

# RUBRICS

1

## CHECKLIST FOR LISTENING/WATCHING SKILL

Observed Skill	Yes (Z)	No (x)	Notes
1. Understands the main idea of spoken/audio-visual material (10 pts.)			
2. Identifies and recalls supporting details (10 pts.)			
3. Makes logical inferences from the content (10 pts.)			
4. Accurately decodes meaning from tone, intonation, or visuals (10 pts.)			
5. Summarizes or paraphrases spoken/watched content meaningfully (10 pts.)			
6. Responds appropriately to closed, semi-open, and open-ended questions (10 pts.)			
7. Participates in follow-up discussions or group tasks (10 pts.)			
8. Demonstrates critical thinking or reflective comments about the material (10 pts.)			
9. Uses note-taking or visual strategies (e.g., charts, lists) effectively if needed (10 pts.)			
10. Takes turns, listens actively, and engages respectfully in collaborative settings (10 pts.)			

### Scoring Guide

- **90-100 Excellent.** Consistently performs all listening/watching skills with accuracy and depth.
- **75-89 Good.** Strong skills with minor gaps in detail or inference.
- **60-74 Satisfactory.** Basic comprehension and engagement with some inconsistencies.
- **40-59 Needs Improvement.** Limited understanding; needs targeted support.
- **0-39 Poor.** Major gaps in listening skills; requires intensive intervention.

## 2

## PRONUNCIATION ASSESSMENT RUBRIC

Criteria	Needs Improvement (1)	Limited (2)	Good (3)	Excellent (4)
<b>Clarity</b>	The speech is very unclear, making it significantly difficult for the listener to understand.	The speech is often unclear, and the listener struggles to understand.	Most speech is clear, with minor issues with a few words, but understanding is not affected.	The speech is clear and easy to understand, with no ambiguity.
<b>Fluency</b>	The speech is very hesitant, with significant pauses, making it choppy and difficult to follow.	Frequent pauses or hesitations disrupt the flow of the speech.	The speaker is generally fluent, with occasional pauses but maintains the flow.	The speaker talks smoothly and naturally with minimal hesitation.
<b>Accuracy</b>	Pronunciation errors are numerous, with fundamental issues affecting understanding.	Pronunciation errors are frequent, with several sounds or words mispronounced.	Most sounds and words are pronounced correctly, with a few minor errors not affecting overall understanding.	Pronunciation of sounds and words is consistently correct, with no noticeable errors.
<b>Intonation</b>	Intonation is inappropriate, making the speech monotonous and ineffective at conveying meaning.	Intonation is inconsistent and does not enhance meaning, occasionally leading to misunderstandings.	The speaker generally has good intonation with some variations but may lack emphasis in certain areas.	The speaker uses appropriate intonation patterns that enhance meaning.

## Scoring Guide

1 16-13 points: Exceeds Expectations.

2 12-9 points: Meets Expectations.

3 8-5 points: Approaching Expectations.

4 4-1 points: Needs Development.

## TOTAL:

1 64-49 points: Exceeds Expectations.

2 48-33 points: Meets Expectations.

3 32-17 points: Approaching Expectations.

4 16-1 points: Needs Development. The student needs significant assistance.

### 3 VOCABULARY SKILL RUBRIC

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
<b>Vocabulary Recognition</b>	Very limited vocabulary recognition, struggles to identify basic words	Limited recognition of basic vocabulary, often relies on assistance	Recognises common words but needs help with less familiar vocabulary	Recognises familiar vocabulary, occasionally needs assistance with new words	Recognises and understands most basic vocabulary with ease
<b>Vocabulary Usage</b>	Struggles to use basic vocabulary; relies on memorised words	Uses very limited vocabulary; avoids using unfamiliar words	Uses basic vocabulary but is hesitant to use new words	Uses familiar vocabulary correctly; sometimes attempts new word types such as antonyms, synonyms, and word forms	Uses a wide range of familiar words and word types such as antonyms, synonyms, and word forms appropriately
<b>Accuracy in Usage</b>	Consistently struggles with correct word usage; meaning is frequently unclear	Frequent errors in vocabulary usage; meaning often unclear without support	Uses vocabulary correctly with occasional support needed	Makes minor errors in word usage, but the meaning remains clear	Uses vocabulary accurately in context with few errors
<b>Understanding in Context</b>	Rarely understands words in context, even in familiar settings	Difficulty understanding words, even in simple contexts	Grasps basic words in context but struggles with unfamiliar ones	Understands familiar vocabulary in context; requires help with new words	Understands familiar words in simple sentences and short texts with ease
<b>Total Score</b>					

