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| 5Strong | * Thorough and effective treatment of topic, including supporting details and relevant examples
* Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
* Varied and appropriate vocabulary and idiomatic expressions
* Control of time frames; accuracy and variety in grammar, syntax, and usage, with few errors
* Consistent use of register appropriate for audience
* Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
* Organized presentation; effective use of transitional elements or cohesive devices
* Clarification or self-correction (if present) improves comprehensibility
 |
| 4Good | * Effective treatment of topic, including some supporting details and mostly relevant examples
* Fully understandable, with some errors, which do not impede comprehensibility
* Generally appropriate vocabulary, including some idiomatic expressions
* Accurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usage
* Consistent use of register appropriate for audience except for occasional shifts
* Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility
* Organized presentation; some effective use of transitional elements or cohesive devices
* Clarification or self-correction (if present) usually improves comprehensibility
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| **3****Fair** | * Competent treatment of topic, including a few supporting details and examples
* Generally understandable, with errors that may impede comprehensibility
* Sufficient vocabulary, including a few idiomatic expressions
* Mostly accurate use of present time and some accuracy in other time frames; some control of grammar, syntax, and usage
* Use of register may be inappropriate, several shifts occur
* Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
* Some organization; limited use of transitional elements or cohesive devices
* Clarification or self-correction (if present) sometimes improves comprehensibility
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| 2Weak | * Inadequate treatment of topic, consisting mostly of statements with no development; examples may be inaccurate
* Partially understandable, with errors that force interpretation and cause confusion for the listener
* Limited vocabulary and idiomatic expressions
* Some accuracy in present time and little or no accuracy in other time frames; limited control of grammar, syntax, and usage
* Use of register is generally inappropriate for audience
* Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility
* Inadequate organization; ineffective use of transitional elements or cohesive devices
* Clarification or self-correction (if present) usually does not improve comprehensibility
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| **1****Poor** | * Little or no treatment of topic; may not include examples
* Barely understandable, with frequent or significant errors that impede comprehensibility
* Very few vocabulary resources
* Little or no control of grammar, syntax, usage, and time frames
* Little or no control of register
* Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility
* Little or no organization; absence of transitional elements and cohesive devices
* Clarification or self-correction (if present) does not improve comprehensibility; does not recognize errors
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| **0****Unacceptable** | * Mere restatement of language from the prompts
* Clearly does not respond to the prompts
* “Je ne sais pas,” “Je ne comprends pas,” or equivalent
* Not in the language of the exam
* Blank (although recording equipment is functioning)
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