Your presentation is too short.

## Development of standardized speaking rubrics at the ELI

1. Identified the learning objectives across levels and how individual assignments met those objectives
2. Looked at speaking rubrics
  - rubrics already in use
  - rubrics being used elsewhere

Holistic rubrics (see sample on page 2)

Advantages	Drawbacks
Allows teachers to give the task an effective overall assessment	Individual components aren't weighted
Allows for quick scoring	Specific feedback on individual components is not provided
Good for grading large numbers of assignments	Learners' work is not placed along a quality continuum for each component

Analytic rubrics (see sample on pages 3-6)

Advantages	Drawbacks
Allows teacher to weight components differently	More time-consuming for instructor to use, especially when grading for large classes
Gives learners feedback in specific areas	Consistency concerns in weighting of individual component between teachers
Places learners' work along a quality continuum for individual speaking components	
Can be used for general or task-specific assignments	

3. Collaboratively drafted rubrics
4. Tested the rubrics in classes
5. Collaboratively reviewed and revised the rubrics
6. Tested inter-rater reliability using student samples

**Model for standardized rubrics: Sample intermediate level oral presentation rubric**  
(representative of rubrics throughout our curriculum) *Refer to pages 3,4*

### Features

**Analytic scale:** divides the overall performance into components and evaluates each component separately. This type of scale provides clear, descriptive feedback to students and allows for different weighting of each component according to its relative importance in the overall performance.

**Generic (vs. task-specific) approach:** evaluates the same competencies over several similar tasks. Because the same rubric is used from one assignment to the next, students have a clear and unchanging vision of what they are expected to achieve. They can see their progress over time, assess their own learning needs, and set goals.

**Criteria:** include all the important features of oral presentations in our classes (ex. development of ideas, organization, grammar, pronunciation, etc.).

**Performance levels:** discriminate between levels of quality (with descriptive words such as *excellent/good/average/low* and/or with numbers). In our case, four levels provide students with specific feedback without overwhelming raters with too many distinctions.

**Level descriptors:** describe performance at each level as precisely and clearly as possible. Our level descriptors are closely aligned with course objectives. They are written in language that matches the students’ levels of proficiency and are as brief as possible (but detailed enough to clearly differentiate between levels of performance).

**Format:** Because of its layout, this rubric can be easily adjusted to align with the learning goals of specific assignments.

- Criteria can be adjusted to match task objectives.
- Descriptors can be made task-specific as needed.
- Weighting of categories can be adjusted to reflect learning targets.
- Teachers’ comments can be added to provide individualized feedback.

## Benefits

Standardized rubrics help students:	Rubrics help teachers:
• know in advance what is expected of them.	• clarify their own understanding of learning targets and what characterizes quality performance.
• understand exactly what their strengths and weaknesses are as they move from task to task.	• guide students toward quality work in an efficient, clear, and consistent way.
• understand how to improve from one assignment to the next.	• keep track of student progress over time.
• assume some responsibility for their own learning by keeping track of their progress over time and adjusting their learning.	• plan/adjust teaching to maximize student learning.
• understand reasons for grades.	• grade consistently over time and across course sections; have clear rationale for grades.
<b>Standardized rubrics benefit the program</b>	
Provide consistent assessment practices across sections and levels	
Improve communication among teachers about assessment aligned with measurable course objectives	

## References

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# SAMPLE ANALYTIC #1

## Sample Oral Presentation Rubric: Intermediate Level

Oral Presentation #2: Experiences in Foreign Cultures *Points possible: \_\_\_\_\_ your points \_\_\_\_\_*

### Content/Development

Excellent	Good	Average	Low
<i>20 19 18 points</i>	<i>17 16 points</i>	<i>15 14 points</i>	<i>13 12 11... points</i>
You fully and clearly explain ideas, using plenty of details. When appropriate, you add personal opinions. You are able to express some complex ideas.	You explain main ideas clearly. However, you do not use enough details to fully explore parts of the topic. You might not include your own opinions about the topic.	Your main ideas are clear. However, you may not have completed all the required parts of the assignment. Your presentation may be simple and short.	You use few details to explain your ideas. You have not completed important parts of the assignment. Your presentation is too short.

