

Multilevel Classroom Speaking Rubric

Good

3

OK

2

Approaching

1

Missing

0

3

2

1

0

Discourse / Details / Connectedness

Completeness

(L1: labels or short phrases, L2: simple ideas, L3-4: sequenced/organized responses)

Complete answer that matches expected length and organization for WIDA level

Mostly complete answer

Some relevant content

Unrelated to the prompt

Support/Elaboration

(L1: single detail, L2: simple reasons, L3-4: examples, explanations)

Excellent details support the claims; appropriate for WIDA level

Several details included

Only a few details included

No supporting information

Connectedness/Cohesion

(L1: and, L2: but/because, L3: sequence words, complex linking – subordinating conjunctions, etc.)

Uses connectors suitable for their WIDA level

Attempts connectors appropriate for WIDA level, though inconsistently; speech may feel choppy

Uses few or no connectors for their level; ideas mostly isolated

No connected speech

Vocabulary / Grammar

Academic Vocabulary

(L1: simple words, L2: some academic words mixed with simple words, L3-4: more consistent academic words along with domain-specific terms)

Uses vocabulary expected for their WIDA level: general words + emerging content words. Tries new or precise vocabulary appropriate to their ability.

Uses some level-appropriate vocabulary but inconsistently OR relies heavily on general words. Effort to use new words is visible.

Mostly basic vocabulary below their proficiency level; limited attempts at new terms.

Mostly inaccurate words used – confusing.

Grammar

(L1: phrases, L2: simple sentences, L3-4: expanded / compound / complex)

Uses sentence types appropriate for their WIDA level. Attempts new forms; errors don't prevent understanding.

Shows emerging use of level-appropriate structures but with noticeable gaps OR relies partially on easier forms; errors sometimes obscure meaning.

Mostly uses forms from below their WIDA level; frequent breakdowns, but attempts to communicate ideas.

No English spoken.

Total

Notes:

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