



MINISTERIO DE
EDUCACIÓN PÚBLICA

GOBIERNO
DE COSTA RICA

Dirección Regional de Educación Alajuela
Departamento de Asesoría Pedagógica

English Festival Judge's Manual



Elaborated by Ronald Vargas Chavarría

English Advisor

In case teachers decide to carry out a spelling bee contest or impromptu conversation or impromptu speech activities in the way they were held prior to the pandemic, as part of the English Festival celebration, they may use the corresponding regulations below. Teachers can make adaptations as long as they communicate them to the participants.

SPELLING BEE

Description

The spelling bee is a spelling competition in which participants spell a word using the Standard American English pronunciation for each letter in the word. If the participant correctly spells the word on the first try, they stay in the competition and move on to the next round. If a student spells the word incorrectly, they are eliminated. The competition will continue until there is only one winner.

Participants

Students from Cycles II, III, and Diversified Education who are enrolled in the formal system of public education.

Bumble Bee: 4th, 5th, and 6th grade students

Queen Bee: 7th, 8th, 9th, 10th, 11th, and 12th grade students

Spelling Bee Word Levels by Stage

*At any stage, if the students surpass the uppermost level allowed at the particular stage, the secret list composed of 45 words will be used until a winner is determined. The secret list must be provided to the judges prior to the start of the event.

Set-Up

Judges are responsible for making sure they have the following in order to carry out their duties:

- Each judge has at least 2 score sheets with the students' names written alphabetically by last name.
- Writing utensils (preferably pencil)
- 30 second time signal
- Ending time signal
- Timekeeping device
- Service Bell
- Individual boxes for each level of words. The words must be cut in strips and include the definition and the example for the word
- Decide ahead of time who the pronouncer, scribe, and timekeeper will be
- If possible, it is recommended that judges appoint an impartial party to record the participants' spelling in the case of an inability to come to a consensus

Judges:

All judges must be well versed in the rules of the competition and be native English speakers or be teachers with a level of C1 in English. They cannot be any of the participants' teachers or relatives.

If there is a discrepancy, the 3 judges must come to a majority regarding the spelling of the word. If necessary, and if there is no recording, the judges may ask the participant to spell the word again or agree to give the participant a new word to spell. The judges' decision is final, and no one, including officials from MEP, are allowed to alter the decision.

Pronouncer:

- Calls participants individually to the microphone and randomly chooses the word from the appropriate box
- Says the word slowly without distorting the word
- Responds to requests for repetition, definition, and examples of the word, and speaks slowly and clearly into the microphone
- Announces if the word is spelled correctly or incorrectly
- Keeps track of participants who have been eliminated and who are continuing on to the next round

Scribe:

- Writes the correct spelling of the word and the participant's spelling of the word on the score sheet
- Keeps track of how many times a participant asks for a repetition, definition, and an example (maximum 3 times)

Timekeeper:

- Keeps track of the time, allowing the participant 2 minutes to verbalize the spelling of the word. Gives the participant a 30 second warning when there are 30 seconds left.
- Indicates when time has run out.
- Keeps track of the participant's spelling of a word as well as how many times a participant asks for a repetition, definition, and an example (maximum 3 times)

Rules:

These are rules the judges are responsible for carrying out. The committees are responsible for ensuring the event goes smoothly and all materials are available.

- Participants are seated in alphabetical order by last name.
- The pronouncer calls participants individually to the microphone.
- One word is selected at random. The pronouncer says the word twice and says it slowly, without distorting the word. If the word is a homonym or homophone, the pronouncer must also give the definition after pronouncing the word. This reading of the definition does not count as one of the definition chances for the participant.
- The participant has two minutes to spell the word, and may use a whiteboard and marker to guide them, and they may look at the whiteboard while they are spelling the given word.
- The pronouncer can repeat a word, provide a definition, or use the word in a sentence at the participant's request. (Each participant has up to three times each).
- Participant says the word, spells the word, and says the word again. Example: Apple. A-P-P-L-E. Apple.
- If the word is spelled correctly, the participant returns to her/his seat.
- If the word is spelled incorrectly, the judge gives the correct spelling of the word. The participant returns to her/his seat and waits for the round to end (when all participants have participated). At the end of the round, the announcer reads a list of participants who will be moving on to the next round and thanks those who were disqualified.
- The pronouncer calls the next participant in alphabetical order, and randomly chooses the next word for that participant.
- The timekeeper must signal to the participant when there are 30 seconds left. This will indicate to the student that it is time to spell the word. At two minutes, the timekeeper will give another signal, and the participant must spell the word if they have not already done so. A lack of response warrants the participant's disqualification from the round.
- There is a **maximum of 5 rounds per word level**. The announcer must make sure there are enough words to continue with the same level with all participants. If there are not enough words, continue on to the next level or onto the secret word list.