### Overall Comprehensibility

Excellent	Good	Average	Low
<i>20 19 18 points</i>	<i>17 16 points</i>	<i>15 14 points</i>	<i>13 12 11... points</i>
It is <i>easy</i> for listeners to understand all of your ideas.	It takes <i>some effort</i> for listeners to understand you, but listeners understand all of your ideas.	It may sometimes take <i>a lot of effort</i> for listeners to understand you, but listeners <u>can</u> understand your main ideas. Listeners may have to ask you to clarify a few words or details.	With <i>a lot of effort</i> listeners can understand some of your ideas, but some important ideas are not clear. Listeners may have to ask you to clarify main ideas.

### Organization

Excellent	Good	Average	Low
<i>10 9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>6 5 4... points</i>
It is always easy to follow the organization of your presentation Your introduction is clear. Your conclusion summarizes your ideas and leaves the audience thinking about the topic.	Your ideas are usually well organized, though there may be one part that doesn't connect well with the rest. You have an introduction and conclusion, but one or both of these are brief or do not keep the audience's attention.	Parts of your presentation are organized, but other parts are not. In some parts you jump around from one point to another without a clear connection. Your introduction and conclusion are so brief that the audience doesn't understand.	You do not follow a clear plan in discussing your ideas. Listeners find it difficult to understand the connection between ideas. You may not have an introduction and/or conclusion.

### Vocabulary

Excellent	Good	Average	Low
<i>10 9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>6 5 4...points</i>
You carefully choose a variety of words to make your ideas very clear.	You choose basic words used in everyday situations (such as the words we study in Level 3). You use words correctly.	The words you use are simple. You sometimes don't use the right words to clearly explain your ideas. However, listeners understand your main ideas.	Important ideas are sometimes unclear or limited because you do not use words correctly.

## Grammar

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Low</b>
<i>10 9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>6 5 4...points</i>
You use a variety of grammatical structures. When you use basic structures (studied in Level 3), you make only a few errors. When you use more complex structures, you may make more errors, but listeners always understand your ideas.	You generally use only basic grammar structures (those studied in Levels 1-3). You may make some errors, especially in verb tense, word order, or word form. However, grammar mistakes do not make meaning unclear.	You make frequent errors in the basic grammar structures studied in Levels 1 through 3. Grammar mistakes may make some parts of your presentation unclear, but listeners understand your main ideas.	Grammar mistakes are very basic. (For example, you might confuse “he” and “she.”) Grammar mistakes make the meaning of important ideas unclear.

## Pronunciation

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Low</b>
<i>10 9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>6 5 4...points</i>
Your pronunciation is clear. You use correct sentence and word stress and produce clear sounds. Key words are pronounced correctly.	You occasionally mispronounce sounds or you stress syllables or key words incorrectly; however, listeners can understand your ideas.	You may pronounce key words incorrectly or use inappropriate stress. Listeners can understand main ideas, but may not understand all your details.	Pronunciation problems sometimes make meaning unclear. Listeners cannot understand one or more important ideas.

## Fluency

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Low</b>
<i>10 9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>6 5 4...points</i>
You speak smoothly, with only a few unnatural pauses.	Your speech is not always smooth and may be slow. You may sometimes hesitate or pause, but listeners can understand your ideas easily.	Your speech may be slow and/or choppy; You may pause and repeat or rephrase words. Listeners may have problems following your ideas because of frequent pauses.	Your speech is slow and choppy. You often hesitate or rephrase your words. Fluency problems make it difficult or impossible for listeners to understand important ideas.

