



eduresourcza.com

CONTENTS

Essay

Narrative essay

1. Descriptive essay
2. Reflective essay
3. Personal Recount
5. Descriptive Essay – Grade 7
6. Argumentative Essay – Grade 7

Transactional Writing

7. Newspaper Report
8. Informal letter
9. Dialogue
10. Poster
11. Email
12. Advertisement
13. Instructions
14. Book review

Oral

15. Prepared speech
16. Prepared speech
17. Conversation
18. Unprepared speaking
19. Unprepared speech/debate/discussion
20. Prepared reading
21. Prepared reading
22. Role play
23. Dialogue (Oral)

GRADES 4**RUBRIC FOR NARRATIVE ESSAY (20 MARKS)**

MARK (20) CRITERIA	5	4	3	2	1
STRUCTURE AND STYLE 5	Well defined development of: Introduction, Body and Conclusion. Paragraphs are logical and effectively written Shows complete awareness of purpose	Clear introduction, body and conclusion Paragraphs are written effectively	Inclusion of: introduction body conclusion Good paragraphs	An attempt to include introduction, body and conclusion Paragraphs may be disjointed	Little evidence of introduction, body and conclusion Entire essay consists of one paragraph
CONTENT 5	Complete adherence to the topic Ideas are creative and original Characters, setting and events are vividly described Plot is clearly outlined Events are written in sequential order with connecting words for cohesion	Ideas are creative Characters, setting and events are clearly described Plot is clearly outlined Events are written in sequential order with some connecting words	Ideas are interesting Characters, setting and events are described Plot can be easily followed	Characters, setting and events are mentioned. A story line can be followed	Story line not evident Disjointed ideas
LANGUAGE 5	Sentence structure and grammatical usage is flawless Uses a variety of sentence types Correct tense/s is/are used Excellent spelling No errors in punctuation	Good sentence structure. Uses a variety of sentence types Correct tense/s is/are used 1 - 4 errors in spelling and punctuation	Sentences are legible 5-8 spelling and punctuation errors	Struggles to construct sentences More than 9 spelling and punctuation errors	Writing is riddled with errors
PLANNING AND EDITING 5	Evidence of thorough planning: drafting, review and editing for every paragraph	Planning, drafting, review and editing for most paragraphs is evident	Planning, drafting and editing are done for some paragraphs.	Scanty planning with some editing	Poor planning No drafting and editing

GRADES 4 RUBRIC FOR DESCRIPTIVE ESSAY (20 MARKS)

MARK (20) CRITERIA	5	4	3	2	1
STRUCTURE 5	Well defined development of introduction, body and conclusion. Paragraphs are logical and effectively written. Shows complete awareness of target audience and purpose. Register is appropriate.	Introduction, body and conclusion are clear. Paragraphs are logical and effectively written. Clear main and supporting ideas.	Introduction, body and conclusion are included. Paragraphs are well constructed.	An attempt to include introduction, body and conclusion. Paragraphs may be disjointed.	No clear introduction, body and conclusion. Essay is written as one paragraph
CONTENT 5	Characters, setting and events are vividly described. Plot is clearly outlined. Events are written in sequential order. Uses connecting words for cohesion.	Characters, setting and events are described. Plot can be easily followed. Time-lines are indicated.	Characters, setting and events are mentioned. A story line is evident.	An attempt is made to describe events and or characters and setting.	An attempt is made to describe characters and setting.
LANGUAGE 5	Sentence structure and grammatical usage is flawless. Uses a variety of sentence types. Correct tense used. No spelling errors No punctuation errors.	Good sentence structure. Uses a variety of sentence types. Correct tense used. 1 - 4 errors in spelling and punctuation.	Sentences are legible. 5-8 spelling and punctuation errors.	Struggles to construct sentences. More than 9 spelling and punctuation errors	Writing is riddled with errors.
PLANNING AND EDITING 5	Evidence of thorough planning, drafting, editing for the entire writing piece	Good planning, drafting, editing for the writing piece is available	Some planning, drafting and editing	Scanty planning with some editing	Poor planning. No drafting and editing

GRADES 4 RUBRIC FOR REFLECTIVE ESSAY – (20 MARKS)

