**Speaking rubric score**

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| **Scores** | **Grammar** | **Vocabulary** | **Pronunciation** | **Fluency** | **Ideas** |
| 4 | Maintain a high degree of grammatical accuracy; errors are rare and difficult to be spotted | Use a range of appropriate, relevant and innovative vocabulary to express the ideas | Produce the sounds with stress, intonation and final sounds appropriately | Can express the ideas fluently and spontaneously, there are few noticeably long pauses | Express relevant ideas to the topics and can initiate ideas |
| 3 | Use compound grammatical forms to express ideas. Does not make errors which cause misunderstanding | Use a range of appropriate and related vocabulary to present the ideas | Produce the sounds appropriately, but has some mistakes with stress or intonation or final sounds | Can produce short phrases or sentences that can be understood | Express relevant ideas to the topics but have no initiative ideas |
| 2 | Use simple grammatical forms to express ideas but still make basic mistakes | Use appropriate vocabulary to express ideas. Some irrelevant vocabulary might be spotted | Produce the sounds inappropriately and has no stress, intonation and final sounds | Can make understood in very short utterances even though pauses | Express some relevant ideas and produce some irrelevant ideas |
| 1 | Limited control of a few simple grammatical structure | Limited vocabulary using isolated words or phases | Limited control of phonological features | Can use only isolated words or phrases and produce the words with much pausing | Can express some ideas with no supporting details |