GRADE 3 MONITORING LEARNERS' PROGRESS

SCORING GUIDE

SECTION A

TASK 1: LISTENING AND SPEAKING

Part 1: Contextualized Conversation

Suggested Responses

1. In the morning/any logical time indicated by the learner.
2. Accept any logical activity
3. Yes/no. any reasonable response.

Part 2: Listening Comprehension

4. They sang the National Anthem
5. On Tuesday

Listening and Speaking Scoring Rubrics *(For Part 1 And Part 2)*

Criteria	**Exceeding Expectation (Level 4)**	**Meeting Expectation (Level 3)**	**Approaching Expectation (Level 2)**	**Below Expectation (Level 1)**
Communication (*Pronunciation, intonation and audibility)*	Almost perfect/error-free pronunciation and intonation. There is effort to sound like a native speaker. The learner is clearly heard as the response is logical and very easy to follow.	Good pronunciation and intonation with few errors but the learner is clearly heard and can be judged as the response is logical and easy to follow.	**Hesitates with** frequent errors of pronunciation and intonation. Meaning can be guessed from the responses. Not audible and difficult to follow.	Weak pronunciation skills and intonation and many errors. Lacks sequence and inaudible. No meaning can be derived from the responses. So, it is difficult to follow.
Comprehension *(correct responses and appropriate vocabulary)*	Interprets all questions in context. Responds to all questions appropriately. Uses a variety of vocabulary in response to questions.	Interprets most questions in context. Responds to most questions appropriately. Uses the appropriate vocabulary in response to questions.	Interprets some questions in context. Responds to some questions appropriately. Use limited vocabulary in response to questions.	Exhibits lack of understanding of the questions or does not respond to questions at all.
Use of Non-Verbal Cues *(confidence, facial expressions, body posture, eye contact, gestures)*	Uses a variety of non verbal cues: appropriate facial expressions, body postures, gestures, pauses, poise and	Uses non verbal cues appropriately: facial expressions, body postures and gestures.	Occasionally uses some non verbal cues and some times and speaks with confidence.	Hardly uses non verbal cues. Makes no eye contact with the teacher, keeps looking down