Purpose: The speaking rubric in this document is intended to help teachers of EAL learners in high school (Grades 9-12) to determine the speaking skills and abilities along the CFR scale. Note that the skill areas of listening, reading and writing are equally important and should be included in a comprehensive student plan for EAL assessment. The Grade 9-12 speaking rubric is organized under the following headings: Vocabulary Knowledge, Grammar, Syntax, Strategic Knowledge, Discourse, Sociolinguistic Knowledge, and Pronunciation.

Use of Rubrics

- The rubrics included in this document will help teachers to:

    - Establish criteria for assessment that will enable students to reflect on where and how to improve their speaking skills in English;
    - Provide a basis for conversations among teachers, parents, and students about assessment processes and the relationship to progress along the CFR scale;
    - Facilitate communication with parents regarding their student's progress with English language learning;
    - Promote fair and consistent assessment of learner progress across collegiates;
    - Design explicit instruction about speaking skills based on the skill descriptors in the CFR scale;
    - Utilize the rubrics to assist content area teachers with understanding the abilities of EAL students so that they may differentiate their instructional practices
- As teachers assign global levels, they are encouraged to consider a student's spoken production and interaction in a variety of tasks/situations, as well as their knowledge of student performance in various classes throughout the school year.
- It is recommended that the teacher who spends the most time with the student provide the final assessment of skills and abilities along the CFR scale.

- The level assigned to a student's speaking skills represents the level in which the student is *currently working*.

Clarification of terms used in the rubrics:

Attempts means that the student is aware of the concept, showing some evidence of use, with error(s).
Uses means that the student is fairly consistent and accurate with language use.
Academic vocabulary in this context refers to the vocabulary that is based on Greek or Latin roots (e.g., observe, demonstrate, analyze, describe)
Content area vocabulary refers to the vocabulary that is related to a specific subject area (e.g., poem, sum, beaker, guitar, etc.)
With assistance means the teacher has provided guidance.
With support includes the use of items such as sentence frames, print materials, graphic organizers, a dictionary, or thesaurus

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- ★ **Unless otherwise noted, descriptors will continue to increase in complexity incrementally along the continuum from one benchmark to the next.**
- ★ **Examples are included to illustrate descriptors, but are not meant to form an exhaustive list.**

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	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Vocabulary Knowledge	Repeats words heard in class					
	Attempts to use some utility words with support (e.g., *day, walk, run, mom, age, address*)	Uses some utility words (e.g., *march, jog, remove*)	Uses a variety of utility words including some synonyms, antonyms, and homonyms. (e.g., *chair, seat, stool*)	Uses an increasing variety of utility words including a wider variety of synonyms homonyms and antonyms	Attempts words with multiple meanings in a variety of contexts (e.g., *"consumer" in Science or Economics, He was green with envy. After the rain, the lawn is now very green.*)	Uses a variety of words with multiple meanings
	Attempts to use some descriptive words (e.g., *good, fine, happy*)	Uses some descriptive words (e.g., *round, lovely, large, slowly*)	Uses a variety of descriptive words (e.g., *light blue, large, round, several, successfully*)	Uses descriptive words in a variety of contexts, including for academic purposes (e.g., *Terry Fox was a heroic Canadian. The heroic discovery of insulin by Banting and Best saved lives.*)	Continues to use a variety of descriptive, academic and content area vocabulary	Continues to use and develop a wide variety of academic and content vocabulary consistent with grade level expectations
	Attempts to use high frequency content area vocabulary words with support (e.g., *add, ball, basketball, gym*)	Uses high frequency content area vocabulary words with support (e.g., *sum, environment, product*)	Uses high frequency content vocabulary	Uses a greater variety of academic and content area vocabulary		
	Attempts to use vocabulary related to a topic learned in class (e.g., *sports games, classroom*)	Attempts to use some high frequency academic words with support	Uses high frequency academic vocabulary			

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		(e.g., *demonstrate*, *summarize*)			
		Attempts to use high frequency affixes with support (e.g., *re-, tri-, bi-, un-, -ful, -less, -ly*)	Uses high frequency affixes and roots and attempts to use low frequency affixes and roots (e.g., *Greek and Latin roots –ology, psych- re-, un-, -ful*)	Uses high and low frequency affixes and roots	

