

Speaking rubric for fluency activities

Tips for giving feedback on the fluency activities

There are several kinds of fluency activities suggested as a follow up (see Step 6 of the Lesson Plan) for each video segment:

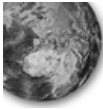
- role playing, taking parts of the characters
- interviewing a character from the video
- sharing reactions and opinions
- debating different sides of an issue
- providing a summary
- paraphrasing selected parts of the video
- providing a "critical review" of the segment
- carrying out a group survey based on the topic

Before you begin the fluency activity, make sure students understand the task and their roles. *Modify the task and the roles to fit your students' interests and abilities.* Give a time limit. As students begin the activity, be sure to provide language support as needed.

After the students have done the fluency activity in pairs and small groups, allow some students to try the activity in front of the whole class. *If you wish to use this activity for evaluation purposes, be sure to make notes about each student's performance* – include some "strong points" and "weak points". You can include notes about vocabulary, grammar, and pronunciation, as well as overall fluency (smoothness and confidence) and interaction (clarity and use of conversation management strategies).

For a more formal evaluation, *write out your notes and give each student a rating.* You can use the sample 1-4 rating scale given here, which provides simple descriptions for vocabulary, grammar, pronunciation, fluency, and interaction. The purpose of this kind of evaluation is to give fair and clear feedback to the students, and to give students some specific points to work on to improve their fluency.

A sample speaking rubric has been provided on page 2, and a rubric to be filled out can be found on page 3.



Sample speaking rubric for fluency activities

Name: Nelson Santos

Rating: 3

WW Level / Segment: WV1 Segment 1

Activity: Role play

Comments:

—You used correct expressions to introduce someone.

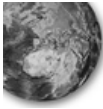
—You need to work on verb forms.

—Your sentences were usually complete and clear, but you hesitated a lot.

—You did a great job keeping the conversation going by asking questions.

—Make sure to pronounce the ends of words clearly.

| Rating | Demonstrated competence |
|--------|--|
| 4 | <ul style="list-style-type: none"> • Uses a variety of vocabulary and expressions • Uses a variety of structures with only occasional grammatical errors • Speaks smoothly, with little hesitation that does not interfere with communication • Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction • Pronunciation and intonation are almost always very clear/accurate |
| 3 | <ul style="list-style-type: none"> • Uses a variety of vocabulary and expressions, but makes some errors in word choice • Uses a variety of grammar structures, but makes some errors • Speaks with some hesitation, but it does not usually interfere with communication • Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develops the interaction • Pronunciation and intonation are usually clear/accurate with a few problem areas |
| 2 | <ul style="list-style-type: none"> • Uses limited vocabulary and expressions • Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors • Speaks with some hesitation, which often interferes with communication • Tries to communicate, but sometimes does not respond appropriately or clearly • Pronunciation and intonation errors sometimes make it difficult to understand the student |
| 1 | <ul style="list-style-type: none"> • Uses only basic vocabulary and expressions • Uses basic structures, makes frequent errors • Hesitates too often when speaking, which often interferes with communication • Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly • Frequent problems with pronunciation and intonation |



Speaking rubric for fluency activities

Name: _____

Rating: _____

WV Level / Segment: _____

Activity: _____

Comments:

| Rating | Demonstrated competence |
|--------|---|
| 4 | <ul style="list-style-type: none"> • Uses a variety of vocabulary and expressions • Uses a variety of structures with only occasional grammatical errors • Speaks smoothly, with little hesitation that does not interfere with communication • Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction • Pronunciation and intonation are almost always very clear/accurate |
| 3 | <ul style="list-style-type: none"> • Uses a variety of vocabulary and expressions, but makes some errors in word choice • Uses a variety of grammar structures, but makes some errors • Speaks with some hesitation, but it does not usually interfere with communication • Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction • Pronunciation and intonation are usually clear/accurate with a few problem areas |
| 2 | <ul style="list-style-type: none"> • Uses limited vocabulary and expressions • Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors • Speaks with some hesitation, which often interferes with communication • Tries to communicate, but sometimes does not respond appropriately or clearly • Pronunciation and intonation errors sometimes make it difficult to understand the student |
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Adapted from *Authentic Assessment for English Language Learners* by J. Michael O'Malley and Lorraine Valdez Pierce, Addison-Wesley Publishing Company.