#### Scoring Guide

- 1 20-18 points: Exceeds Expectations. The student demonstrates strong vocabulary knowledge and recognition.
- 2 17-15 points: Meets Expectations. The student is comfortable with familiar vocabulary and shows a good understanding of the context.
- 3 14-10 points: Approaching Expectations. The student recognises basic vocabulary but requires support with unfamiliar words.
- 4 9-7 points: Needs Development. The student is beginning to recognise vocabulary but relies heavily on support.
- 5 6-4 points: Beginning Stage. The student needs significant assistance in all areas of vocabulary recognition and usage.

#### TOTAL:

- 1 100-81 points: Exceeds Expectations. The student demonstrates strong vocabulary knowledge and recognition.
- 2 80-61 points: Meets Expectations. The student is comfortable with familiar vocabulary and shows a good understanding of the context.
- 3 60-41 points: Approaching Expectations. The student recognises basic vocabulary but requires support with unfamiliar words.
- 4 40-21 points: Needs Development. The student is beginning to recognise vocabulary but relies heavily on support.
- 5 20-1 points: Beginning Stage. The student needs significant assistance in all areas of vocabulary recognition and usage.

## 4

## CHECKLIST FOR VOCABULARY RECORDING

Criteria	Yes (Z)	No (*)
<b>1. Word Selection (1 pt. each)</b>		
Includes target vocabulary words with their antonyms and synonyms related to the content objective		
Selects a minimum number of words required for the assignment (e.g. 10 words)		
<b>2. Definition Accuracy (1 pt. each)</b>		
Provides simple, accurate definitions, antonyms, and synonyms for each word		
Writes the definitions in her/his own words where possible		
<b>3. Example Sentence Usage (1 pt. each)</b>		
Includes a simple example sentence for each word		
Uses the word correctly in the context of the example sentence		
<b>4. Organisation and Presentation (1 pt. each)</b>		
Organises the words alphabetically or by theme for easy reference		
Uses a clear layout (e.g. separate entry for each word with definition and example)		
<b>5. Effort and Completeness (1 pt. each)</b>		
Completes the dictionary with all required elements (e.g. words, definitions, examples)		
Shows effort in creating neat and visually organised entries		
<b>Feedback:</b>		

## Scoring Guide

- 10-9 Yes marks: Excellent. The student has met all or nearly all expectations and has created a thorough, well-organised dictionary.
- 8-7 Yes marks: Good. The student meets most expectations with only minor areas for improvement.
- 6-4 Yes marks: Satisfactory. The student meets some expectations but needs improvement in organisation, definitions, or effort.
- 3-2 Yes marks: Limited. The student requires significant guidance to complete the dictionary effectively.
- 1-0 Yes marks: Needs Improvement. The student has not met the expectations.

\*\*\*\*Every Yes is 1 point

## 5 RATING SCALE FOR GRAMMAR

Criteria	Needs Improvement (D)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
The rules of the target grammar structure are implemented.					
The meaning of the sentences is clear and meaningful.					
The different forms of the target grammar structure are implemented.					
The target grammar structure is linked with the previous grammar structures.					
Sentences are natural and fluent.					

Put a check mark in the appropriate box in each row.

Comments:

### Scoring Guide

- 25-21 Excellent.
- 20-16 Good.
- 15-11 Satisfactory.
- 10-6 Needs Improvement.
- 5-0 Poor.

### TOTAL

- 125-101 Excellent.
- 100-61 Good.
- 60-41 Satisfactory.
- 40-21 Needs Improvement.
- 20-0 Poor.