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Grammar Classes of words and their functions	**Nouns** - count and non-count: singular and plural of regular and high- frequency irregular nouns	**Nouns** - possessive form of proper nouns (e.g., *David's hat*) - articles: *a, an, the*	**Nouns** - count nouns: singular and plural of low-frequency irregular forms (e.g., *half /halves*, goose/*geese*) - gerunds for activities and pastimes (e.g., *running, singing*) - collective nouns (e.g., *team, crowd, group, family*, - subject-verb agreement with collective nouns (e.g., *The crowd is cheering.*)	**Nouns** - plural possessive forms of nouns (e.g., *the boys' pen*) - simple use of gerunds: *go + ing* (e.g., *They are going skating.*); gerund with verbs of like/dislike (e.g., *She hates studying. We love eating.*); gerund as subject (e.g., *Listening in class is easy .*)		**Nouns** - abstract nouns (e.g., *advice, information, beauty, knowledge, philosophy, demo-cracy*) + *a, an, the*, or no article (e.g., *He had a good knowledge of science. He had knowledge about many things.*)
	Pronouns - subject: I, you, he, she, it, we they	**Pronouns** - correctly using subject and object: *me, you, him, her, it, us, them*	**Pronouns** - possessive: *mine, yours, his, hers, its, ours, theirs*	**Pronouns** - reflexive: *myself, yourself, himself, herself, ourselves*,		**Pronouns** - relative: *who, that, which, whose* in defining relative clause

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SPS Secondary EAL Speaking Rubric -Draft Copy for Review March 2017

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			- demonstrative: *this/these, that/those*	*yourselves, themselves* - indefinite: *some, no, any, every* + body/thing		(e.g., *The man who drives the bus smiles a lot.*)
	Verbs - be *(e.g., I am a boy.)* - there is/are - have *(e.g., I have a brother.)* - can*: for ability and permission (e.g., I, can sing. I can go to the party.)* - simple present, simple past *(regular),* simple future tenses	**Verbs** - simple past high-frequency irregular verbs (e.g., *She came late*.) - present progressive (e.g., *She is talking.)*	**Verbs** - future with *going to* (e.g., *We're going to finish.*) - simple past of low-frequency irregular verbs (e.g., *leave/left, run/ran,*) - *there was/were* - modals: *have to, must, can, need, may and might* (e.g., *I have to go now. I must stop because I'm tired. He can send e-mails to his friends*.)	**Verbs** - past progressive (e.g., *He was standing in line.*); future progressive (e.g., *I'll be looking at the mail.*) - consistent use of verb tenses (e.g., maintain the same verb tense in a sentence or paragraph)	**Verbs** - used to (e.g., *They used to live in Panama.*) - modals: *should, could, would* (e.g., *I should study after school. We could buy that car.*) - simple use of infinitives with *would like, ask, tell* (e.g., *I would like to visit Canada. My mother asked me to go to the store.*) - conditional statements: probable and unlikely situations (e.g., *If it snows, we will wear our boots. If I had a lot of money, I would go on vacation*.)	**Verbs** - present and past perfect (e.g., *He has just finished.*) - simple passive (e.g., *The dog was found in the park last Friday.)* - conditional statement: cannot be fulfilled (e.g., *If I had known that they were celebrating a birthday, I would have brought a cake.*)
	Adjectives - possessive: my, your, his, her, its, our, their - high-frequency *(e.g., red, small, dark,old, Canadian, square)*	**Adjectives** - comparative/ superlative (e.g., *bigger, bigger than/biggest*; *dirtier, dirtier than/dirtiest*)	**Adjectives** - noun + lower frequency adjectives or noun + two adjectives(e.g., *shiny*)	**Adjectives** - irregular comparative/superlative (e.g., *better/(the) best*; *worse/(the) worst)*	**Adjectives** - *other, another, each* - *both, all, enough* + of	**Adjectives and Adverbs** - *the* + adjective (e.g., *The small round ball is mine.*)

		- attempting comparative/superlative forms - more/most (e.g., *more beautiful/most intelligent*) - a little, a lot of, much, many, some, any, every, all				*- does not confuse adjectives and adverbs* *- gerund as adjective or as part of a compound noun (e.g., running water, walking stick, diving board)* *- either, neither*
	Adverbs - used to modify adjectives *(e.g., very big, really early)* - some adverbs of frequency and time *(e.g., tomorrow, later, sometimes)*	**Adverbs** - too	**Adverbs** - of manner (e.g., verb + adverb: *She ate quickly*.) - verb + two adverbs (e.g., *The teacher talked very slowly in the class.*) - of opinion (e.g., *obviously, clearly, actually*)		**Adverbs** *- somewhere, nowhere, anywhere, everywhere*	**Adverbs** - of possibility (e.g., *probably, possibly, definitely*)
	Negation - be in simple present *(e.g., She is not here/Robert isn't here.)* - do *(e.g., We don't eat that.)*	**Negation** - will (e.g., *They won't drink milk*.)	**Negation** *- be* in simple past (e.g., *They were not happy. They weren't happy.*)		**Negation** - negation in a variety of tenses (e.g., *He hasn't worked. She shouldn't go to bed late.*)	**Negation** - with conjunction *unless* (e.g., *Don't spend the money unless you need new clothes.*)
	Prepositions - of direction *(e.g., to, from)* - of time *(e.g., at, before, after, on, in)*	**Prepositions** - of location (e.g., *in, on, at, under, on the right/left*)	**Prepositions** - with simple/ literal phrasal verbs (e.g., *take off, put on, put*		**Prepositions** - with (simple figurative) phrasal verbs (e.g., *give up, look after, bring up,*	

