### Foreign/Second Language Teacher Candidate

#### Language Proficiency Rubric and Scoring Guide

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| 4      | - Comprehends daily and school-related conversations; gives a complete and accurate/relevant response to all (or almost all) parts of a question  
- Is completely and easily comprehensible; May make occasional errors, but they rarely or never interfere with communication  
- 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)  
- Employs a broad, precise vocabulary adequate for almost all topics; uses idiomatic expressions with ease and appropriately in almost all situations  
- 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. |
| 3      | - Comprehends daily and school-related conversations; gives a mostly accurate/relevant response to most parts of a question  
- Is generally comprehensible; is likely to make errors and/or error patterns, but they do only occasionally interfere with communication  
- 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)  
- Employs wide range of vocabulary adequate for most general topics, with word choice that is often idiomatic but occasionally awkward  
- Has considerable fluency: speech is sometimes hesitant  
- 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. |
| 2      | - Comprehends daily and school-related conversations; gives a somewhat accurate/relevant response to some parts of a question  
- 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  
- 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)  
- Employs a daily-use vocabulary with word choice that is limited, often unidiomatic and awkward; may frequently confuse or grope for words  
- Has limited fluency, with halting speech and mostly short, simple sentences  
- Has a markedly non-native pronunciation with many phonological errors and/or error patterns, pronunciation and intonation sometimes obscuring tended meaning. |
| 1      | - Comprehends daily and school-related conversations with marked effort; gives an incomplete and/or mostly inaccurate or irrelevant response to a question  
- 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  
- 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  
- Employs limited daily vocabulary with some memorized phrases and fixed expressions, sometimes used inappropriately; typically confuses or gropes for words  
- Has virtually no fluency with fragmentary and halting speech, interrupted by pauses and repetitions; limited range of simple, fixed expressions and memorized phrases  
- Has markedly non-native pronunciation with many serious phonological errors and/or error patterns, pronunciation and intonation often obscure meaning and are sometimes incomprehensible. |

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