Reasons for Disqualification:

- The participant spells the word incorrectly
- The participant does not approach the stage
- The participant engages in unsportsmanlike conduct

- The participant says incoherent sounds while spelling
- The participant mispronounces the letters or changes the sequences of letters from those first stated
- The participant has an electronic device, dictionary, word list, or any other type of aide during the competition.
- ***Judges may **NOT** disqualify a participant for failing to pronounce the word before or after spelling it.***

IMPROMPTU SPEECH

Description

Impromptu speech is a competition in which participants are given 10 minutes to prepare a speech based on a topic they have learned about in class. The topic, function, and time limits vary depending on the participant's grade level.

Participants

Students from Cycle I, II, III, and Diversified education who are enrolled in the formal system of public education may participate. Students from Cycle I may participate up until the circuitual stage.

Students who have extracurricular language experience are not eligible for this event. This includes:

- Students with 2+ years of education in a private institution within the last 5 years
- Students receiving private English lessons through an academy or formal institution
- Students who have at least one parent or guardian who is a fluent English speaker
- Students who have lived in an English speaking country for 2+ years

Time Limits

Grade Level	Time Limits
Cycle I	Maximum 1 minute
Cycle II	Minimum 1 minute, maximum 1 minute and 30 seconds
Cycle III	Minimum 1 minute and 30 seconds, maximum 2 minutes
Diversified Education	Minimum 2 minutes, maximum 2 minutes and 30 seconds

Set-Up

Judges are responsible for making sure they have the following in order to carry out their duties:

- An envelope for each student with their name and grade written on the front. The envelope must contain all of the prompts they will be choosing from, and 3 rubrics (one for each judge) with the name of the participant already written at the top.
- Writing utensils (preferably pencil)
- Time keeping instrument
- 30 second time signal
- Ending time signal
- Service bell

Judges:

All judges must be well versed in the rules of the competition and be native English speakers or be teachers with a level of C1 in English. They cannot be any of the participants' teachers or a relative.

All 3 judges are responsible for giving the participant points according to the rubric. The scores of all three judges will be added together for each participant. The participant with the highest number of points is the winner of the event. In the case of a tie, the participants will need to present a speech on a different topic. The judges' decision is final, and no one, including officials from MEP, are able to alter the decision.

Announcer:

- Calls the participant up to the stage and presents the function choice
- Evaluates the presentation according to the rubric provided

Scribe:

- Evaluates the presentation according to the rubric provided

Timekeeper:

- Evaluates the presentation according to the rubric provided.
- In charge of keeping the time, and gives the participant a warning when there are 30 seconds left.

Rules

These are rules the judges are responsible for carrying out. The committees are responsible for ensuring the event goes smoothly and all materials are available.

- In a box, there is a number card for each participant in the event. At the beginning of the event, each participant comes up to the stage to choose a number at random. This determines the order of speakers.
- The announcer calls the participant up to the stage and presents the function choice. The judges write the function/topic at the top of the rubric.
- The judges must inspect the participant's whiteboard prior to the start of the presentation to ensure full sentences are not written down.
- The timekeeper will signal when they are ready to start the time, and time will start when the participant begins to speak.
- The timekeeper must signal to the participant when there are 30 seconds left. This will indicate to the student that it is time to start wrapping up the speech. At the maximum time, the timekeeper will give another signal, and if the participant is still speaking, they may finish their last thoughts.
- The judges award points according to the criteria in the rubric.
- At the end of the presentation, the judges will ask the participant to answer 1 question pertaining to the speech. **The questions must be appropriate for the participant's grade level.**

- Once the questions are answered, the participant will be escorted off of the stage, and the judges will have time to complete rubrics. While judges are writing, the teacher helpers are responsible for making sure the next participant is ready.
- This process is repeated until all participants have presented their speeches.