## 6 READING SKILL RUBRIC

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
<b>Reading Fluency</b>	Reads with frequent errors and hesitations.	Reads slowly; some errors affect comprehension.	Reads with pauses; generally understandable.	Reads smoothly with few errors; good pace and expression.	Reads fluently with excellent pacing, intonation, and minimal errors.
<b>Comprehension Accuracy</b>	Fails to understand main ideas or details; frequent misinterpretations.	Understands some basic ideas; misses key details or context.	Understands main ideas and some supporting details.	Accurately comprehends main ideas and most supporting details.	Fully understands and interprets all main ideas and details.
<b>Inference and Interpretation</b>	Struggles to infer meaning; unable to interpret ideas.	Occasionally infers meaning but with limited success.	Can infer basic meanings and interpret simple ideas.	Makes logical inferences and interprets messages.	Consistently infers, interprets, and explains deeper meanings.
<b>Critical Thinking</b>	There is no analysis or personal response to text.	Limited analysis or drawing conclusions.	Some analysis; basic personal interpretation or connection.	Good analysis with thoughtful insights and connections.	Highly insightful analysis; thoughtful, critical responses.
<b>Paraphrasing and Summarising</b>	Unable to rephrase or summarise the text meaningfully.	Attempts paraphrasing but often unclear or incomplete.	Basic paraphrasing and summarising with minor inaccuracies.	Clear and mostly accurate paraphrasing and summarising.	Skillfully rephrases and summarises content with clarity and precision.
<b>Engagement in Reading Activities</b>	Rarely participates or shows interest in reading activities.	Minimal participation; engagement is inconsistent.	Participates with moderate interest and effort.	Regular participation and contribution to reading tasks.	Actively participates and enhances group reading activities.

### Scoring Guide

1 30-25 points: Exceeds Expectations. The student demonstrates strong reading skills.

2 24-19 points: Meets Expectations. The student reads with a good level of comprehension, fluency, and vocabulary recognition.

3 18-13 points: Approaching Expectations. The student is developing foundational skills but needs occasional support.

4 12-7 points: Needs Improvement. The student is beginning to grasp skills but requires consistent support to improve

.5 6-0 points: Beginning Stage. The student needs significant assistance in all areas to build reading comprehension and fluency.

### TOTAL

1 180-151 points: Exceeds Expectations. The student demonstrates strong reading skills.

2 150-109 points: Meets Expectations. The student reads with a good level of comprehension, fluency, and vocabulary recognition.

3 108-73points: Approaching Expectations. The student is developing foundational skills but needs occasional support.

4 72-37 points: Needs Improvement. The student is beginning to grasp skills but requires consistent support to improve.

5 36-0 points: Beginning Stage. The student needs significant assistance in all areas to build reading comprehension and fluency.

## 7 RATING SCALE FOR SPEAKING SKILL

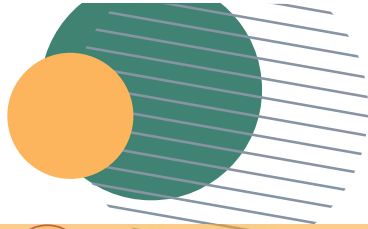
Category	Scoring Criteria	Score				
		Needs Improvement			Excellent	
		1	2	3	4	5
Rapport with the Audience	Demonstrates understanding of the subject.	1	2	3	4	5
	Answers class questions accurately.	1	2	3	4	5
	Provides additional relevant details when needed.	1	2	3	4	5
Organisation	The presentation has a clear beginning, middle, and end.	1	2	3	4	5
	The flow of the ideas is sequenced well.	1	2	3	4	5
Delivery	Speaks with a strong and clear voice.	1	2	3	4	5
	Maintains eye contact with the audience.	1	2	3	4	5
	Effectively manages presentation time.	1	2	3	4	5
	Pronunciation is clear and accurate.	1	2	3	4	5
Language Use	Uses accurate and appropriate grammar.	1	2	3	4	5
	Uses correct spelling and punctuation in any written materials.	1	2	3	4	5
	Vocabulary is relevant to the topic.	1	2	3	4	5
Creativity	The presentation is original and interesting.	1	2	3	4	5
	Visuals or aids are used effectively to support the presentation.	1	2	3	4	5
	Visual aids are clear, relevant, and engaging.	1	2	3	4	5

### Scoring Guide

- 75-61 Excellent.
- 60-46 Good.
- 45-31 Satisfactory.
- 30-16 Needs Improvement.
- 15-0 Poor.

### TOTAL

- 375-301 Excellent.
- 300-226 Good.
- 225-151 Satisfactory.
- 150-76 Needs Improvement.
- 75-0 Poor.



