

*George Mason University  
Graduate School of Education*

**Foreign/Second Language Teacher Candidate  
Language Proficiency Rubric and Scoring Guide**

Rating	Scoring Guide
<b>4</b>	<ul style="list-style-type: none"> <li>- Comprehends daily and school-related conversations; gives a complete and accurate/relevant response to all (or almost all) parts of a question</li> <li>- Is completely and easily comprehensible; May make occasional errors, but they rarely or never interfere with communication</li> <li>- Control of grammar consistently serves as an effective language teaching model (no errors in basic, high-frequency structures; no marked error patterns; frequent use of complex sentences when appropriate or required)</li> <li>- Employs a broad, precise vocabulary adequate for almost all topics; uses idiomatic expressions with ease and appropriately in almost all situations</li> <li>- Has overall fluency: speech is occasionally (or only rarely) hesitant; may have slightly non-native pronunciation, with few or no phonological errors and no error patterns, but is always comprehensible; pronunciation and intonation appropriate and accurate.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- Comprehends daily and school-related conversations; gives a mostly accurate/relevant response to most parts of a question</li> <li>- Is generally comprehensible; Is likely to make errors and/or error patterns, but they do only occasionally interfere with communication</li> <li>- Control of grammar mostly serves as an effective language teaching model (few errors in basic, high-frequency structures; some error patterns in complex/low-frequency structures; some use of complex sentences and connectors with appropriate or required)</li> <li>- Employs wide range of vocabulary adequate for most general topics, with word choice that is often idiomatic but occasionally awkward</li> <li>- Has considerable fluency: speech is sometimes hesitant</li> <li>- May have a markedly non-native pronunciation with some phonological errors and/or error patterns, but is nearly or always comprehensible; pronunciation and intonation do not interfere with communication.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Comprehends daily and school-related conversations; gives a somewhat accurate/relevant response to some parts of a question</li> <li>- Is somewhat comprehensible but may require the listener's effort and interpretation of the intended meaning; Produces errors and/or error patterns that may often interfere with communication</li> <li>- Has limited grammar control (demonstrates some major grammatical errors and/or error patterns in basic, high-frequency structures; no control of complex/low-frequency structures; little use of complex sentences and connectors when appropriate or required)</li> <li>- Employs a daily-use vocabulary with word choice that is limited, often unidiomatic and awkward; may frequently confuse or grope for words</li> <li>- Has limited fluency, with halting speech and mostly short, simple sentences]</li> <li>- Has a markedly non-native pronunciation with many phonological errors and/or error patterns, pronunciation and intonation sometimes obscuring intended meaning</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Comprehends daily and school-related conversations with marked effort; gives an incomplete and/or mostly inaccurate or irrelevant response to a question</li> <li>- Is generally incomprehensible, despite the listener's effort to interpret the intended meaning; Produces errors and/or error patterns that very often interfere with communication</li> <li>- Has very little grammatical control (many serious errors and/or error patterns in many structures; little or no evidence of complex sentence structure or connectors when required)</li> <li>- Employs limited daily vocabulary with some memorized phrases and fixed expressions, sometimes used inappropriately; typically confuses or gropes for words</li> <li>- Has virtually no fluency with fragmentary and halting speech, interrupted by pauses and repetitions; limited range of simple, fixed expressions and memorized phrases</li> <li>- Has markedly non-native pronunciation with many serious phonological errors and/or error patterns, pronunciation and intonation often obscure meaning and are sometimes incomprehensible</li> </ul>

\* Scale reflects use of terminology, expressions, and basic guidelines from the *ETS Praxis Speaking Section Scoring Guide for Productive Language Skills*, (1995). The Praxis Series. Princeton: Educational Testing Service.  
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