Reasons for Disqualification:

*Note: Teacher chaperones who are facilitating the event also have the authority to disqualify participants based on the following.

- The participant does not approach the stage
- The participant engages in unsportsmanlike conduct
- The participant has an electronic device, dictionary, word list, or any other type of aide during the competition.
- The participant leaves the presentation or preparation areas during the competition without a chaperone.



ENGLISH FESTIVAL

ASSESSMENT RUBRIC FOR PICTURE CUES IMPROMPTU SPEECH FIRST CYCLE

Judge's name: _____ Region _____
 Student's name: _____ Points obtained _____
 School: _____ Circuit No. _____
 Prompt: _____

Criteria	Exceptional 5 pts	Very Good 4 pts	Average 3 pts	Limited 2 pts	Emergent 1 pt	Total
Use of language						
Communication	Student communicates an outstanding message related to a picture's description with no hesitations.	Student communicates a very clear message related to a picture's description with one or two hesitations.	Student communicates a clear message related to a picture's description with three or more hesitations.	Student has difficulty in conveying the message, related to a picture's description	Student has great difficulty in conveying the message, related to a picture's description or is unable to do so.	
Vocabulary	Student always uses the vocabulary related to the picture described including words that are above expected grade level.	Student mostly (at least 75% of the time) uses vocabulary related to the picture described within expected grade level.	Student sometimes (50-75%) uses vocabulary related to the picture described within expected grade level.	Student rarely (25-50% of the time) uses vocabulary related to the picture described below expected grade level.	Student almost never (less than 25% of the time) uses vocabulary related to the picture described.	
Task completion	Student fully completes the requirement of the task, including a short answer to a question.	Student nearly completes the requirement of the task, including a short answer to a question.	Student mostly completes the requirement of the task, including a short answer to a question.	Student completes some of the requirement of the task, including a short answer to a question.	Student completes few or none of the requirements of the task, including a short answer to a question.	
Time ____ minutes/ seconds	Length of speech: 0:51'-1:00'	Length of speech 0:41'-0:50'	Length of speech 0:31'-0:40'	Length of speech: 0:16'-0:30'	Length of speech: 0:01'-0:15'	
Delivery						
Verbal	Student always uses vocal clarity	Student mostly uses vocal clarity	Student sometimes uses vocal	Student is inconsistent in the use of vocal	Student uses ineffective vocal clarity,	

	and appropriate pace through all the participation.	and appropriate pace through all the participation.	clarity and adequate flow through all the participation.	clarity and flow through all the participation.	making description difficult to follow through all the participation.	
Non-verbal	Student always uses effective eye contact and appropriate gestures.	Student mostly uses effective eye contact and appropriate gestures.	Student sometimes uses effective eye contact and appropriate gestures.	Student is inconsistent in the use of effective eye contact and appropriate gestures.	Student uses ineffective effective eye contact and appropriate gestures.	
Total						
Notes:						



ENGLISH FESTIVAL

ASSESSMENT RUBRIC FOR IMPROMPTU SPEECH SECOND CYCLE

Judge's name: _____ Region _____
 Student's name: _____ Points obtained _____
 School: _____ Circuit No. _____
 Prompt: _____

Criteria	Exceptional 5 pts	Very Good 4 pts	Average 3 pts	Limited 2 pts	Emergent 1 pt	Total
Use of language						
Communication	Student communicates an outstanding message with no hesitations.	Student communicates a very clear message with one or two hesitations.	Student communicates a clear message with three or more hesitations.	Student has difficulty in conveying the message.	Student has great difficulty in conveying the message, or is unable to do so.	
Vocabulary	Student always uses the vocabulary related to the picture described including words that are above expected grade level.	Student mostly (at least 75% of the time) uses vocabulary related to the picture described within expected grade level.	Student sometimes (50-75%) uses vocabulary related to the picture described within expected grade level.	Student rarely (25-50% of the time) uses vocabulary related to the picture described below expected grade level.	Student almost never (less than 25% of the time) uses vocabulary related to the picture described.	
Task completion	Student fully completes the requirement of the task, including an elaborated answer to the question.	Student nearly completes the requirement of the task, including an elaborated answer to the question.	Student mostly completes the requirement of the task, including an elaborated answer to the question.	Student completes some of the requirement of the task, including an elaborated answer to the question.	Student completes few or none of the requirements of the task, including an elaborated answer to the question.	
Time ____ minutes/ seconds	Length of speech: 1:16'-1:30'	Length of speech 1:01'-1:15'	Length of speech 0:46'-1:00'	Length of speech: 0:31'-0:45'	Length of speech: 0:30' or less	
Delivery						
Verbal	Student always uses vocal clarity and appropriate	Student mostly uses vocal clarity and appropriate	Student sometimes uses vocal clarity and adequate flow	Student is inconsistent in the use of vocal clarity and flow	Student uses ineffective vocal clarity, making description	