MARK (20) CRITERIA	5	4	3	2	1
STRUCTURE 5	Well defined development of introduction, body and conclusion. Paragraphs are logical and effectively written. Shows complete awareness of target audience and purpose. Register is appropriate.	Introduction, body and conclusion are clear. Paragraphs are logical and effectively written. Clear main and supporting ideas.	Introduction, body and conclusion are included. Paragraphs are well constructed.	An attempt to include introduction, body and conclusion. Paragraphs may be disjointed.	An attempt to include introduction, body and conclusion.
CONTENT 5	Ideas, views, thoughts and feelings are clearly expressed Personal perspective is strongly presented Reflects sincerity and personal involvement	Ideas, views, thoughts and feelings are expressed reflectively Personal perspective is presented	Personal ideas, views, thoughts and feelings are expressed	Struggles to express personal ideas and views reflectively.	Unable to reflect on topic
LANGUAGE 5	Sentence structure and grammatical usage is flawless. Uses a variety of sentence types. Correct tense used. Excellent spelling and punctuation.	Good sentence structure. Uses a variety of sentence types. Correct tense used. 1 - 4 errors in spelling and punctuation .	Sentences are legible. 5-8 spelling and punctuation errors.	Struggles to construct sentences. Writing is riddled with errors.	Writing is riddled with errors.
PLANNING AND EDITING 5	Evidence of thorough planning, drafting, editing for the entire writing piece	Good planning, drafting, editing for the writing piece is available	Some planning, drafting and editing	Scanty planning with some editing	Poor planning. No drafting and editing

GRADES 4 RUBRIC: PERSONAL RECOUNT (4 paragraphs) (20 MARKS)

Criteria	Exceptional	Good	Fair	Improving	Needs support
Content 5 marks	5 The learner's recount is correctly laid out, logically sequenced and makes sense.	4 The learner has made 1 – 2 errors in terms of layout and sequence. The text mostly makes sense.	3 The learner has made 3 errors in terms of layout and sequence. The text makes some sense.	2 The learner has made 4 or more errors in terms of layout and sequence. The text makes little sense.	1 The learner has copied some or all of the writing frame. Other than that, the text is incomplete and makes little sense.
Organisation 5 marks	5 The recount is well organised, including a beginning, middle and end. The ideas are well connected. The recount flows exceptionally well.	4 The recount is organised, including a beginning, middle and end. The ideas are connected.	3 The recount includes some parts of a beginning, middle and end, but they are not fully developed. The ideas are not totally connected.	2 The recount includes some parts of a beginning, middle and end, but many ideas seem to be missing. The ideas are not connected.	1 The recount is not organised into a beginning, middle and end. There is no connection in the ideas presented.
Planning 5 marks	5 The learner makes a plan before writing. The learner uses the plan to inform drafting. Expands on the ideas in plan with creativity.	4 The learner makes a plan before writing. The learner uses the plan to inform the drafting.	3 The learner makes a plan before writing. The learner uses some ideas from the plan to inform the drafting.	2 The learner makes a plan before writing. The learner attempts to use the plan.	1 The learner does not make a plan OR the learner's plan is irrelevant.
Editing & Language 5 marks	5 The learner uses a lot of new vocabulary words and correctly uses the grammar taught. Successfully edits own work to correct grammar, spelling and punctuation.	4 The learner uses some new vocabulary words and uses the new grammar taught. Edits own work and mostly corrects grammar, spelling and punctuation.	3 The learner uses a few new vocabulary words and attempts to use the new grammar taught. Edits own work to correct grammar, spelling and punctuation, but there are still some errors.	2 The learner has a basic and limited vocabulary. The learner does not use grammar taught. The learner attempts to edit own work, but there are many errors remaining.	1 The learner has a very limited vocabulary. The learner does not edit own work.

