Level 4	Communicates Effectively
DELIVERY	▪ Uses relevant intonation and stress patterns to convey meaning ▪ Produces clear pronunciation with minor errors to create generally clear flow of speech ▪ Can be easily understood
LANGUAGE USE	▪ Good range of grammar and vocabulary ▪ Word choice is effective with only occasional errors
TOPIC DEVELOPMENT (INDEPENDENT TASKS)	▪ Choice (main idea) is clear ▪ Choice is supported with ample and appropriate reasons ▪ Clear progression of ideas ▪ Length and content are appropriate to the task
TOPIC DEVELOPMENT (INTEGRATED TASKS)	▪ Demonstrates understanding of key ideas ▪ Includes ample details/elaboration (with only minor inaccuracies) ▪ Clear progression of ideas ▪ Relationships among ideas are clear

Level 3	Communicates Satisfactorily
DELIVERY	▪ Use of stress and intonation is satisfactory (does not cause problem for sympathetic listeners) ▪ Occasional pronunciation errors do not cause breakdown in communication ▪ Can be easily understood with only minor lapses in intelligibility ▪ Mostly fluent with some hesitancy
LANGUAGE USE	▪ Word choice and grammar allow satisfactory communication of ideas and information ▪ Sufficient vocabulary and grammar to express ideas and information (with some circumlocutions and hesitations) ▪ Errors cause only minor difficulty for listeners
TOPIC DEVELOPMENT (INDEPENDENT TASKS)	▪ Choice (main idea) stands out ▪ Supporting reasons and details are provided ▪ Reasoning is clear but may be somewhat limited in scope ▪ Ideas may progress unevenly at times
TOPIC DEVELOPMENT (INTEGRATED TASKS)	▪ Demonstrates understanding of key ideas ▪ Includes details but elaboration may be limited ▪ Content is mostly complete (with minor inaccuracies or omissions) ▪ Ideas progress unevenly at times

Level 2	Communication Is Limited
DELIVERY	• Speech is mostly understandable by sympathetic listeners • Pronunciation and stress errors occur (but repetition may allow speaker to be generally understood) • Able to sustain speech for most (if not all) of the allotted time • Speech is somewhat choppy with frequent pauses/hesitations
LANGUAGE USE	• Grammar is mostly limited to basic forms and structures • Struggles to complete complex structures • Vocabulary is limited but adequate to convey basic ideas • Vocabulary limitations result in vague expression of ideas of more complex ideas
TOPIC DEVELOPMENT (INDEPENDENT TASKS)	• Provides some relevant information but development is limited • Supporting information for choice is limited and may be list-like • Reasoning may be incomplete (vague or undeveloped) • Repetition of key ideas • Ideas progress unevenly
TOPIC DEVELOPMENT (INTEGRATED TASKS)	• Most key ideas are provided • Details or elaboration may be missing, inaccurate, or vague • Relationships among ideas may not be clearly marked, requiring listeners to fill in the gaps • Ideas progress unevenly

Level 1	Communication Is Weak
DELIVERY	• Speech does not "flow" • Speech is mainly choppy and disjointed with frequent pauses • Pronunciation struggles often make it difficult for listeners to understand • Usually unable to sustain speech for the allotted time
LANGUAGE USE	• Demonstrates very limited control of grammar or vocabulary • Uses only basic structures with error • Word choice is limited; inaccuracies cause difficulty for listeners
TOPIC DEVELOPMENT (INDEPENDENT TASKS)	• May provide some information relevant to the task (usually limited to a single idea) • Details are limited and often not clearly connected • Lacks coherence and is difficult to follow
TOPIC DEVELOPMENT (INTEGRATED TASKS)	• May provide some information related to key ideas (usually limited to a single idea) • Idea may be repeated • Related details are generally omitted or inaccurate • Lacks coherence and is difficult to follow