

## Rubric for Competency 1, *Interacts orally in English*—Secondary III Core ESL

Allot 0 marks for the competency if the student does not carry out the task (e.g. does not speak at all or does not speak in English).

		A	B	C	D	E
Participation in oral interaction		Interacts <sup>1</sup> throughout the discussion, using a few techniques to help the discussion move forward (e.g. prompts peers, helps with words). <b>5 marks</b>	Interacts throughout the discussion. <b>4 marks</b>	Interacts sporadically or mostly when prompted. <b>3 marks</b>	Rarely expresses ideas or responds to peers. OR Speaks but rarely interacts with peers, if at all. <b>2 marks</b>	Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate to the task or context.  OR Reverts to a language other than English often enough that competency in interacting orally in English is not demonstrated.
	Content of the message	Discusses the topics addressed by expressing relevant ideas and elaborating on them (e.g. refers to personal experience, gives details, asks questions). AND Brings up new ideas or aspects to enrich the discussion. <b>5 marks</b>	Discusses the topics addressed by expressing relevant ideas and elaborating on them (e.g. refers to personal experience, gives details, asks questions). <b>4 marks</b>	Expresses basic ideas related to the topics, elaborating somewhat when prompted. <b>3 marks</b>	Mostly expresses ideas that are incomplete, are repetitive or can apply to any topic (e.g. <i>I think it's good; It's true</i> ). OR Expresses relevant ideas but does not interact with peers. <b>2 marks</b>	
Articulation of the message	Fluency	Speaks with ease when interacting. <b>5 marks</b>	Speaks with a certain degree of ease when interacting. Hesitations, although present, <b>rarely</b> interfere with interaction. <b>4 marks</b>	Speaks with <b>some</b> difficulty when interacting (e.g. messages are <b>sometimes</b> choppy/incomplete and/or pauses and hesitations <b>sometimes</b> hinder interaction). <b>3 marks</b>	Speaks with <b>much</b> difficulty when interacting (e.g. messages are <b>often</b> choppy/incomplete or made up of isolated words, or pauses and hesitations <b>often</b> hinder interaction). OR Speaks with fluency but does not interact with peers. <b>2 marks</b>	<b>Total of 4 marks for this level</b>
	Accuracy	When interacting, expresses messages that are clear and contain few errors, if any. <b>5 marks</b>	When interacting, makes errors that <b>sometimes</b> affect clarity of messages. Messages are understood with little interpretation. <b>4 marks</b>	When interacting, makes errors that <b>regularly</b> affect clarity of messages. Messages are understood with some interpretation. <b>3 marks</b>	When interacting, makes errors that <b>regularly</b> affect clarity of messages. Messages are <b>mostly</b> understood but require a lot of interpretation. OR Speaks with accuracy but does not interact with peers. <b>2 marks</b>	

<sup>1</sup> To interact, the student must do the following: react to / build on what peers say, express opinions/ideas related to the issues and to what peers say AND elaborate on ideas. Expressing stand-alone opinions and ideas (related to the issue but not to the ongoing discussion) is not interacting. Since interaction is at the heart of the competency, it is embedded in all the criteria.