GRADE 7 RUBRIC FOR DESCRIPTIVE ESSAY (30 MARKS)

MARK (30) CRITERIA	10-8	7-6	5-4	3-2	1-0
STRUCTURE 10	Well defined development of introduction, body and conclusion. Paragraphs are logical and effectively written. Shows complete awareness of target audience and purpose. Register is appropriate.	Introduction, body and conclusion are clear. Paragraphs are logical and effectively written. Clear main and supporting ideas.	Introduction, body and conclusion are included. Paragraphs are well constructed.	An attempt to include introduction, body and conclusion. Paragraphs may be disjointed.	No clear introduction, body and conclusion. Essay is written as one paragraph
	10-8	7-6	5-4	3-2	1-0
CONTENT 10	Characters, setting and events are vividly described. Plot is clearly outlined. Events are written in sequential order. Uses connecting words for cohesion.	Characters, setting and events are described. Plot can be easily followed. Time-lines are indicated.	Characters, setting and events are mentioned. A story line is evident.	An attempt is made to describe events and or characters and setting.	An attempt is made to describe characters and setting.
	5	4	3	2	1-0
LANGUAGE 5	Sentence structure and grammatical usage is flawless. Uses a variety of sentence types. Correct tense used. No spelling errors. No punctuation errors.	Good sentence structure. Uses a variety of sentence types. Correct tense used. 1 - 4 errors in spelling and punctuation.	Sentences are legible. 5-8 spelling and punctuation errors.	Struggles to construct sentences. More than 9 spelling and punctuation errors	Writing is riddled with errors.
	5	4	3	2	1-0
PLANNING AND EDITING 5	Evidence of thorough planning, drafting, editing for the entire writing piece	Good planning, drafting, editing for the writing piece is available	Some planning, drafting and editing	Scanty planning with some editing	Poor planning. No drafting and editing

GRADE 7 RUBRIC FOR ARGUMENTATIVE ESSAY (30 MARKS)

MARK (30) CRITERIA	10-8	7-6	5-4	3-2	1-0
STRUCTURE 10	Well defined development of introduction, body and conclusion. Paragraphs are logical and effectively written. Shows complete awareness of target audience and purpose. Register is appropriate.	Introduction, body and conclusion are clear. Paragraphs are logical and effectively written. Clear main and supporting ideas.	Introduction, body and conclusion are included. Paragraphs are well constructed.	An attempt to include introduction, body and conclusion. Paragraphs may be disjointed.	No clear introduction, body and conclusion. Essay is written as one paragraph
	10-8	7-6	5-4	3-2	1-0
CONTENT 10	Effectively argues a specific opinion/ defend or motivate a position. Convinces the reader to share point of view subjectively. Gives a range of arguments to support and substantiate view	Good attempt - argues a specific opinion/ defend or motivate a position Provides a good number of arguments to support and substantiate view	Fair attempt - argues a specific opinion/ defend or motivate a position Provides a few arguments to support and substantiate view	An attempt is made to argue a specific opinion/ defend or motivate a position. Provides no arguments to support and substantiate view	Unable to argue a specific opinion/ defend or motivate a position. No arguments to support and substantiate view.
	5	4	3	2	1-0
LANGUAGE 5	Sentence structure and grammatical usage is flawless. Uses a variety of sentence types. Correct tense used. No spelling errors No punctuation errors.	Good sentence structure. Uses a variety of sentence types. Correct tense used. 1 - 4 errors in spelling and punctuation.	Sentences are legible. 5-8 spelling and punctuation errors.	Struggles to construct sentences. More than 9 spelling and punctuation errors	Writing is riddled with errors.
	5	4	3	2	1-0
PLANNING AND EDITING 5	Evidence of thorough planning, drafting, editing for the entire writing piece	Good planning, drafting, editing for the writing piece is available	Some planning, drafting and editing	Scanty planning with some editing	Poor planning. No drafting and editing

TRANSACTIONAL WRITING

RUBRICS

GRADES 4-7

GRADES 4-7 RUBRIC FOR NEWSPAPER REPORT – (10 MARKS)

MARK CRITERIA	3	2	1
---------------	---	---	---



STRUCTURE 3	• Inclusion of title and by-line • Introduction indicates what, who, when and where • Paragraphs are clear	☐ Inclusion of title and by-line ☐ Starts with what, who, when and where	☐ Inclusion of title and by-line
	3	2	1
CONTENT 3	• Content is interesting and original • Events are logically and sequentially written • Includes quotes or statements from others	☐ Events are sequentially written ☐ Includes quotes or statements from others	☐ Learner struggles to write on the topic
	3	2	1
LANGUAGE 3	• All sentences are grammatically correct in the third person. • No spelling errors and punctuation errors. • diction is in keeping with the genre	☐ 2 – 3 errors in sentence construction. ☐ 2 – 3 spelling errors and punctuation errors.	☐ Sentences are incoherent, work riddled with spelling and punctuation errors.
	1		0
PLANNING AND EDITING 1	Evidence of planning and editing		No planning
TOTAL: 10			

