

Appendix A

Live rubric

NAME:	Student Number:	Class:	/50										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">EXCELLENT</td> <td style="width: 50%; text-align: center;">PASS</td> </tr> </table>				EXCELLENT	PASS								
EXCELLENT	PASS												
DISC. QUESTIONS	10	9	8	7	6	5	4	3	2	1	0		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1. What do you think about?</p> <p>2. Should university students ___?</p> </div> <div style="width: 45%;"> <p>3. What are the main benefits of ___?</p> <p>4. What are the main problems with ___?</p> </div> </div>													
Comments:													
A score of 6 = basic use of two questions													
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">EXCELLENT</td> <td style="width: 50%; text-align: center;">PASS</td> </tr> </table>												EXCELLENT	PASS
EXCELLENT	PASS												
DISCUSSION SKILLS	20	18	16	14	12	10	8	6	4	2	0		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1. Introduce topics (let's talk about...)</p> <p>2. Discuss benefits and/or problems ((one of) the main problems with ___ is...) ((one of) the main benefits of ___ is...)</p> </div> <div style="width: 45%;"> <p>3. Answer questions/give opinions with extra information</p> <p>4. Deals with communication problems</p> </div> </div>													
Comments													
A score of 12 = basic use of 2 skills.													
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EXCELLENT	PASS												
DELIVERY & EFFECTIVENESS	20	18	16	14	12	10	8	6	4	2	0		
<p>Student uses unit language and pronunciation appropriately (10)</p> <p>Student has good control over pacing and hesitation (5)</p> <p>Student actively participates to develop the discussion (5)</p>													
Comments:													

Deduct up to 3 points if eye contact is absent/ineffective. Eye contact deduction:

Appendix B

Detailed rubric

DISCUSSION QUESTIONS	
9 – 10	3 - 4 Questions are used with no form errors. All questions are used at completely appropriate points in the discussion and delivered effectively.
7 – 8	Two to three questions are used with very minor surface errors and/or slightly unnatural placement in the discussion. Delivery of the questions is fairly effective.
6	Basic use of two questions/effective use of one question. Two Questions may be produced with some inaccuracy and/or may not be used at completely appropriate places in the discussion, though meaning clear. One question is used with no surface errors and no issues with placement in the discussion.
4 – 5	One or Two questions used, but errors/usage significantly interferes with meaning. Noticeable errors are present in question forms and placement in the discussion, leading to misunderstanding/marked interaction.
0 - 3	No questions used/Questions used are highly inaccurate/incomprehensible and placement is extremely clumsy.
DISCUSSION SKILLS	
19 – 20	All 4 skills used highly effectively. Language relating to the skills is highly accurate. Skills are used at completely appropriate places in the discourse and help develop the discussion in a highly effective way.
15 – 18	3 - 4 skills used. Language relating to skills is accurate. Skills are used at appropriate places in the discourse and help develop the discussion.
12 – 14	2 skills are used with reasonable accuracy, or alternative but generally appropriate language is used, Skills are used at generally appropriate places in the discussion, though there may be some issues with timing/relevance to previous utterance. Contributions mostly help develop the discussion.
7 – 11	Only one skill used (even if appropriately). Two skills used very inappropriately & use interferes with meaning. Noticeable errors are present in all skill-related language, which may obscure meaning. Placement in the discourse is marked and usage is fairly clumsy. May lack relevance to previous utterance.
0 – 6	0 /1 skill(s) used. Skill-related language has significant form errors, making meaning unclear. Skills used at completely inappropriate points in the discussion and usage causes some confusion.
DELIVERY AND EFFECTIVENESS	
19 – 20	Very wide range of unit language used. All language is used highly accurately with appropriate stress & pronunciation. (9 – 10) All speech is delivered fluently and smoothly with minimal hesitation. (5) Highly active throughout discussion. Contributions considerably develop the discussion (5)
15 – 18	Good range of unit language used. Language use, stress and pronunciation is generally accurate and comprehensible. (7 – 8) Speech is delivered fairly fluently with some hesitation. (4) Active throughout the discussion & contributions generally develop the discussion. (4)
12 – 14	Some unit language used. Language use, stress and pronunciation is mostly accurate, but may require some listener effort to comprehend. (6) Flow of speech is generally maintained but with noticeable hesitation and/or repetition. (3) Sufficiently active throughout the discussion. Contributions maintain the discussion (3)
7 – 11	Few unit language items used. There are some issues with use, stress and pronunciation, meaning may be unclear at times. (4 – 5) Flow of speech is sometimes not maintained and there is significant hesitation and/repetition. (2) Relatively inactive in the discussion, appears reticent to speak/overly dominant in the discussion (2)
0 - 6	No/almost no unit language used. Language use, stress and pronunciation is mostly inappropriate and causes considerable strain for the listener. (0 – 3) Participation is extremely limited and participation minimal/extremely dominant throughout the discussion (1) Delivery is extremely halting/follow of speech generally not maintained beyond one clause/phrase. (1)

