

Interview: Stimulus Response Speaking Rubric

Communicating in response to a visual stimulus		Using language in spoken form	
Mark	Level descriptor	Mark	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.	0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> ▪ makes limited attempt to respond to the visual text; responses are often inappropriate ▪ interacts minimally in an unrehearsed exchange ▪ expresses few ideas and feelings and communicates minimal information in familiar situations ▪ communicates with a limited sense of audience and purpose. 	1-2	<p>The student:</p> <ul style="list-style-type: none"> ▪ has difficulty to speak using a basic range of vocabulary, grammatical structures and conventions; ▪ uses pronunciation and intonation with many errors, making understanding difficult ▪ organizes limited information and ideas, and basic cohesive devices are not used ▪ makes minimal use of language to suit the context.
3-4	<p>The student:</p> <ul style="list-style-type: none"> ▪ responds to the visual text, though some responses may be inappropriate ▪ interacts to some degree in an unrehearsed exchange ▪ expresses some ideas and feelings and communicates some information in familiar situations; ideas are not always relevant or detailed ▪ communicates with some sense of audience and purpose 	3-4	<p>The student:</p> <ul style="list-style-type: none"> ▪ speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; ▪ uses pronunciation and intonation with some errors, some of which make understanding difficult ▪ organizes some information and ideas, and uses a limited range of basic cohesive devices, not always appropriately ▪ uses language to suit the context to some degree.

<p>5-6</p>	<p>The student:</p> <ul style="list-style-type: none"> • responds appropriately to the visual text • interacts considerably in an unrehearsed exchange • expresses ideas and feelings and communicates information in familiar situations; ideas are relevant and detailed • communicates with a considerable sense of audience and purpose. 	<p>5-6</p>	<p>The student:</p> <ul style="list-style-type: none"> • speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; • uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility • organizes information and ideas well, and uses a limited range of basic cohesive devices accurately • usually uses language to suit the context.
<p>7-8</p>	<p>The student:</p> <ul style="list-style-type: none"> • responds in detail and appropriately to the visual text • interacts confidently in an unrehearsed exchange • effectively expresses a wide range of ideas and feelings and communicates information in familiar situations; ideas are relevant and opinions are supported by examples and illustrations • communicates with an excellent sense of audience and purpose. 	<p>7-8</p>	<p>The student:</p> <ul style="list-style-type: none"> • speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; • occasional errors do not interfere with communication. • uses clear pronunciation and excellent intonation, making communication easy • organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message • uses language effectively to suit the context.

Candidate Name: _____

Total Marks: _____ / 16

Date: _____

Examiner: _____