RUBRIC FOR INFORMAL LETTER (10 MARKS)

MARK CRITERIA	3	2	1	0
STRUCTURE AND STYLE 3	Address, salutation and ending are flawless Paragraphs are logical and cohesive with clear evidence of introduction, body and conclusion Shows awareness of target audience and purpose, register is appropriate	Address or salutation or ending has one error Good paragraphs indicating introduction, body and conclusion Register is generally consistent with some lapses in awareness of audience and purpose	Errors in address or salutation or ending Poor paragraphs Lacks awareness of audience and purpose	Incorrect address, salutation and ending Learner wrote only one paragraph
CONTENT 3	Ideas are original and insightful Thoughts are creatively expressed Complete adherence to topic	Good, interesting ideas expressed Mostly adheres to topic	Ideas are clear but not comprehensive Some adherence to topic	Struggles to express ideas Not on topic
LANGUAGE SPELLING PUNCTUATION 3	Sentence structure and grammatical usage is flawless Different types of sentences No spelling and punctuation errors	Mostly correct use of grammar with some variation in sentence types 2-4 punctuation and spelling errors, good choice of words	Only simple sentences 5 – 7 spelling and punctuation errors, Limited vocabulary	Incoherent sentences, more than 8 grammar spelling and punctuation errors
	1		0	
PLANNING AND EDITING 1	Evidence of planning and editing.		No planning and editing	
TOTAL: 10				

RUBRIC FOR DIALOGUE (10 MARKS)

MARK CRITERIA	3	2	1	0
STRUCTURE AND STYLE (3)	Writes name on left side of page, uses colon after names, uses new line to indicate new speaker Uses conversational tone, Uses correct register	Completes only two of the following: Writes name on left side of page, uses colon after names, uses new line to indicate new speaker Uses conversational tone Uses correct register	Captures one of the following: Writes name on left side of page, uses colon after names, uses new line to indicate new speaker Uses conversational tone Uses correct register	Does not have correct format or style
CONTENT (3)	Creative and original ideas Writes on the topic	Good ideas Keeps to the topic	Struggles to write on the topic	Does not write on the topic
LANGUAGE, SPELLING AND PUNCTUATION (3)	A variety of sentences are grammatically correct, Spelling and punctuation are correct	Only simple sentences used 2 – 5 errors in sentence construction, spelling or punctuation	Struggles to construct grammatically correct sentences, more than 5 errors in sentence construction, spelling or punctuation	Writing is incomprehensible
	1		0	
PLANNING AND EDITING (1)	Evidence of planning and editing.		No planning and editing	
TOTAL 10				

RUBRIC FOR POSTER (10 MARKS)

MARK CRITERIA	3	2	1	0
STRUCTURE AND STYLE (3)	The poster has the correct format It uses the correct register and attractive font styles The poster is exceptionally visually attractive in terms of design, layout, and neatness	The correct format of a poster is used It has the correct register and some variation in font styles The poster is attractive in terms of design, layout and neatness.	The general design of a poster can be seen but has some gaps	The format of a poster is not used The poster is poorly designed.
CONTENT (3)	The poster conveys the purpose exceptionally well All relevant information is included Good use of emotive and manipulative language	The poster conveys the message clearly Relevant information is included with one or two gaps	The main idea can be understood but there are many gaps in information	The main idea of the poster cannot be understood.
LANGUAGE, SPELLING AND PUNCTUATION (3)	There are no grammatical and spelling mistakes Punctuation marks are used effectively to attract the readers' attention Good use of special language e.g. rhyme, alliteration	There are 1- 2 grammatical and spelling mistakes Some punctuation marks are used creatively	There are 3 - 4 grammatical and spelling mistakes. No creative use of punctuation marks	There are more than 4 grammatical and spelling mistakes
	1		0	
PLANNING AND EDITING (1)	Evidence of planning and editing.		No planning and editing	
TOTAL 10				

RUBRIC FOR AN EMAIL (10 marks)