## RUBRICS

8

### PARTICIPATION AND ENGAGEMENT IN DIALOGUES

Category	Scoring Criteria	Score				
		Needs Improvement				Excellent
		1	2	3	4	5
<b>Effective Turn-taking</b>	Waits for the peer to finish speaking before taking a turn.	1	2	3	4	5
	Paces responses naturally, neither too quickly nor too slowly.	1	2	3	4	5
	Maintains balanced speaking time with peer, allowing an even flow of conversation.	1	2	3	4	5
<b>Attentive Listening</b>	Listens actively and attentively to the peer without distractions.	1	2	3	4	5
	Shows engagement by nodding, summarising, or reflecting on the peer's points.	1	2	3	4	5
	Avoids interrupting the peer and waits for them to complete their thought.	1	2	3	4	5
<b>Engaging in Effective and Meaningful Communication</b>	Asks open-ended questions to involve the peer in conversation.	1	2	3	4	5
	Provides verbal encouragement (e.g. "That's interesting! Tell me more.") to promote open dialogue.	1	2	3	4	5
	Encourages the peer to share more by showing genuine interest in their thoughts and opinions.	1	2	3	4	5

#### Scoring Guide

- 80-65 Excellent.
- 64-49 Good.
- 48-33 Satisfactory.
- 32-17 Needs Improvement.
- 16-0 Poor.

#### TOTAL

- 400-321 Excellent.
- 320-241 Good.
- 240-161 Satisfactory.
- 160-81 Needs Improvement.
- 80-0 Poor.



Category	Scoring Criteria	Score				
		Needs Improvement			Excellent	
		1	2	3	4	5
Response Quality	Demonstrates thoughtful responses that show understanding of the peer's message.	1	2	3	4	5
	Reflects on the peer's statements before adding her/his own ideas, demonstrating consideration for their input.	1	2	3	4	5
	Uses relevant questions or comments to deepen conversation based on the peer's statements.	1	2	3	4	5
	Avoids short or minimal responses; adds ideas or reflections to maintain flow.	1	2	3	4	5
Concluding the Conversation	Wraps up conversation collaboratively, allowing the peer a final turn to add or clarify any points.	1	2	3	4	5
	Ensures both sides feel heard and understood before concluding the discussion.	1	2	3	4	5
	Ends on a positive note, expressing gratitude or summarising main ideas with mutual agreement.	1	2	3	4	5

## 9 ) PARTICIPATION AND ENGAGEMENT IN GROUP WORK

Category	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
<b>Use of Target Vocabulary</b>	Rarely or never uses target vocabulary, or frequent misuse makes her/his message unclear.	Uses limited target vocabulary, with frequent errors or inappropriate usage.	Uses target vocabulary with occasional errors, but the meaning remains generally clear.	Uses target vocabulary appropriately in most cases, with minor errors or omissions.	Consistently uses a wide range of target vocabulary accurately and appropriately.
<b>Use of Target Grammatical Structures</b>	Does not use target grammatical structures or makes errors that severely hinder communication.	Makes frequent grammatical errors that often make it difficult to understand her/him.	Uses basic grammatical structures with noticeable errors that sometimes affect clarity.	Uses grammatical structures correctly most of the time, with some minor errors.	Consistently uses target grammatical structures accurately and in varied contexts, with minimal or no errors.
<b>Turn-Taking and Role Fulfilment</b>	Does not take turns and either dominates the task or avoids participation, with minimal or no role fulfilment.	Rarely takes turns, often dominates discussions or avoids participation, with incomplete role fulfilment.	Takes turns but occasionally dominates or hesitates to contribute, with partial role fulfilment.	Usually takes turns and fulfils her/his role effectively, with minimal instances of domination or hesitation.	Actively takes turns, ensures others have time to speak, and fulfils her/his role without dominating the group, encouraging balanced participation.
<b>Collaboration with the Group</b>	Does not collaborate with others, ignores group members, or is disengaged from the task.	Rarely interacts meaningfully with others or dismisses others' contributions.	Contributes to discussions but occasionally ignores others' ideas or contributes minimally.	Collaborates well with others, listens, and makes helpful contributions, with only minor issues in interaction.	Actively listens to and builds on others' ideas, supports group members, and contributes meaningfully to discussions.
<b>Adherence to Task Instructions</b>	Does not follow task instructions, resulting in incomplete or incorrect work.	Inconsistently follows task instructions, leading to confusion or incomplete work.	Follows task instructions, but with occasional lapses or incomplete adherence.	Follows task instructions well with only minor deviations or omissions.	Fully adheres to task instructions, ensuring all guidelines are followed precisely and producing high-quality work.