	pace through all the participation.	pace through all the participation.	through all the participation.	through all the participation.	difficult to follow through all the participation.	
Non-verbal	Student always uses effective eye contact and appropriate gestures.	Student mostly uses effective eye contact and appropriate gestures.	Student sometimes uses effective eye contact and appropriate gestures.	Student is inconsistent in the use of effective eye contact and appropriate gestures.	Student uses ineffective effective eye contact and appropriate gestures.	
Total						
Notes:						



ENGLISH FESTIVAL ASSESSMENT RUBRIC FOR IMPROMPTU SPEECH-THIRD CYCLE

Judge's name: _____ **Region** _____
Student's name: _____ **Points obtained** _____
School: _____ **Circuit No.** _____
Prompt: _____

Criteria	Exceptional 5 pts	Very Good 4 pts	Average 3 pts	Limited 2 pts	Emergent 1 pt	Total
Use of language						
Organization of ideas	Student's ideas are always clear, logical and well organized.	Student's ideas are almost always logical and well organized.	Student's ideas are often logical and organized.	Student's ideas are not quite logical and organized.	Student's ideas are not logical and organized.	
Vocabulary	Student uses sophisticated and varied vocabulary to express ideas suited to the topic sometimes above expected grade level	Student uses appropriate vocabulary to express ideas suited to the topic within expected grade level	Student uses mostly appropriate vocabulary to express ideas suited to the topic within expected grade level	Student uses limited appropriate vocabulary to express ideas suited to the topic below expected grade level.	Student uses inappropriate vocabulary to express ideas suited to the topic below expected grade level.	
Sentence structure and grammar	Student makes no sentence structure and grammar errors.	Student makes one or two sentence structure or grammar errors.	Student makes three or four sentence structure or grammar errors.	Student makes five or six sentence structure or grammar errors.	Student makes seven or more sentence structure or grammar errors.	
Pronunciation	Student exhibits no errors in pronunciation, intonation, or stress. Communication is always clear.	Student exhibits one or two deviations in pronunciation, intonation, or stress. Communication is mostly clear.	Student exhibits three or more deviations in pronunciation, intonation, or stress. Communication is sometimes clear	Student exhibits five or more deviations in pronunciation, intonation, and stress. Communication is rarely clear.	Student exhibits too many deviations in pronunciation, intonation, and stress. Communication is not clear at all.	
Task completion	Student fully completes task requirements including two elaborated answers to the question.	Student nearly completes all task requirements including two elaborated answers to the question.	Student completes at least half of the task requirements including two elaborated	Student completes some of the task requirements including two elaborated answer to the question.	Student completes few or none of the task requirements including two elaborated	

			answers to the question.		answers to the question.	
Time ___ minutes/ seconds	Length of speech : 1:45' - 2:00'	Length of speech : 1:31' - 1:45'	Length of speech : 1:16' - 1:30'	Length of speech : 1:01' - 1:15'	Length of speech : 1:00 or less	
Delivery						
Verbal	Student uses appropriate vocal clarity, voice projection and pacing through all the participation.	Student uses mostly appropriate vocal clarity, voice projection and pacing through all the participation.	Student uses somewhat appropriate vocal clarity, voice projection and pacing through all the participation.	Student uses inconsistent vocal clarity, voice projection and pacing through all the participation.	Student uses inappropriate vocal clarity, voice projection and pacing through all the participation.	
Non-verbal	Student shows highly effective use of eye contact and gestures.	Student shows mostly effective use of eye contact and gestures.	Student shows somewhat effective use of eye contact and gestures.	Student uses inconsistent eye contact and gestures	Student uses inappropriate eye contact and gestures.	
Total						
Notes:						