Criteria	Exceptional	Good	Fair	Improving	Needs support
Content 5 marks	5 The learner's response is interesting and exceeds expectations. The learner includes some details. The learners uses correct sentence structures.	4 The learner's response is interesting and relevant to the topic. The learner includes some details. The learner uses mostly correct sentence structures.	3 The learner's response is relevant to the topic. The learner includes a few details. The learner mostly uses the same sentence structure.	2 The learner's response is not totally relevant to the topic. The learner repeats the same sentence structure over and over.	1 The learner's response is irrelevant to the assignment. The learner does not use full sentences.
Organisation 5 marks	5 The email is extremely well organised. The email addresses are included and correctly structured. The subject is included, clear and well written, There is a greeting and salutation. There are 4 well connected paragraphs and the content flows exceptionally well.	4 The email is well organised. The email addresses are included and correctly structured. The subject is included. There is a greeting and salutation. There are 4 well connected paragraphs and the content flows.	3 The email is organised. One email address is included and correctly structured. The subject is included, but may have an error. There is a greeting and salutation. There are 3 – 4 reasonably connected paragraphs although the content may not always make complete sense.	2 The email is not organised. One incorrect email address is included or there is no email address. The subject is included, but there is more than one error. There is a greeting and/or salutation. There are 2 - 3 paragraphs, although the content is not always clear,	1 The email is not at all organised. There is no recognisable email address. The subject is missing or not understandable. The content is not structured in clear paragraphs and does not make sense.

RUBRIC FOR THE ADVERTISEMENT (10 MARKS)

Marks (10)	3	2	1-0
Audience and Purpose 3	Ad is geared towards an obvious audience and has a very effective purpose	Ad demonstrates some use of a target audience and shows some purpose	Ad does not have a target audience and does not demonstrate a purpose
	3	2	1-0
Message and Persuasion 3	Ad demonstrates an overt and implied message in order persuade the audience to purchase the product with a high degree of effectiveness.	Ad demonstrates a message to the audience for them to buy the product, but it is only somewhat persuasive.	The message in the ad is confusing and therefore is not very persuasive
	2	1	
Creativity 2	Ad is visually appealing and extremely creative.	Ad is plain and limited effort was put into its creation.	
	2	1	
Use of Design Elements 2	Excellent Layout and Spacing, Colour scheme, font, and all visual elements are clearly aimed at target audience. Good use of language structure & conventions	Layout and Spacing are not effective. Poor Grammar and language conventions	

RUBRIC FOR INSTRUCTIONS (10 MARKS)

Award a maximum of 10 marks					
Criteria	Exceptional	Good	Fair	Improving	Needs support
	5	4	3	2	1
CONTENT 5 MARKS	The learner's response is interesting and exceeds expectations. The learner formulates instructions correctly.	The learner's response is interesting and relevant to the topic. The learner formulates most instructions correctly.	The learner's response is relevant to the topic. The learner tries to formulate instructions and they are mostly recognisable.	The learner's response is not totally relevant to the topic. The learner formulates some instructions, but struggles with the format.	The learner's response is irrelevant to the topic. The learner does not formulate instructions.
	5	4	3	2	1
ORGANISATION 5 MARKS	The instructions are clear, well organised and perfectly formatted.	The instructions are clear, well organised and are mostly correctly formatted.	The instructions are reasonably well organised and are formatted in the style of instructions, but with a few errors.	The instructions are incomplete or disorganised. There are parts of the instructions that are in the correct style but most are not.	The instructions are incomplete or disorganised. They are not recognisable as instructions.

Book Review Rubric	3	2	1
Plot Summary____ (What the story is about) 3 MARKS	Reviewer does a great job of: • leaving the reader in suspense about conflict resolutions (how the story ends) • giving a clear, interesting portrait of the novel's story.	Reviewer offers: • a little too much or too little plot summary • a fair portrait of what the novel is about	Reviewer offers: • way too much or too little plot summary • the ending of the story (giving the reader no reason to read this novel).
	3	2	1
Opinion/ Commentary____ 3 MARKS	Reviewer does a great job of: • offering his or her opinion on many of the book's aspects. • giving clear and specific reasons behind their opinions. • writing a specific recommendation to readers	Reviewer: • offers his or her opinion on some of the book's aspects. • gives some reasons behind his or her opinions. • writes a general recommendation to readers or excludes a recommendation	Reviewer: • offers his or her opinion on very little of the book's aspects. • does not give reasons behind their opinions
	2	1	
Requirements/ organization____ 2 MARKS	Reviewer organizes his or her paper to include: • underlined title • author under the title • rating (stars) under the author • a well-organized plot summary with opinions of the novel	Reviewer organizes his or her paper to partially include the: • underlined title • author under the title • rating (stars) under the author • writes entirely about the novel's literal plot.	
	2	1	