## Non-Verbal Communication

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Low</b>
<i>10 9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>6 5 4...points</i>
You have excellent eye contact with your audience. You are confident and relaxed. Your gestures and facial expressions help you to connect with your audience.	You usually have good eye contact, although you may occasionally look at your notes too much. You sometimes use gestures and facial expressions to connect well with your audience. Other times you may seem reserved or stiff.	You sometimes have good eye contact; other times you read directly from your notes. Your gestures and facial expressions are stiff. You do not form a close connection with your audience.	You rarely or never look at your audience. You read from your notes for extended periods of time. You hold your body stiffly most of the time.

## SAMPLE ANALYTIC #2

RUBRIC – DEBATES – Sample Advanced level oral presentation

Student Name: \_\_\_\_\_

This is the evaluation of YOUR part of the presentation possible

100 points

### Content and Development

Exemplary	Good	Average	Low
<i>20-19 points</i>	<i>18-17-16points</i>	<i>15-14-13 points</i>	<i>12-11(and below) pt</i>
Your arguments are complete and convincing. You <i>fully</i> present your ideas about content as outlined in the assignment sheet. You use clear, and often creative, examples to explain your side so that your audience is persuaded by your point of view. You clearly understand the content thoroughly. You are able to communicate complex ideas and refer to your opponent's arguments. You have a powerful introduction and summary.	You present your ideas <i>adequately</i> . You cover several arguments, but you may lack a few details or clear examples in some areas. You communicate major ideas and some details, but do not reference the ideas your opponent has mentioned, nor do you make clear connections between ideas. You have an introduction and summary that gives the listeners background about your topic and a summary that outlines your key points adequately.	You present some arguments to prove your points but these are presented <i>partially</i> and simply. You may be missing significant details or explanations or just do not have enough evidence to convince the audience of your ideas. Many parts of the presentation need more details but the main ideas are communicated partially. The introduction and/or conclusion may be incomplete.	Arguments were not clear. Introduction and summary are very limited or non-existent. Many parts of the presentation may not be complete or may not be explained in enough depth for the audience to understand the your ideas.

### Organization

Exemplary	Good	Average	Low
<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>6-5-4-3-2-1-0 points</i>
It is <i>always</i> easy to follow the organization of your presentation.. You have organized your time very effectively within the prescribed limits. You use transitions to help the audience follow the course of your arguments.	Your ideas are <i>generally</i> well-organized. You have organized your time within the prescribed limits but there may be some areas that are rushed or slighted. You may use occasional transitions to help the audience follow your arguments and remind them of your points.	Parts of your presentation <i>are organized</i> , but other parts <i>are not</i> . You may not have organized your time well in all parts of the presentation effectively resulting in too little or too much time used. You use few transitions to help the audience follow your points.	You do not follow a clear plan in discussing your ideas. The listener may not understand the connection between ideas. You have not used your time efficiently and consistently use too little or too much time. and do not provide oral clues or transitions for the listener to follow the sequencing of your ideas.

### Overall Comprehensibility

Exemplary	Good	Average	Low
<i>10-9 points</i>	<i>8 points</i>	<i>7 points</i>	<i>6-5-4-3-2-1-0 points</i>
Your language use is clear and appropriate for the task. It is <i>easy</i> for listeners to understand all of your ideas.	Your language use is usually clear and appropriate for the task. It takes <i>some effort</i> for listeners to understand you, but listeners can understand <i>all</i> of your ideas.	Your language use is not always clear. It may sometimes take <i>a lot of effort</i> for listeners to understand you, but listeners <u>can</u> understand <i>most</i> of your ideas. A few words or ideas may be unclear.	Your language use is not clear. With <i>a lot of effort</i> listeners can understand <i>some</i> of your ideas, but some important ideas are not clear. Your fluency and use of vocabulary, grammar and/or pronunciation may interfere with clarity of your message.