ENGLISH FESTIVAL ASSESSMENT RUBRIC FOR IMPROMPTU SPEECH-DIVERSIFIED EDUCATION

Judge's name: _____ **Region** _____
Student's name: _____ **Points obtained** _____
School: _____ **Circuit No.** ____
Prompt: _____

Criteria	Exceptional 5 pts	Very Good 4 pts	Average 3 pts	Limited 2 pts	Emergent 1 pt	Total
Use of language						
Organization of ideas	Student's ideas are always clear, logical and well organized.	Student's ideas are almost always logical and well organized.	Student's ideas are often logical and organized.	Student's ideas are not quite logical and organized.	Student's ideas are not logical and organized.	
Vocabulary	Student uses sophisticated and varied vocabulary to express ideas suited to the topic sometimes above expected grade level	Student uses appropriate vocabulary to express ideas suited to the topic within expected grade level	Student uses mostly appropriate vocabulary to express ideas suited to the topic within expected grade level	Student uses limited appropriate vocabulary to express ideas suited to the topic below expected grade level.	Student uses inappropriate vocabulary to express ideas suited to the topic below expected grade level.	
Sentence structure and grammar	Student makes no sentence structure and grammar errors.	Student makes one or two sentence structure or grammar errors.	Student makes three or four sentence structure or grammar errors.	Student makes five or six sentence structure or grammar errors.	Student makes seven or more sentence structure or grammar errors.	
Pronunciation	Student exhibits no errors in pronunciation, intonation, or stress. Communication is always clear.	Student exhibits one or two deviations in pronunciation, intonation, or stress. Communication is mostly clear.	Student exhibits three or more deviations in pronunciation, intonation, or stress. Communication is sometimes clear	Student exhibits five or more deviations in pronunciation, intonation, and stress. Communication is rarely clear.	Student exhibits too many deviations in pronunciation, intonation, and stress. Communication is not clear at all.	
Task completion	Student fully completes task requirements including two elaborated answer to the question.	Student nearly completes all task requirements including two elaborated answer to the question.	Student completes at least half of the task requirements including two elaborated answer to the question.	Student completes some of the task requirements including two elaborated answer to the question.	Student completes few or none of the task requirements including two elaborated answer to the question.	

Time ___ minutes/ seconds	Length of speech : 2:16'-2:30'	Length of speech : 2:01' - 2:15'	Length of speech : 1:46' - 2:00'	Length of speech : 1:31' - 1:45'	Length of speech : 1:30 or less	
Delivery						
Verbal	Student uses appropriate vocal clarity, voice projection and pacing through all the participation.	Student uses mostly appropriate vocal clarity, voice projection and pacing through all the participation.	Student uses somewhat appropriate vocal clarity, voice projection and pacing through all the participation.	Student uses inconsistent vocal clarity, voice projection and pacing through all the participation.	Student uses inappropriate vocal clarity, voice projection and pacing through all the participation.	
Non-verbal	Student shows highly effective use of eye contact and gestures.	Student shows mostly effective use of eye contact and gestures.	Student shows somewhat effective use of eye contact and gestures.	Student uses inconsistent eye contact and gestures	Student uses inappropriate eye contact and gestures.	
Total						
Notes:						

IMPROMPTU CONVERSATION

Description

Impromptu Conversations are one-on-one conversations between a student and a trained Interlocutor. Audiences will watch as conversations are judged based on adherence to the topic, appropriate exchanging of information, listening indicators, transitions, feedback, grammar and vocabulary.

Participants:

Advanced speakers who can meet the expectations and proficiencies no matter the type of school they attend (academic, night, technical or bilingual). The competition is open to all students who consider themselves proficient in English.

Set-Up

Judges are responsible for making sure they have all of the materials necessary to carry out their duties. They must make sure they have the following:

- An envelope for each student with their name and grade written on the front. The envelope contains all of the prompts the participant will be choosing from, and 3 rubrics (one for each judge) with the name of the participant already written at the top.
- Writing utensils (preferably pencil)
- Time keeping instrument
- 30 Second sign
- Little bell (hotel bell recommended)

Interlocutor (Moderator)

The interlocutor must be well versed in the rules of the competition be familiar with the criteria that is included in the rubrics. The interlocutor must be a native English speaker or a teacher with a level of C1 in English. They cannot be any of the participants' teachers or a relative.

