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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Basic grammar, vocabulary range and word choice** | Successful use of a range of vocabulary. Appropriate word choice.  Grammar errors do not interfere with comprehensibility. | Use of a range of vocabulary, mostly appropriate word choice. Grammar errors do not generally interfere with comprehensibility. | Attempt to use a range of vocabulary, but word choice may not always be appropriate.  Grammar errors sometimes interfere with comprehensibility. | A lot of repetitions, inappropriate word choice that interferes with comprehensibility.  A lot of grammar errors that interfere with comprehensibility. |
| **Comprehensibility** | In French only, no reading (except to quote the article)  Pronunciation, intonation, and pacing make the response easy to understand.  Clarification or self-correction (if present) improves comprehensibility. | In French only, no reading (except to quote the article).  Pronunciation, intonation, and pacing used require little effort to understand.  Clarification or self-correction (if present) sometimes improves comprehensibility. | Some use of English, no reading (except to quote the article).  Pronunciation, intonation, and pacing used make the presentation difficult to comprehend at times.  Clarification or self-correction (if present) usually does not improve comprehensibility. | Some use of English, reading at times.  Pronunciation, intonation, and pacing used make the presentation difficult to comprehend.  Clarification or self-correction (if present) does not improve comprehensibility at all. |

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