Languages Assessment Rubric

Advanced T Speaking – Year 11

	Achievement standard category	A	B	C	D	E
Understanding	**Understanding of information and concepts**	Understands all the significant information and concepts expressed in clear everyday language on general and studied topics	Understands most of the key information and concepts in clear everyday language on general and studied topics	Understands essential information and concepts in clear everyday language on general and studied topics	Understands at most half the key information and concepts expressed in clear everyday language	Shows little understanding, of key information and concepts expressed in clear everyday language
	Reflection on perspectives	Interprets highly effectively the perspectives in what is heard	Interprets effectively the perspectives in what is heard	Interprets adequately the perspectives in what is heard	Identifies some of the perspectives in what is heard	Shows limited capacity to identify the perspectives in what is heard
Communicating	**Content**	Speaks insightfully and with independence, depth and breadth about the topic	Speaks informatively and with breadth and some depth and independence about the topic	Addresses the topic competently in speaking about it	Addressing some aspects of the topic in speaking about it	Addresses minimal aspects of the topic in speaking about it
	Coherence	Constructs logical and well- structured spoken texts	Constructs logical and structured spoken texts	Constructs spoken texts with some structure and logic	Constructs spoken texts with basic structure and logic	Constructs spoken texts with very basic structure and logic
	Audience and Purpose	Interacts positively and highly effectively and communicates highly appropriately for audience and purpose	Interacts with confidence and communicates appropriately for audience and purpose	Interacts competently and communicates adequately with some reference to audience and purpose	Applies few conventions of context, with limited interaction, and communicates with limited reference to audience and purpose	Forgoes conventions of context and interacts to a minimal extent and with minimal reference to audience and purpose
	Effectiveness of language use	Speaks with a high standard of fluency and clarity; has command of a sophisticated language repertoire	Speaks with a good standard of fluency and clarity; has command of a broad language repertoire	Speaks with an acceptable standard of fluency and clarity; has a good language repertoire	Speaks hesitantly, with clarity hindered by pronunciation and intonation errors; has a limited language repertoire	Speaks very hesitantly and clarity is obstructed by pronunciation and intonation errors; has a minimal language repertoire

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