

NES®: World Languages—Presentational Speaking Assignment Scoring Scale

The four points of the scoring scale correspond to varying degrees of performance.

Score Point	Score Point Description
4	<p><b>The "4" response reflects a thorough understanding of relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response is completely appropriate and thoroughly fulfills the assignment by providing well-developed ideas and supporting details.</li> <li>• The ideas are effectively organized and logically connected.</li> <li>• The response exhibits comprehensive command of syntax and grammar, containing only minor errors that do not interrupt communication.</li> <li>• The response demonstrates a strong command and broad range of vocabulary, including idiomatic expressions.</li> <li>• A steady rate and appropriate pace of speech is consistently maintained, with few unnecessary hesitations or pauses.</li> <li>• Pronunciation is easily intelligible and accurate, with few, if any, errors.</li> </ul>
3	<p><b>The "3" response reflects a general understanding of relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response is appropriate and generally fulfills the assignment by providing adequately developed ideas with some supporting details.</li> <li>• The ideas are generally organized and connected.</li> <li>• The response exhibits an adequate command of syntax and grammar, although some errors may cause minor interruptions in communication.</li> <li>• The response demonstrates a general command and adequate range of vocabulary, including idiomatic expressions.</li> <li>• A steady rate and appropriate pace of speech is generally maintained, although some unnecessary hesitations or pauses occur.</li> <li>• Pronunciation is generally intelligible; minor errors occur but do not interfere with communication.</li> </ul>
2	<p><b>The "2" response reflects a limited understanding of relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response may not be appropriate; it fulfills the assignment in a limited way by providing ideas that are partially developed, repetitive, and/or partially irrelevant.</li> <li>• The ideas are partially organized; connections among ideas may be lacking.</li> <li>• The response exhibits a limited command of syntax and grammar; errors sometimes interfere with communication.</li> <li>• The response demonstrates a limited command and narrow range of vocabulary, including idiomatic expressions.</li> <li>• The uneven rate and/or slow pace of speech may be distracting; there are frequent unnecessary hesitations or pauses.</li> <li>• Pronunciation contains several errors and is sometimes difficult to understand.</li> </ul>
1	<p><b>The "1" response reflects little understanding of relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response is inappropriate and fulfills little of the assignment; ideas are not developed, and there are few, if any, relevant supporting details.</li> <li>• The ideas presented are unorganized and disjointed.</li> <li>• The response exhibits little or no command of syntax and grammar; significant and frequent errors impede communication.</li> <li>• The response demonstrates a weak command of vocabulary with little to no range. Idiomatic expressions, if used, may be inappropriate.</li> <li>• A rate of speech is not maintained; frequent hesitations and pauses impede communication.</li> <li>• Pronunciation is poor: the response includes numerous and conspicuous errors that impede communication.</li> </ul>
U	<p><b>The response is unrelated to the assignment, is inaudible/incomprehensible, is not spoken in the target language, or does not contain a sufficient amount of original work to score.</b></p>
B	<p><b>There is no response to the assignment.</b></p>