



Oral Proficiency Rubric:

| Category | Level 4 Always | Level 3 Often | Level 2 Sometimes | Level 1 Rarely |
|---|----------------------|---------------------|-------------------------|----------------------|
| <p><u>Communication of message:</u></p> <ul style="list-style-type: none"> • The candidate communicates ideas clearly, coherently and with confidence (i.e, structure of responses are organized, thoughtful and creative. <i>Comprehension of message is not impeded by errors in the following areas: grammatical, lexical or syntax - see legend below</i>). • The candidate uses appropriate language structures to express ideas, thoughts and opinions related to a variety of topics within personal and professional contexts (i.e., discourse is well organized, cohesive with a wide range of language and conceptual connectors; content reflects sound and professional knowledge of key aspects related to FSL teaching and learning). | | | | |
| <p><u>Fluency:</u></p> <ul style="list-style-type: none"> • The candidate can express ideas with a natural, smooth flow and ease of expression (i.e., lack of hesitancy, avoids long and noticeable pauses; rephrasing and searching for words are hardly noticeable). <p>The candidate's pronunciation level does not inhibit comprehension and contains minimal errors (ie., makes a small number of errors; pronunciation is intelligible within the contexts of phonological awareness and utterance).</p> <ul style="list-style-type: none"> • The candidate uses French language throughout the interview (i.e., avoids use of anglicisms, English words or calques -word for word translation) | | | | |

| | | | | |
|---|--|--|--|--|
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • The candidate uses vocabulary with accuracy and skill to express a wide range of ideas (i.e., uses correct terminology in the context of pedagogical content and knowledge in FSL teaching and learning) • The candidate uses varied vocabulary with nuance of meaning within different contexts (i.e.language patterns and expressions are varied, rich and complex when discussing teaching practice and /or other professional scenarios and contexts). | | | | |
| <p><u>Interaction:</u></p> <ul style="list-style-type: none"> • The candidate can apply critical thinking skills to present ideas skillfully in various contexts (i.e., considers various perspectives when responding to a question; provides relevant, meaningful and authentic lived experiences to convey thoughts and ideas related to questions posed). • The candidate can carry a conversation spontaneously while adapting to various levels of complexity when interacting with an interlocutor (i.e., candidate does not need excessive prompting or support; exchange is clear, precise and engaging). | | | | |