			away, turn on/off, get up, wait for, look for, look at, talk over)		*get along, clear up, go through, hang around, hold on, point out, put down*)	
			Transition Words and Phrases - *first, second, next, finally, for example, also* - conjunctions: *so, since, because, because of*	**Transition Words and Phrases** - *like/unlike, similar to/different from*	**Transition Words and Phrases** - conjunctions: *before, after, when, then, while, both ... and, in contrast, in conclusion, yet, for example, therefore, similarly, as a result, on the other hand, at first* - conjunctions: *yet, although, since, because of* - comparative using as ... as (e.g., *My brother is as old as your brother*.) - *as soon as, as well as, nearly as, just as, not quite as, whereas*	**Transition Words and Phrases** - variety of transition words and phrases used correctly and extensively throughout the writing

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Syntax - Sentence Structure - Word Order	Uses one word responses or phrases	Answers simple questions using phrases				
	Attempts commands with support (e.g., *Stop!*)	Uses commands with support (e.g., *Repeat the question*.)	Uses commands			
	Attempts simple sentences with support: subject, verb, object or prepositional phrase(e.g., *My name is…*) Attempts simple questions with support (e.g., *Where I go?*)	Uses complete simple sentences. (e.g., *I am good at soccer. I am not good at math.*) Asks simple questions with support (e.g., *Where is the washroom?*)	Asks a variety of simple questions (e.g., *Who?, What?, When?, Where?, Why?, How? asking the location and price of an item; asking for directions; asking for the time*)	Uses details to enhance simple and compound sentences (e.g., *adjectives, phrases, clauses*)		
		Attempts compound sentences with support	Uses a variety of compound sentences (e.g., *and, but, or*)	Attempts complex sentences with support (e.g., *I was late for school because I missed the bus*.)	Uses complex sentences (e.g., *While I was waiting for the bus, a car drove through a puddle and got me wet*.)	Uses a variety of complex sentences and structures to convey precise meaning. (e.g., *He went to his friend's house, and he played basketball, even though he had homework to do.*

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Sociolinguistic Knowledge Societal and cultural norms that influence language usage	Uses basic expressions of greeting, farewell, politeness, cultural and social expression (e.g., *Hello, My name is, Goodbye, Please, Thank you, OK!*)	Uses an increasing depth of expressions of greeting, farewell, politeness, cultural and social expression (e.g., *How are you?, This is my friend Ahmed, I'm tired, See you later, What did you do on the weekend?, Have a good weekend, Do you want a cookie?*)	Continues to use an increasing depth of expressions linked to cultural and social contexts (e.g. *Lest we forget, Rider Pride when referring to Saskatchewan CFL football, introducing and/or thanking a speaker*)	Attempts to ensure the listener understands points being made or information being given (e.g., *read body language, Right?, You know?, Nodding in agreement*)	Attempts to adjust speech depending on audience and context (e.g., *offers comments in a group of peers vs speaking to a teacher*)	Adjusts speech depending on audience, context, and purpose
	Engages in simple conversation with support (e.g., *I am from...*)	Engages in simple conversation (e.g., *What is your email address? How was your weekend?*)	Engages in controlled conversation (e.g., *multiple questions and answers in one conversation about familiar topics*)	Engages in authentic conversation (e.g., *multiple questions and answers in one conversation about familiar topics including personal goals and intentions*)	Engages in detailed conversation (e.g., *multiple questions and answers in one conversation about less familiar, less personal topics, speaking with a guest speaker in class*)	Engages in extensive conversation with a variety of audiences(e.g., *multiple questions and answers in one conversation about unfamiliar, less personal topics, world affairs*)
	Attempts to use slang with support (e.g. *Bye, See ya!*)	Attempts to use common idioms and slang (e.g. *No way!, Awesome!*)	Uses common idioms and slang (e.g., *Easy as pie.*)	Uses a wide variety of idioms and slang (e.g., *You're pulling my leg!*)	Attempts to use figurative language (e.g., *as wide as the ocean*)	Uses figurative language (e.g. *I was scared to death.*)
			Attempts some humour, sarcasm, or puns.	Attempts some humour, sarcasm and/or puns and begins to understand when and where it is appropriate to use	Uses some humour, sarcasm and/or puns and understands when, where and with whom it is appropriate to use	Continues to use humour and sarcasm