Language structure & conventions ____ 2 MARKS	Writer's word and phrase choice is impressive , and the sentence structure is complex and well varied . 0-2 errors throughout	Writer's word and phrase choice is average and the sentence structure is acceptable . 3-4 errors throughout	
---	--	---	--

RUBRIC FOR THE BOOK REVIEW (10 MARKS)

ORAL ASSESSMENT RUBRICS

RUBRIC FOR PREPARED SPEECH (20 marks)

CRITERIA MARKS (20)	LEVEL 4: 4 MARKS	LEVEL 3: 3 MARKS	LEVEL 2: 2 MARKS	LEVEL 1: 1 MARK
Preparation	Outstanding preparation and excellent knowledge.	Good preparation and knowledge on topic.	Reasonable preparation and knowledge on topic.	More preparation needed and limited knowledge of the topic.
Content (Proper information and research and use of prior knowledge)	Impressive work.	Sufficient work done.	Some evidence of research is done.	Poor evidence
Voice projection and posture.(fluency, clear voice, tone, pauses, eye contact and gestures(body language)	Outstanding confident speaker.	Good speaking skills.	Adequate confidence and insufficient use of gestures.	Finds it difficult to speak and tends to shy away.
Use of notes and visual or other aids/ cue cards etc.	Outstanding use of aids.	Good use of aids	Limited use of aids	No attempt

Audience awareness	Engages very well with the audience. Excellent rapport.	Appropriate rapport with the audience.	Adequate rapport with audience.	Little audience rapport
--------------------	---	--	---------------------------------	-------------------------

RUBRIC FOR PREPARED SPEECH (20 MARKS)

CRITERIA	Level 4	Level 3	Level 2	Level 1
MARKS (20)	7 - 8	5 - 6	3 - 4	1 - 2
Content and planning	Well planned and very informative.	Good planning and fairly informative.	Very little evidence of planning and somewhat informative.	No evidence of planning and therefore uninformative.
Language usage	Evidence of good language usage.	Sufficient language control.	Insufficient language control.	Inadequate language control.
	7 - 8	5 - 6	3 - 4	1 - 2
Register Use of voice Enunciation	Appropriate register and good voice projection. Good enunciation.	Appropriate register and fairly clear enunciation.	Lapses in register and enunciation.	Inappropriate register and poor enunciation.
	4	3	2	1

Audience awareness Key cards and supporting aids	Good use of gestures and engages well with audience. Uses key cards and supporting aids effectively.	Appropriate use of gestures and some audience rapport. Uses key cards and supporting aids well.	Fairly appropriate use of gestures and some audience rapport. Key cards and supporting aids ineffectively used.	Inappropriate use of gestures and very little audience rapport. Key cards and supporting aids ineffectively used.
---	---	---	---	---

RUBRIC FOR CONVERSATION (20 MARKS)

Criteria	Level 4	Level 3	Level 2	Level 1
Marks (20)	6-5	4-3	2	1
Language usage (vocabulary)	Language usage (vocabulary) was used effectively. Uses the best vocabulary for the audience. Defines words that might be new to most of the audience.	Few minor difficulties arose from not using the language conventions. Uses vocabulary appropriate for the audience but does not define new words.	Grammatical errors led to many minor difficulties or one major breakdown in communication. Uses vocabulary appropriate but does not include any new words.	Grammatical errors severely hampered communication. Uses several words or phrases that are inappropriate and not understood by the audience.
	6-5	4-3	2	1
Fluency and pronunciation (gestures, pace)	Excellent pronunciation with all words perfectly articulated. Volume, pacing and gestures contribute maximally to the conversation.	Good pronunciation with all words well-articulated. Appropriate volume, voice, tone and pacing. Gestures supported the overall conversation.	They may have been a few long pauses. Speaks clearly but mispronounces new word. Some eye contact and good voice, volume and pacing. Some appropriate gestures that supported the conversation	They may have been many long pauses. Frequently mumbles or mispronounces several key words. Presenter was clearly unprepared to present.
	4	3	2	1
Comprehension	Fully understands what is said and give appropriate responses	Understands most of what is said and respond appropriately	Understands some of what is said and respond appropriately	Does not understand what is said. Needs paraphrasing or rewarding
	4	3	2	1