Appendix C

Revised rubric

	5	4.5	4	3.5	3	2	1
Interaction	<p>Participants cooperate to build on and develop each other's ideas very effectively.</p> <p>There is little or no inter-turn pausing.</p> <p>Interaction is highly effective and features a wide range of interactional strategies.</p>	Between 4 & 5.	<p>Participants generally cooperate to build on each other's ideas, although some topics may not be adequately developed.</p> <p>There is some minor inter-turn pausing.</p> <p>Interaction is mostly effective and features a range of interactional strategies.</p>	Between 3 & 4.	<p>Participants attempt to cooperate and build on each other's ideas, although topic development may be limited.</p> <p>There is some, short inter-turn pausing.</p> <p>Interaction is generally acceptable using a limited range of interactional strategies.</p>	<p>There is some attempt to cooperate and develop ideas, but contributions are often not sufficiently related to the previous turn.</p> <p>There is some noticeable, inter-turn pausing.</p> <p>Interaction is faulty and often breaks down.</p>	<p>Participants generally do not cooperate. Speakers appear to produce pre-planned language with little or no topic development or mutual interaction.</p> <p>There is significant mid-turn pausing.</p> <p>Interaction is limited/non-existent</p>
Fluency	<p>Speaks fairly fluently throughout although occasional hesitation, repetition or filler use may be present.</p> <p>Can generally produce complex speech with good fluency.</p>	Between 4 & 5.	<p>Speaks with a mixed degree of fluency with hesitation, repetition or filler use.</p> <p>Complex speech causes dysfluency, but simple language is generally fluent.</p>	Between 3 & 4.	<p>Can generally maintain flow of speech albeit slowly with some use of pausing, hesitation and/or repetition.</p> <p>Even simple speech can be quite slow.</p>	There is noticeable hesitation. Speaker cannot form even simple utterances smoothly.	<p>Speech is highly disfluent characterised by short utterances and significant pauses.</p> <p>Speech is typically simple utterances.</p>
Language use	<p>Language use has a degree of sophistication/complexity and is generally accurate.</p> <p>Meaning is generally clear.</p>	Between 4 & 5.	<p>Complex/sophisticated language is attempted but is not always successful.</p> <p>Minor errors are fairly frequent and can sometimes interfere with meaning, especially with more complex language.</p>	Between 3 & 4.	<p>Language is mostly simple and complex language is rarely attempted.</p> <p>Errors are frequent and there are a number of errors that affect comprehensibility.</p>	<p>Language is mostly simple but complex forms are attempted occasionally.</p> <p>There are some errors that significantly affect meaning.</p>	<p>The language is very simple and is largely memorized utterances /single phrases.</p> <p>There are frequent errors, even in basic language. Errors affect the meaning, such that communication is very difficult.</p>
Relevance and content	Contributions are detailed and relevant demonstrate original thinking to extend and explore the topic.	Between 4 & 5.	Contributions are relevant, detailed and varied with some originality and depth.	Between 3 & 4.	Contributions are generally relevant, although tend to be simplistic.	Contributions are minimally relevant/overly simplistic.	Contributions are not relevant to the topic or prior turn.