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Strategic Knowledge: Strategies to bridge language gaps	Relies on gestures with simple questions to make requests, to clarify meaning, or to respond (e.g., *Student points to question #2 to indicate a need*)	Uses gestures with simple questions and statements to make requests or to clarify meaning (e.g., I *need help;, How do you spell…?*)	Asks questions of unknown words, terms or concepts with greater detail (e.g., *Asking a peer about math homework. What does perimeter mean?*	Asks questions to clarify an existing understanding or meaning to gather additional information (e.g., *Is there a test or a quiz on Friday?, Is the animal cell or the plant cell on the test?*)	Asks questions to learn more or confirm in a variety of contexts (e.g., *Did you get the same answer as me?*)	Uses strategic questioning that approaches grade level expectations
	Relies on L1 almost exclusively to produce and understand unknown words	Uses L1 frequently to produce and understand unknown words and/or phrases	Uses L1 occasionally to produce and understand unknown words and/or phrases	Uses circumlocution to convey meaning and understanding (e.g., *I went to the building with all the books. When talking about the library.*)	Paraphrases or restates to clarify what has been said to another (e.g., Kariel said to Ali, "*Mr. Hinds told us the test was on Friday. We should study chapter 2.*" when Ali asked what the teacher said.)	

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Discourse: The organization and cohesion of spoken ideas expressed in a range of contexts from social to academic	Produces simple similarities and differences between familiar people and places with support	Produces similarities and differences using simple sentences between people and places with support	Produces complex similarities and differences with support (e.g., *between school systems, and current and former countries of residence*)	Produces complex similarities and differences in academic settings (e.g., *between characters and personality traits*)	Produces in-depth similarities and differences in academic settings (e.g., *compares a novel to its film*)	Produces in-depth similarities and differences between abstract ideas (e.g. *ethics, values, and/or moral dilemmas.*)
	Repeats protocols for school functions and rules	Produces protocols for basic functioning in a	Produces step-by-step directions (e.g., *morning routine*)	Produces an explanation of, or instructions for, a familiar process or	Produces a sequence or summary for academic purposes	Produces an in-depth explanation of a procedure, experience,

	(e.g., *School starts at 9:00 a.m.*)	city (e.g., *losing a bus pass, city laws*)		summary (e.g., *a class trip, solving a mathematical problem, how to bake a cake; how to repair a bicycle*)	(e.g., *how to write a paragraph, a short story, a current event, a film, quotation integration*)	narrative, or event. (e.g., *science experiment, essay writing, garden maintenance, and tool usage*)
	Asks for and responds to simple questions and standard expressions with support (e.g., *How are you?*)	Asks for and responds to simple questions about another's basic information (e.g. *How old are you? How long have you been here?*)	Asks for and responds to opinions with others (e.g. *Do you like this class?*)	Asks for and responds to opinions with others using complex ideas, structures, vocabulary, and details. (e.g., *familiar topics – movies, novels, songs*)	Asks for and responds to opinions with others in social and academic contexts using complex ideas, structures, vocabulary, and details. (e.g., *current events, short story, movie, essay, mock interview for a job*)	Asks for and responds to opinions with others in social and academic contexts using in-depth ideas, structures, vocabulary, and details. (e.g. *world affairs, city events, elections, novel, play, poem, science experiments, in-class debate/presentation*)
	Reads aloud a simple, written presentation with support (e.g., *personal information*)	Reads aloud a simple presentation (e.g., *weekend activities*)	Produces a simple presentation about a topic with support, which is prepared in advance, and may or may not be read (e.g., *introduction, supporting points, and a conclusion, list, or sequence of events, congratulatory, goodbye, or welcome speech*)	Produces a spontaneous presentation (e.g., *quick talks, "Turn and talk to your partner about..."*)	Produces an academic presentation with support (e.g., *a current event, energy sources.*)	Produces an academic presentation on a specific topic in detail (e.g., *character analysis, mainstream content area-related, cultural celebrations*)

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Pronunciation	Spoken language is limited and often mispronounced Pronunciation may be difficult to understand	Errors with pronunciation, stress, rhythm and intonation patterns, may cause students to frequently repeat to make themselves understood	Pronunciation, stress, rhythm, and intonation patterns, are developing, but misunderstandings or confusion may still occur	Errors in English pronunciation, stress, rhythm and intonation patterns may cause occasional misunderstandings for the listener	Though meanings are clear, pronunciation, stress, rhythm or intonation errors may occur	Meanings are clear, and pronunciation, stress, rhythm or intonation errors occur less frequently

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