Communication	Pronunciation was clear and inflection and expression were used to enhance communication. Learners sounded confident.	No serious problems arose, but better pronunciation, could have made communication more efficient	Some communication problems arose due to unclear pronunciation or expression. Learners may have been difficult to hear.	Pronunciation, inflection, and/or expression confused communication. Learners may have been very difficult to hear.
Teacher's Comments:				

RUBRIC FOR UNPREPARED SPEAKING (20 MARKS)

CRITERIA	- Outstanding	- Meritorious	Substantial	Adequate	- Moderate	- Elementary	- Not achieved
	8-10	7	6	5	4	3	0-2
Content 10	Able to select information and organise it in a logical manner. Speaks on the topic without lapses	Able to select information and organise it in a fairly logical manner. Speaks on the topic with minor lapses	Able to select enough Information and organise it. Speaks on the topic with only occasional lapses	Able to select appropriate information but cannot always organise it. Speaks occasionally off the topic.	Able to select some information but presents it in an unorganised manner. Sometimes speaks off the topic	Able to select minimal information which is unorganised. Speaks off the topic	Unable to select appropriate information. Speaks off the topic.

Presentation: Tone, body language and audience contact	Use of tone and body language is fully appropriate. Excellent communication with the audience / teacher is maintained.	Use of tone and body language is appropriate. Very good communication with the audience / teacher is maintained	Use of tone and body language is mostly appropriate. Communication with the audience / teacher is moderately maintained	Use of tone and body language is appropriate. Communication with the audience / teacher is moderately maintained.	Use of tone and body language is partially appropriate. Communication with the audience / teacher is erratic.	Use of, tone and body language is mostly inappropriate resulting in little communication with audience / teacher.	Use of tone and body language is inappropriate Resulting in no communication with audience / teacher.
10							

UNPREPARED SPEECH, GROUP/FORUM DISCUSSION, DEBATE, STORYTELLING RUBRIC (20 MARKS)

Criteria	8-10	6-7	5	3-4	0-2
Language and use of voice	Outstanding language use Excellent register Excellent voice projection Excellent enunciation	Very good language use Very good register Very good voice projection Very good enunciation	Good to adequate language use Good to adequate register Good to adequate voice projection Good to adequate enunciation	Inadequate language use Weak voice projection Poor presentation	Poor and inadequate language use Very weak to no voice projection Unacceptable presentation
	5	4	3	2	0-1

Content and Planning	Excellent well planned Excellent content and highly informative	Very good planning and informative Very interesting	Good to adequate planning and fairly informative Relatively interesting with few gaps in delivery	Very little evidence of planning Unconvincingly informative	No evidence of planning and uninformative
	5	4	3	2	0-1
Audience awareness, supporting aids	Excellent use of gestures and body language Engages very well with audience Uses supporting aids very effectively	Good use of gestures and body language Engages with audience Uses supporting aids effectively	Appropriate use of gestures and body language Some supporting aids used	Some audience rapport gestures and little audience rapport Supporting aids ineffective	Inappropriate use of gestures Virtually no audience rapport Supporting aids lacking or ineffectively used.

RUBRIC FOR PREPARED READING (20 MARKS)

Criteria	4 Marks	3-2 Marks	1 Mark
Preparation	Excellent choice of material and preparation	Satisfactory preparation in selecting material	Need support in preparation
Posture (up straight / book handling)	Confident showing all correct posture	Good but needs some improvement	Reader is unsure and need support

Pronunciation/ punctuation / fluency	Read fluently with excellent pronunciation	Reader can improve fluency, attempts to pronounce difficult words correctly	Reader struggles to read with fluency and correct pronunciation
Word recognition	Excellent word recognition	Satisfactory word recognition	Reader needs support to recognise words/ reader requires the use of reading prompts
Expression (voice projection/ volume)	Reads with outstanding expression using his / her voice to engage the audience	Some expression used. Voice/ volume too loud/ soft	No expression used. Reader is unsure/ hesitant