- The interlocutor must receive training on how to fulfill this role prior to the event.
- The committee organizer must give the interlocutor the themes of the conversation and some prompting questions at least 2 hours prior to the start of the event.
- The interlocutor must be positioned 2 meters from the student and positioned in such a way where the judges are able to see both the interlocutor and participant's faces and gestures.
- The participant must start the conversation, and the interlocutor must ask questions and respond to questions briefly in order to move, but not dominate the conversation.

Judges

All judges must be well versed in the rules of the competition and be native English speakers or be teachers with a level of C1 in English. They cannot be any of the participants' teachers or a relative.

All 3 judges are responsible for giving the participant points according to the rubric. The scores of all three judges will be added together for each participant. The participant with the highest number of points is the winner of the event. In the case of a tie, the participants will need to have a conversation with the interlocutor on a different topic. The judges' decision is final, and no one, including officials from MEP, are able to alter the decision.

Announcer:

- Calls the participant up to the stage and presents the topic choice
- Evaluates the presentation according to the rubric provided

Scribe:

- Evaluates the presentation according to the rubric provided

Timekeeper:

- Evaluates the presentation according to the rubric provided.
- In charge of keeping the time, and gives the participant a warning when there are 30 seconds left.
- Indicates when time has run out.

Rules

These are rules the judges are responsible for carrying out. The committees are responsible for ensuring the event goes smoothly and all materials are available.

- In a box, there is a number card for each participant in the event. At the beginning of the event, each participant comes up to the stage to choose a number at random. This determines the order of speakers.
- The announcer calls the participant up to the stage and presents the topic choice. The judges write the topic at the top of the rubric.
- The timekeeper will signal to the interlocutor and participant when they are ready to start the time, and time will start when the participant begins to speak.
- The judges award points according to the criteria in the rubric.
- The timekeeper must signal to the participant when there are 30 seconds left. This will indicate to the student that it is time to start wrapping up the conversation. At 4 minutes, if the participant or interlocutor is still speaking, they may finish their last thoughts.
- Once the 4 minutes for the conversation have elapsed, the participant will be escorted off of the stage, and the judges will have time to complete rubrics. While judges are writing, the teacher helpers are responsible for making sure the next participant is ready.

- This process is repeated until all participants have had their conversations with the interlocutor.

Reasons for Disqualification

*Note: Teacher chaperones who are facilitating the event also have the authority to disqualify participants based on the following.

- The participant does not approach the stage
- The participant engages in unsportsmanlike conduct
- The participant has an electronic device, dictionary, word list, or any other type of aide during the competition.
- The participant leaves the presentation or preparation areas during the competition without a chaperone.

Expectations/Proficiencies

As preparation for the competition, participants are expected to:

- Research information on the potential topics
- Practice receiving information, listening, providing feedback, responding to feedback, initiating new subject matter, transitioning to new idea or subject matter, and concluding a conversation

During the event, the participant will have 4 minutes to express their ideas spontaneously and in a variety of ways to ensure that the Interlocutor understands the message. The student will be evaluated by three judges (timekeeper, announcer, and scorekeeper) on the following:

- Content -- ability to address the topic clearly and succinctly
- Vocabulary -- appropriate choice of words when asking and answering questions
- Grammar -- appropriate use of language forms
- Pronunciation -- accuracy in the articulation and intonation of English sounds and sentences)
- Student-initiated questioning -- ability of interviewee to ask follow up questions to continue the conversation
- Student's feedback -- participant's comments about interviewer's questions or statements
- Use of transitions -- introducing or responding to a new direction in the conversation
- Delivery of conversation -- nonverbal language used by the participant
- Conclusion -- concluding statements between interlocutors to finish the conversation



ENGLISH FESTIVAL ASSESSMENT RUBRIC FOR IMPROMPTU CONVERSATION

Student's name: _____ Points obtained _____
 Judge's name: _____ Circuit No. ____
 School: _____ Region _____

