LANGUAGE PERFORMANCE SCALE
FOR TELLING A STORY

GOAL: *The student can use the* <u>vocabulary and grammatical structures from the current unit</u> *to tell a story in the target language. Grade is based on:* (1) **Details** *(Indicates level of vocabulary use)* (2) **Fluency** *(Understandable, good pronunciation and few pauses)* & (3) **Correctness** *(Uses structures consistently).*

POINTS	GRADE	DESCRIPTION

96 - 100 (A+)
This grade is well above expectations for this course

*(1) Can tell the story with **extra / newly invented details**   AND...*
          *from a **different point of view**   OR   in a **different tense***
*(2) **Speech is fluent and smooth***
*(3) **Speech is correct almost all of the time** (No pattern to grammatical errors)*

90 - 95 (A)
This grade is above expectations for this course

*(1) Can tell the story with **extra / newly invented details**   OR...*
          *from a **different point of view** with many details or in a **different tense***
          ("many extra details" is equal to or exceeds that of a long, detailed class story)
*(2) **Speech is mostly fluent**, with very few pauses*
*(3) **Speech is mostly correct**   (Self-correction is OK).*

80 - 89 (B)
This is a good grade. This is the level of achievement that we expect from students that are getting it.

*(1) Can tell the story with **many details***
          (The level of detail here is approaching that of a class story)
*(2) **Speech is basically fluent**, talks without stopping, but may have some hesitation*
*(3) **Speech is mostly correct**   (Self-correction is OK).*

70 - 79 (C)
This grade reflects the level of achievement that we expect

*(1) Can tell the story with **some details***
*(2) **Speech is somewhat fluent**; may have some pauses.*
*(3) **Speech is basically correct**   (Self-correction is OK).*

60 - 69 (D)

*(1) Can tell the story with **few-to-no details**, and/or*
          Speech may be occasionally interrupted by words in English
*(2) **Speech is not fluent / is halting.**   (3) **Speech is often incorrect and unclear.***

1 - 59 (F)

*(1) **Cannot tell the story** in the target language, AND / OR*
          Speech may be frequently interrupted by words in English
*(2) **Little to no evidence of fluency.**   (3) **Little correctness / mostly incomprehensible.***

OCCASIONALLY THERE IS OVERLAP BETWEEN THE CATEGORIES ABOVE. WHEN THAT HAPPENS, THE GRADE WILL BE AVERAGED BETWEEN THEM.

TIPS FOR A BETTER SPEAKING GRADE:

• **SHOW you KNOW.** *If you know it, show it!* Tell what you know, not what you don't know. *Don't say, "I don't know how to say ____." Show what you can do.*

• **Add DETAILS to the story.** *The extra details help to show that you know your stuff. If there are not enough details to work within the original story make up answers to imaginary questions and talk about those details: How old is the girl? What is her hair like? What is she thinking? Why does she want that?*

• **Keep it SIMPLE.** *Even though you are adding details,* make the basic structure of the story easy *to follow. If you are creating your own original story, do not make it too complex. Solve a simple problem for a character. Have at the most three locations and no more than three characters.*

• **TALK AROUND words you don't know.** *(Use circumlocutions). DO NOT SAY: "I don't know ..." or "I forget how to say…" Get around it by saying things differently. Show you know. Use other words that you already know to get the idea across.* Use what you CAN say to say what you WANT to say. *Be creative. Keep talking. Find a way to say it. This is a crucial skill to develop when learning a new language.*

• **ATTITUDE counts.** *Remember that your enthusiasm has an effect on the hearer. Your positive or negative attitude will have an impact on your evaluator.*

• **Use DRAWINGS.** *It can help to have something in your hand* to help you focus *while you are telling a story. You may use a simple drawing to help you remember key details and the flow of the story. No words other than character names or place names of the paper though, please. You are not READING or MEMORIZING the story, you are TELLING it with natural, fluent speech in your own unique way.*

• **Make the ENDING obvious.** *Solve the main problem by the end of the story, and end it with an unambiguous* **"el fin"**.