RUBRIC: Prepared reading – 20 MARKS

CRITERIA	MARKS				
	5	4	3	2	1

Understanding of text read	☐ Demonstrates complete understanding of the text read by answering all questions correctly or showing complete understanding of main/supporting ideas	☐ Answers questions or summarises main points making one error	☐ Answers questions or summarises central points, makes two errors	☐ Limited understanding of the text read indicated by more than two incorrect answers or inability to summarise main ideas	☐ Struggles to answer any question or provide the gist of the text read
eye contact	☐ Eye contact with audience is sustained throughout the reading	☐ Maintains good eye contact with audience	☐ Some lapses in making eye contact with audience	☐ Hardly ever looks at audience	☐ Does not look at audience
Tone, pace,	• Reads aloud with appropriate tone • Reads with correct pacing • Adjusts tempo and pacing in keeping with content of text • Clearly audible throughout the reading	• Reads aloud with appropriate tone • Reads with correct pacing • Correct tempo and pacing is used • Clearly audible throughout the reading	☐ Reads with suitable tone and pacing ☐ Audible most of the time	☐ Struggles to use apt tone and pacing ☐ Does not maintain audibility throughout the reading	☐ Reads in monotone and staccato style ☐ Inaudible
Reading with fluency and correct pronunciation	• Reads fluently • Clear expression and proper phrasing sustained throughout • Reads to suit the purpose and audience • Clear pronunciation • No distortion in meaning	• Reads fluently • Proper phrasing • Reads to suit the purpose and audience • Clear pronunciation • No distortion in meaning	☐ Reads fluently most of the time ☐ Some incorrect phrasing ☐ Mostly pronounces words correctly	☐ Reads with some level of fluently ☐ Struggles with phrasing ☐ Pronounces many words incorrectly	☐ Struggles to reads fluently ☐ Incorrect phrasing ☐ Poor pronunciation

RUBRIC FOR ROLE PLAY (20 MARKS)

Criteria	Level 4	Level 3	Level 2	Level 1
Marks (20)	6-5	4-3	2	1
Accuracy and believability of role	Point of view, arguments and solutions proposed were always realistic and consistently in character.	Point of view, arguments and solutions proposed were usually realistic and in character.	Point of view, arguments and solutions proposed were often realistic and in character.	Point of view, arguments and solutions proposed were rarely realistic and in character.
	4	3	2	1
Clarity of speech	Speech is always clear and easy to understand.	Speech is usually clear and easy to understand.	Speech is often clear and easy to understand.	Speech is rarely clear and easy to understand.
	4	3	2	1
Expression and body language	Always expresses emotions through voice, facial expression and gestures.	Usually expresses emotions through voice, facial expression and gestures.	Often expresses emotions through voice, facial expression and gestures.	Rarely expresses emotions through voice, facial expression and gestures.
	6-5	4-3	2	1
Knowledge gained	Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why.	Can usually explain several ways in which his/her character.	Can often explain one way in which his/her character.	Cannot explain any ways in which his/her character.

RUBRIC FOR THE DIALOGUE (Oral) - (20 MARKS)

Rubric for Dialogue Criteria	Level 4	Level 3	Level 2	Level 1
------------------------------	---------	---------	---------	---------

MARKS (20)	6-5	4-3	2	1
Factual Information and accuracy	Four or more facts are included in the dialogue. All facts are accurate.	Three facts are included in the dialogue. Three facts are accurate.	Two facts are included in the dialogue. Two facts are accurate.	One fact is included in the dialogue. One fact is accurate.
	5-4	3	3	1
Organization	All information is well organized in a logical order.	Information is well organized with one minor error.	Information is well organized with two errors.	Information is poorly organized with more than two errors.
	5-4	3	2	1
Message	The message to the listener is clear and strong.	The message to the listener is clear.	The message to the listener is somehow clear.	The message to the listener is unclear.
	4	3	2	1
Presentation	The dialogue is presented in a clear voice. The presenters made consistent eye contact with the audience.	The dialogue is presented in a clear voice. The presenters made some eye contact with the audience.	The dialogue is presented in a clear voice. The presenters made little eye contact with the audience.	The dialogue is not clearly presented. Little eye contact was made with the audience.