

Rubric for Competency 1, *Interacts orally in English*—Secondary III Enriched 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 ¹ throughout the discussion, using a few techniques to help the discussion move forward (e.g. prompts peers, helps with words). 5 marks	Interacts throughout the discussion. 4 marks	Interacts sporadically or mostly when prompted. 3 marks	Rarely expresses ideas or responds to peers. OR Speaks but rarely interacts with peers, if at all. 2 marks	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. Total of 4 marks for this level
	Content of the message	Discusses the topics addressed in a detailed and relevant manner (e.g. gives details, asks questions, clarifies meaning). AND Brings up new ideas or aspects to enrich the discussion. 5 marks	Discusses the topics addressed in a detailed and relevant manner (e.g. gives details, asks questions, clarifies meaning). 4 marks	Discusses the topics addressed, but on a more superficial level (e.g. expresses basic or obvious ideas). 3 marks	Mostly expresses ideas that lack detail, are incomplete, are repetitive or can apply to any topic (e.g. <i>I think it's good; It's true</i>). OR Expresses ideas that are sometimes incomprehensible, irrelevant to the topics or inappropriate to the task or context. OR Expresses relevant ideas but does not interact with peers. 2 marks	
Articulation of the message	Fluency	Speaks with ease and confidence when interacting. 5 marks	Speaks with relative ease when interacting. Hesitations do not hinder interaction. 4 marks	Speaks with some ease when interacting. Hesitations sometimes hinder interaction. 3 marks	Speaks with difficulty when interacting (e.g. messages are often choppy/incomplete or made up of isolated words, or pauses and hesitations often hinder interaction). OR Speaks with fluency but does not interact with peers. 2 marks	
	Accuracy	When interacting, expresses messages that are clear, using language that is mostly accurate and somewhat idiomatic. ² 5 marks	When interacting, expresses messages that are clear despite errors. 4 marks	When interacting, makes errors that sometimes affect clarity of messages. Messages are understood with some interpretation. 3 marks	When interacting, makes errors that regularly affect clarity of messages. Messages are understood, or mostly understood, with a lot of interpretation. OR Speaks with accuracy but does not interact with peers. 2 marks	

¹ 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.

² Idiomatic language refers to expressions and sentence structures that are typical of the English language, e.g. use of gerunds, tag endings, two-word verbs.