

Minnesota Teacher Licensure ExaminationsSM (MTLESM)
World Language and Culture: French, German, Spanish, and Chinese (Mandarin)
Presentational Speaking Assignment: Performance Characteristics and Scoring Scale

Performance Characteristics

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| Purpose | Extent to which the response fulfills the assignment and is appropriate for the given audience and situation. |
| Coherence | Clarity of the sequencing and connecting of ideas. |
| Fluency | Ease of expression and flow of speech. |
| Pronunciation | Intelligibility and accuracy of pronunciation. |
| Grammar | Command of grammar and syntax. |
| Vocabulary | Appropriateness of word choice, command of idiomatic usage, and range of vocabulary. |

Scoring Scale

| Score Point | Score Point Description |
|-------------|---|
| 3 | <p>The "3" response demonstrates a strong level of skill in oral expression.</p> <p>P: The response is appropriate for the given audience and situation. It thoroughly fulfills the assignment through extensive elaboration of ideas.</p> <p>C: The response is clear. The sequencing of ideas is controlled and cohesive devices are employed effectively.</p> <p>F: The response exhibits a consistent flow of speech with few, if any, inappropriate hesitations.</p> <p>P: Pronunciation is easily intelligible, exhibiting few, if any, errors in articulation and stress/tone.</p> <p>G: There is consistent command of basic grammar and syntax and some control of more complex constructions. Control of tense and aspect is maintained across different time frames. Minor errors do not affect overall comprehensibility.</p> <p>V: The response demonstrates a broad range of vocabulary. Word choice and idiomatic usage are precise with few, if any, errors.</p> |
| 2 | <p>The "2" response demonstrates a general level of skill in oral expression.</p> <p>P: The response is generally appropriate for the given audience and situation. It fulfills the assignment through basic elaboration of ideas.</p> <p>C: The response is generally clear despite some disruption in the sequencing of ideas and/or the occasional misuse of cohesive devices.</p> <p>F: The response exhibits a generally consistent flow of speech. Expression is interrupted by some inappropriate hesitations.</p> <p>P: Pronunciation is generally intelligible. There are some errors in articulation and stress/tone.</p> <p>G: There is general command of basic grammar and syntax. The response uses different time frames; however, use of appropriate tense and aspect markers is inconsistent. A generally comprehensible message is conveyed despite numerous and/or significant errors.</p> <p>V: The response demonstrates basic vocabulary. Non-idiomatic usage and imprecise word choice may cause gaps in communication.</p> |
| 1 | <p>The "1" response demonstrates a weak level of skill in oral expression.</p> <p>P: The response may not be appropriate for the given audience and situation. There is little or no elaboration of ideas.</p> <p>C: The response is largely unclear. There is significant lack of control over the sequencing of ideas, and cohesive devices are either misused or absent.</p> <p>F: The response exhibits an inconsistent flow of speech. Expression is impaired by frequent inappropriate hesitations.</p> <p>P: Pronunciation is largely unintelligible. There are frequent and/or significant errors in articulation and stress/tone.</p> <p>G: There is limited command of grammar and syntax. There is little, if any, use of time frames other than the present. Numerous, frequent, and serious errors make the message largely incomprehensible.</p> <p>V: The response demonstrates limited vocabulary. Non-idiomatic usage and errors in word choice impair communication.</p> |
| U | The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment. |
| B | There is no response to the assignment. |