Content of Message

1. Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.
2. Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.
3. Content adequate and appropriate; ideas developed with some elaboration and detail.
4. Content rich; ideas developed with elaboration and detail.

Comprehensibility of Message

1. Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
2. Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
3. Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
4. Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Quality of Interaction

1. Minimal engagement in the interaction; little ability to sustain the conversation.
2. Some engagement in the interaction; some ability to sustain the conversation.
3. Consistent engagement in the interaction; ability to sustain the conversation.
4. Consistent engagement in the interaction; ability to sustain and advance the conversation.

Fluency

1. Speech halting and uneven with long pauses or incomplete thoughts.
2. Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
3. Speech shows some hesitation but speaker manages to continue and complete thoughts.
4. Speech shows few pauses or false starts.

Vocabulary

1. Inadequate and/or inaccurate use of vocabulary.
2. Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
3. Adequate and accurate use of vocabulary for this level.
4. Rich use of vocabulary and appropriate use of idiomatic expressions.

Language Control

1. Emerging use of basic language structures.
2. Emerging control of basic language structures.
3. Control of basic language structures.
4. Control of basic language structures with occasional use of advanced language structures.

Note: *In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.*

Name

Content of Message	½	1	1½	2	2½	3	3½	4
Comprehensibility of Message	½	1	1½	2	2½	3	3½	4
Quality of Interaction	½	1	1½	2	2½	3	3½	4
Fluency	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4

Raw Score: _____ / 24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; **ME**: Meets Expectations; **AME**: Almost Meets Expectations; **DNME**: Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____