### Scoring Guide

- 25-21 Excellent.
- 20-16 Good.
- 15-11 Satisfactory.
- 10-6 Needs Improvement.
- 5-0 Poor.

### TOTAL

- 125-101 Excellent.
- 100-61 Good.
- 60-41 Satisfactory.
- 40-21 Needs Improvement.
- 20-0 Poor.

## 10 PARTICIPATION AND ENGAGEMENT IN DRAMA WORK

Criteria	Fair	Good	Great	Comments and Suggestions
<b>Language Use:</b> The target grammar/vocabulary presented is clear and easy to understand.				
<b>Facial Expressions:</b> The student uses facial expressions well to communicate.				
<b>Body Language:</b> The student uses body language well to communicate.				
<b>Coordination of Actions:</b> The student coordinates actions well with the story's flow.				
<b>Creativity:</b> The student is highly creative.				
<b>Engagement:</b> The student is fully engaged and shows enthusiasm.				
<b>Rapport with the Audience:</b> The student has the ability to communicate with the audience.				

Scoring Guide  
 1 21-15 points: Great  
 2 14-8 points: Good  
 3 9-1 points: Fair

TOTAL:  
 1 63-43 points: Great  
 2 42-22 points: Good  
 3 21-1 points: Fair

Criteria	Fair	Good	Great	Comments and Suggestions
<b>Material Preparation Skills:</b> It is well-organised, flows, and captures viewers' attention.				
<b>Creativity:</b> It includes innovative use of digital tools, sound effects, and/or images.				
<b>Organisation:</b> The background distractions are minimal, and the scenes are clear.				
<b>Content Relevance:</b> The content is relevant to the topic.				
<b>Coherence:</b> The content makes sense.				
<b>Presentation Skills:</b> The speaker seems confident and stands upright.				
<b>Language Use:</b> The speaker uses fluent language without spelling or grammatical mistakes.				

## Scoring Guide

1 21-15 points: Great

2 14-8 points: Good

3 9-1 points: Fair

## TOTAL:

1 63-43 points: Great

2 42-22 points: Good

3 21-1 points: Fair

## 12 WRITING SKILL RUBRIC

Criteria	Needs Improvement (1)	Limited (2)	Satisfactory (3)	Good (4)	Excellent (5)
<b>Organisation</b>	There is not any clear structure; ideas are hard to follow.	There is organisation but lacks flow or logical order.	Structure is present but may have a lack of coherence.	Well-organised with logical progression of ideas.	Exceptionally clear and logical structure; ideas flow smoothly.
<b>Creativity &amp; Originality</b>	There is no originality; ideas heavily rely on cliches.	There is limited creativity and a few original ideas.	Some creativity and originality present.	Mostly original ideas with creative expression.	Highly creative and original; engages the reader effectively.
<b>Effort</b>	Minimal effort; work is rushed or incomplete.	Inconsistent effort; lacks development.	Reasonable effort; mostly complete.	Good effort; writing is well-developed and thoughtful.	Outstanding effort; work is thorough and detailed.
<b>Content Relevance</b>	Off-topic or mostly irrelevant content.	Partially addresses the topic.	Mostly relevant; minor off-topic sections.	Content is relevant and appropriate to the task.	Fully addresses the topic with deep content.
<b>Language Use (Accuracy &amp; Meaning)</b>	Frequent errors; target grammar and vocabulary are mostly misused.	Errors occasionally confuse the reader; limited use of target language.	Meaning is generally clear; some correct use of target grammar and vocabulary.	Accurate and meaningful language use; good control of grammar and vocabulary.	Highly accurate and effective use of target grammar and vocabulary.
<b>Presentation Skills</b>	Unorganised or missing basic formatting.	Some attention to presentation; errors distract.	Adequate formatting and legibility.	Neat and well-formatted; visually clear.	Excellent presentation; professional and visually engaging.

### Scoring Guide

- 1 30-25 points: Excellent
- 2 24-19 points: Good
- 3 18-13 points: Satisfactory
- 4 12-7 points: Limited
- 5 6-0 points: Needs Improvement

### TOTAL

- 1 180-151 points: Excellent
- 2 150-109 points: Good
- 3 108-73 points: Satisfactory
- 4 72-37 points: Limited
- 5 36-0 Needs Improvement