Criteria	Exceptional 5 pts	Very Good 4 pts	Average 3 pts	Below average 2 pts	Unsatisfactory 1 pt	Total
Content (addressing the topic clearly and succinctly)	Student responds appropriately to all questions asked by interlocutor using examples and supporting details.	Student Responds appropriately to almost all questions asked by interlocutor using examples and some supporting details.	Student responds appropriately to some of the questions asked by interlocutor using examples and some supporting details	Student responds appropriately to some questions asked with no examples and a few supporting details.	Student does not respond to any of the questions appropriately and the answers lack elaboration of content.	
Vocabulary (Appropriate choice of words when asking and answering questions)	Student uses sophisticated and varied vocabulary within or above their grade level to express ideas suited to the topic of conversation	Student uses appropriate vocabulary within their grade level to express ideas suited to the topic of conversation.	Student uses some appropriate vocabulary mostly within their grade level to express ideas suited to the topic of conversation with one or two word choice errors.	Student uses limited and repetitive vocabulary mostly below their grade level to express ideas related to the topic of conversation with three or more word choice errors.	Student uses incorrect, imprecise vocabulary below their grade level related to the topic of conversation which impairs communication.	
Grammar (appropriate use of language forms)	Student always uses sentence structures and grammar correctly with no errors.	Student often uses sentence structures and grammar correctly with 1 or 2 errors.	Student sometimes uses sentence structures and grammar correctly with 3-5 errors.	Student rarely uses sentence structures and grammar correctly with 6-8 errors.	Student almost never uses sentence structures and grammar correctly with more than 8 errors.	
Pronunciation (accuracy in the articulation and intonation)	Student makes no errors in pronunciation with	Student makes minor errors in pronunciation with	Student makes more than three errors in	Student makes more than four errors in	Student makes more than five errors in	



of English sounds and sentences)	great articulation and intonation	very good articulation and intonation	pronunciation with good articulation and intonation	pronunciation with poor articulation and intonation	pronunciation with serious problems in articulation and intonation	
Student initiated questioning (ability of interviewee to ask follow up questions to continue the conversation)	Student asks three or more questions to interviewer appropriate to subject of conversation	Student asks two questions to interviewer appropriate to subject of conversation	Student asks one question to interviewer appropriate to subject of conversation	Student asks only one question (s) to interviewer unrelated to subject of conversation.	Student does not ask questions to the interviewer.	
Student's feedback (participant's comments about interviewer's questions or statements)	Student comments on all of the interviewer's responses to student-produced questions with additional information	Student comments on most of the interviewer's responses to student-produced questions	Student comments on some of the interviewer's responses to student-produced questions	Student comments on few of the interviewer's responses to student-produced questions	Student does not comment on the interviewer's responses to student-produced questions	
Use of transitions (Introducing or responding to a new direction in the conversation)	Student always initiates transitions in the conversation appropriate to the subject and successfully follows interviewer's transitions	Student often uses transitions successfully each time the interviewer changes course of conversation	Student sometimes uses transitions successfully each time the interviewer changes course of conversation	Student rarely uses transitions successfully each time the interviewer changes course of conversation	Student never follows transitions made by interviewer	
Delivery of conversation (nonverbal language used by the participant)	Student always uses effective and appropriate: <input type="checkbox"/> eye contact <input type="checkbox"/> facial expressions <input type="checkbox"/> posture <input type="checkbox"/> gestures	Student most of the time uses effective and appropriate: <input type="checkbox"/> eye contact <input type="checkbox"/> facial expressions <input type="checkbox"/> posture <input type="checkbox"/> gestures	Student sometimes uses effective and appropriate: <input type="checkbox"/> eye contact <input type="checkbox"/> facial expressions <input type="checkbox"/> posture <input type="checkbox"/> gestures	Student rarely uses appropriate: <input type="checkbox"/> eye contact <input type="checkbox"/> facial expressions <input type="checkbox"/> posture <input type="checkbox"/> gestures	Student never uses appropriate: <input type="checkbox"/> eye contact <input type="checkbox"/> facial expressions <input type="checkbox"/> posture <input type="checkbox"/> gestures	



--	--	--	--	--	--	--

<p>Conclusion (concluding statements between interlocutors to finish the conversation)</p>	<p>Student takes initiative for concluding conversation and includes appropriate leave-taking and two suggestions for follow up after 30 second indicator</p>	<p>Student takes initiative for concluding conversation and includes appropriate leave-taking and one suggestion for follow up after 30 second indicator</p>	<p>Student takes initiative for concluding conversation and includes appropriate leave-taking after 30 second indicator</p>	<p>Student takes initiative for concluding conversation at after 30 seconds indicator.</p>	<p>Student responds appropriately as interviewer concludes.</p>	
Total						
Notes:						