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| 5  Strong | * 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 |
| 4  Good | * 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 |
| **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 |
| 2  Weak | * 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 |
| **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) |