### Vocabulary

Exemplary	Good	Average	Low
<i>15-14 points</i>	<i>13-12 points</i>	<i>11-10 points</i>	<i>9-8-7 6-5-4-3-2- points</i>
You use a variety of words to clearly express ideas. You use appropriate vocabulary from the AWL, the unit in the text and your sources. You explain key vocabulary with examples so that your audience understands the main points clearly. Your vocabulary use helps to prove your excellent knowledge of the subject.	You <i>usually</i> use vocabulary from the unit appropriately. Words are <i>almost always</i> used correctly. You explain key vocabulary with some examples although one or two important words may be missing. Your vocabulary use shows good understanding of the subject.	You use a few words from the unit appropriately although most of your vocabulary is simple. You may <i>occasionally</i> use a word incorrectly. Your vocabulary use shows a limited knowledge of the subject.	Your ideas are <i>sometimes</i> unclear or limited because you do not use the correct words. You use largely simple vocabulary and do not show mastery of the vocabulary in the unit.

## Fluency

Exemplary	Good	Average	Low
10-9 points	8 points	7 points	6-5-4-3-2-1-0 points
You speak smoothly, with only a few unnatural pauses. You do not hesitate when you respond to questions.	Your speech is not always smooth because you may occasionally hesitate or pause, but listeners can understand your ideas easily. You answer questions with only minor pauses.	Your speech may be slow and/or choppy. You may <i>sometimes</i> pause and repeat or rephrase words sometimes causing listeners difficulties in following your ideas.	Your speech is slow and choppy. You <i>often</i> hesitate or rephrase your words. It takes <i>a lot</i> of effort for listeners to understand your ideas.

## Grammar

Exemplary	Good	Average	Low
15-14 points	13-12 points	11-10 points	9-8-7 6-5-4-3-2-1-0 pts.
You use a variety of grammatical structures accurately (including complex sentences and descriptive phrases) with only <i>a few minor</i> errors. You have excellent control of basic structures including verb tenses. You may <i>occasionally</i> make errors in more complex structures, but listeners <i>always</i> understand your ideas.	You use <i>some</i> variety in complex grammatical structures, with <i>occasional</i> errors. You make <i>some</i> minor errors with a few basic structures, but listeners understand your ideas.	You usually use simple grammatical structures, although you do <i>occasionally</i> attempt to use some complex structures. You may make <i>frequent</i> errors, in some problem areas (such as very tenses) but listeners <i>usually</i> understand your ideas.	You <i>often</i> make grammatical errors, even in simple structures. These errors <i>often</i> make meaning unclear.

## Pronunciation

Exemplary	Good	Average	Low
10-9 points	8 points	7 points	6-5-4-3-2-1-0 points
Your pronunciation is <i>very clear</i> . You use appropriate stress, clear sounds, and good intonation. Key words especially have been practiced and pronounced correctly. Listeners can understand your pronunciation without effort.	Your pronunciation is <i>generally</i> clear. <i>Most</i> words and phrases are pronounced correctly with appropriate stress, clear sounds, and good intonation. Key words are clear and <i>generally</i> pronounced correctly. Listeners can <i>usually</i> understand your pronunciation with a <i>little</i> effort.	Your pronunciation is <i>sometimes</i> hard to understand, but with effort listeners <i>usually</i> understand your ideas. Some words and phrases contain inappropriate stress, a few unclear sounds or poor intonation; however, listeners can understand your pronunciation with <i>some</i> effort.	Pronunciation problems <i>sometimes</i> or <i>often</i> make meaning unclear. Many words and phrases contain inappropriate stress, unclear sounds or poor intonation. Listeners can not understand your pronunciation without <i>significant</i> effort.

## Non-verbal Communication

Exemplary	Good	Average	Low
10-9 points	8 points	7 points	6-5-4-3-2-1-0 points
You use excellent eye contact and body language to effectively communicate with your audience.	You <i>usually</i> use good eye contact and body language.	You <i>sometimes</i> use good eye contact and body language; other times, you do not. Your connection with the audience is inconsistent.	You do not look at your audience enough. You may be looking at your notes or reading from the computer screen most of the time. Your body language is not effective. You do not connect with the audience.

## Visuals

Exemplary	Good	Average	Low
Because of the nature of the debate and the strict time limits, visuals are not used in this presentation.			

TOTAL SCORE \_\_\_\_\_ OVERALL COMMENTS: