avolingo

Free template

ESL speaking assessment rubric

Analytic rubric · 5 criteria × 4 bands · score each criterion 0–4 · bands loosely aligned to CEFR A2–C1

Class _____ Task _____ Date _____ Teacher _____

Criterion	1 · Emerging (≈A2)	2 · Developing (≈B1)	3 · Secure (≈B2)	4 · Advanced (≈C1)
Task achievement and content	Gives basic information on familiar topics. Needs prompts; parts of the task are missing.	Covers the main points with simple reasons or examples. Ideas are relevant but undeveloped.	Covers every part of the task with relevant detail. Supports a view with reasons and examples.	Handles the whole task, including less familiar parts. Develops and qualifies ideas for the listener.
Fluency and coherence	Short bursts with frequent stops and restarts. Joins ideas mainly with "and", "but" or "so".	Can be followed, though pauses to plan or self-correct are obvious in longer answers. Simple sequencing ("first", "then").	Keeps a steady rhythm in longer turns and rarely stalls. Links ideas in varied ways; a long turn may drift a little.	Speaks at length with ease; pauses are for ideas, not words. Signposts structure ("on the other hand").
Range (vocabulary and grammar)	Memorised phrases and short, simple sentences for everyday needs. Often stuck for a word.	Enough words for familiar topics such as school, work and free time; talks around gaps. Common sentence patterns.	Can describe, explain and argue about common subjects and their own field. Mixes simple and complex sentences.	Chooses precise words and a suitable register on academic or work topics, without simplifying the message.
Accuracy	Some simple forms are right, but the same basic errors keep returning. Meaning is usually clear from context.	Common patterns mostly accurate in predictable situations. Errors in newer forms rarely block meaning.	Good control. Errors occur but do not mislead the listener. Often repairs own slips.	Slips are occasional and small, and usually caught at once.
Pronunciation and intelligibility	Understandable with effort. Strong influence from other languages; listeners may need repeats.	Generally easy to follow. Some words mispronounced, but listeners rarely need to ask again.	Clear throughout. An accent may be noticeable but rarely costs the listener effort.	Easy to follow throughout. Uses intonation and stress to signal emphasis and attitude.
Interaction (optional: pair and group tasks)	Answers simple questions and asks a few. Relies on the partner to keep the exchange going.	Gets a simple chat on a familiar topic going, asks questions to keep it alive and wraps it up. Checks understanding ("So you mean…?").	Takes turns at natural moments, builds on what others say and asks for their views.	Steers the conversation with ease, ties own points to others' and repairs misunderstandings smoothly.

Score 0 for no rateable response: no answer, off task, or mostly in another language.

Closest fit. Read the whole row. If a performance fully meets band 3 and shows some band-4 features, give 3 (or 3.5 if you allow half points). Score each criterion on its own.

Accent is not an error. Score intelligibility (how much effort the listener needs), not closeness to a "native" accent.

The ≈CEFR labels are indicative. They describe this performance on this task, not a certified level. For beginners, move each band down a level and simplify the wording; for advanced classes, move them up.

For a single-level class, relabel the bands Not yet, Approaching, Meets target and Beyond target, with "Meets target" set to the class goal.

Totals. Unweighted, the total is out of 20 (24 with interaction). Weighted: points = score ÷ 4 × weight. Convert to grades with cut-scores your school agrees, and keep the criterion profile (for example 3-2-3-2-4) next to the grade.

Wording is AvoLingo's own; it does not reproduce CEFR or IELTS descriptors.

avolingo

My speaking self-check

Listen back to your recording. Then tick Yes or Not yet for each sentence.

Name _____ Class _____ Date _____

My speaking self-check	Yes	Not yet
I answered every part of the task.	☐	☐
I gave a reason or an example for my main point.	☐	☐
I kept talking without long stops.	☐	☐
I used linking words such as because, so and however.	☐	☐
I used at least three words or phrases from this unit.	☐	☐
I noticed and fixed at least one of my own mistakes.	☐	☐
A classmate could understand me without asking me to repeat.	☐	☐
Pair tasks: I asked my partner a question and responded to their ideas.	☐	☐

Next time, I will:

avolingo

My speaking self-check

Listen back to your recording. Then tick Yes or Not yet for each sentence.

Name _____ Class _____ Date _____

My speaking self-check	Yes	Not yet
I answered every part of the task.	☐	☐
I gave a reason or an example for my main point.	☐	☐
I kept talking without long stops.	☐	☐
I used linking words such as because, so and however.	☐	☐
I used at least three words or phrases from this unit.	☐	☐
I noticed and fixed at least one of my own mistakes.	☐	☐
A classmate could understand me without asking me to repeat.	☐	☐
Pair tasks: I asked my partner a question and responded to their ideas.	☐	☐

Next time, I will:

AvoLingo · www.avo-lingo.com · free to use and adapt