Speaking Rubric: Definition and Example

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A rubric is a set of criteria, rules, or guidelines used to evaluate an individual's or group's performance in a given activity (Berger, 2011). Several researchers (Berger 2011, Brookhart 2013, Walvoord 2010, Orlich et al. 2010) separate the rubric into two main parts: criteria and standards (also known as scoring scales).

Standards "define the level of achievement and task involvement in obtaining that level," while criteria "explain what is evaluated" (Orlich et al. 2010, p. 347).

Rubrics, like any other assessment tool, are useful for some purposes but ineffective for others. Assessment rubrics are primarily used to evaluate performance. Examiners can observe the process of doing something (for example, oral communication or presentation) or the product that is the result of students' work (for example, essay, term paper, or project) when assessing students' performance (Brookhart, 2013).

The multidimensional benefits of employing rubrics in evaluation are directly related to their aims. Teachers and students can use rubrics as assessment and instructional tools (Walvoord, 2010). If an assessment rubric is employed, it must be shared with students before a task or test so they can use it to improve their performance. Using rubrics in teaching and learning can positively improve students' attribution of success or failure by removing the 'mystery' of assessment and offering clear guidance for students' performance.

Example of Speaking Rubric

Example 1:

Pronunciation Aspect

Indicators of Pronunciation	Score
Pronunciation is only very slightly influenced by the mother tongue.	6
Pronunciation is only slightly influenced by the mother tongue.	5
Pronunciation is still moderately influenced by the mother tongue, but no serious phonological errors.	4
Pronunciation is influenced by the mother tongue, but only a few serious phonological errors.	3
Pronunciation is seriously influenced by the mother tongue, but only a few serious phonological errors.	2

Pronunciation is influenced by the mother tongue, with errors causing breakdown in communication.   1
Heaton (1989, p. 100)

Structure Aspect

Indicators of Structure	Score
Utterances almost always correct	6
Most utterances rendered correctly, with some minor structural errors	5
Many correct utterances, but with definite structural problems	4
Some utterances rendered correctly, but major structural problems remain	3
Very few structurally correct	2
No utterances structurally correct 1	1

Omaggio (1986, p.347)

Vocabulary Aspect

Indicators of Vocabulary	Score
Rich and extensive vocabulary, very accurate usage	6
Occasionally lacks basic words, generally accurate usage	5
Often lacks needed words, somewhat accurate usage	4
Often lacks needed words, somewhat inaccurate usage	3
Lacks basic words, adequate, accurate usage	2
Lacks basic words, inadequate, inaccurate usage	1

Omaggio (1986, p.347)

Content Aspect

Indicators of Content	Score
Information and evidence are always accurate, appropriate, and integrated effectively. All Claims and ideas are supported and elaborated.	6
Most information and evidence are accurate, appropriate, and integrated effectively. Claims and ideas are supported and elaborated.	5
Many information and evidence are accurate, appropriate, and integrated effectively and the claims and ideas are supported and elaborated.	4
Some information and evidence are accurate, appropriate, and integrated effectively. Some claims and ideas are supported and elaborated.	3
Very few information and evidence are accurate, appropriate, and integrated effectively. The claims and ideas are less supported and elaborated.	2
No information and evidence are accurate, appropriate, and integrated effectively. The claims and ideas are less supported and elaborated.	1

California State University. 2003. Long Beach Analytical Rubric
http://www.csulb.edu/divisions/aa/personnel/fcpd/resources/ge/

Example 2

Categories	0 – inadequate	1 – needs improvement	2 – meets expectations	3 – exceeds expectations
Vocabulary	Uses only simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.
Grammar	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall fluency	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.

Grading rubric oral exam NED1104 herfst 2018 *Speaking Fluency Assessment Rubric* NED1104
https://www.uio.no/studier/emner/hf/ilos/NED1104/Eksamensoppgaver%20og%20sensorveil./speaking-fluency-assessment-rubric-ned1104.pdf

Grading scale

	F	1 = 0-24%	0-3 points

F   1 = 0-24%   0-3 points

E   2 = 25-39%   3-4 points

D   3 = 40-59%   5-6 points

C   4 = 60-79%   7-9 points

B   5 = 80-94%   10-11 points

A   6 = 95%+   12 points

Example 3

Speaking Rubric adapted from Sanbornzhenglaoshi's Mandarin speaking rubrics

	1-2 Does Not Approach Expectations	3 Approaching Expectations	4 Meets Expectations	5 Exceeds Expectations
Task Completion	Task minimally complete. Provides little or no information.	Partially completes task; lacks important information or response is too basic.	Completes task appropriately.	Completes task by elaborating on theme, with high level of detail and/or creativity
Comprehensibility	Most parts of the response not comprehensible to the listener.	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Response comprehensible; requires minimal interpretation on the part of the listener.	Response readily comprehensible; requires no interpretation on the part of the listener.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts expressed completely with few pauses or hesitation.
Pronunciation	Multiple problems with pronunciation/intonation that may interfere with communication.	Some problems with pronunciation/intonation that may interfere with communication.	Sounds somewhat natural.	Sounds natural

Vocabulary	Vocabulary does not convey meaning most of the time; too basic for level.	Vocabulary does not convey meaning some of the time; too basic for level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.	Rich and varied use of vocabulary
Grammar	Grammar is rarely accurate or appropriate for the level.	Grammar is sometimes accurate and/or not appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.

http://sanbornzhenglaoshi.weebly.com/uploads/2/2/7/8/22785720/speakingrubric20140926final.pdf

References & Recommended Reading

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