



## FREEDOM ENGLISH ACADEMY

GIVING DISADVANTAGED YOUTH A  
PATH TO PROFESSIONAL JOBS

### FTS Speaking Rubric

Criteria	Sub-criteria	A1	A2	B1	B2	C1	C2
Sentence Structure	Question formation	Only a few question words are used correctly. The question is strung together as key words.	Is able to use some question words correctly. The question is strung together as statement asked in question tone.	Is able to use most question words - Ws, Hs and helping verbs - correctly. The question is mostly strung together as statement asked in question tone.	Is able to use all question words - Ws, Hs and helping verbs - correctly. The question formation is mostly grammatically correct. (question word - verb - person; verb - person etc)	Questions are grammatically correct and are used to challenge others' points of view and ask for clarifications.	Questions are grammatically correct and thought-provoking.
	Statements	Speaks in single words or phrases. Is able to use key vocabulary to convey the simplistic info and meaning.	Uses a mix of single words and incomplete sentences. Sentences, when used, are grammatically incorrect. Struggle with most grammatical forms.	Is able to construct simple and grammatically correct short sentences, but makes frequent errors in compound and complex sentences (including, singular/plural, prepositions and articles).	Is able to construct simple and grammatically correct short sentences, but makes occasional errors in compound and complex sentences (tenses and SV agreement) Can present clear, detailed description on a wide range of subjects	Is able to construct grammatically correct compound sentences. Is able to self correct and rephrase when a rare error is made in complex sentences. Can present clear and detailed description of complex objects integrating parts into the whole	Speaks in variety of sentences using impeccable grammatical structure. Can communicate using an effective logical structure that helps the recipient to notice and remember significant points.

Criteria	Sub-criteria	A1	A2	B1	B2	C1	C2
Use of Language		Use of language is restricted to sharing likes and dislikes and basic personal information. Can answer and ask simple questions about needs and very familiar topics	Can communicate simple and routine tasks requiring a simple and direct exchange of information on familiar topics Can handle short social exchanges even though cannot sustain the conversation or develop it Can use a series of phrases and sentences to describe in simple terms about family, living conditions, educational/professional background and current/past job	Can connect phrases in a simple way to describe experiences and events, dreams and hopes. Can enter unprepared into a conversation on familiar topics of personal interest or everyday life Can connect phrases in a simple way to describe experiences and events, dreams and hopes Can briefly give reasons and explanations for opinions and plans Can narrate a story Can relate the plot of a book or film and describe views on it	Can evaluate two viewpoints. Can take active part in discussion in familiar contexts Can present views in a sustained manner Can present clear, detailed description on a wide range of subjects Can explain a viewpoint on a topical issue Can explain details and advantages/disadvantages of different options	Can debate an issue from both sides. Can develop own/other's points and round off with appropriate conclusion. Can formulate ideas and opinions with precision.	While debating, uses differing linguistic forms (Phrases, powerful vocab) Can participate effortlessly in an conversation or discussion Can express fluently and convey finer shades of meaning precisely Can backtrack and rephrase to communicate effectively Can present clear and smooth flowing description or argument. Considers ambiguities and alternative scenarios.
	Relevant	Is able to use limited vocabulary.	Is able to use adequate but repetitive vocabulary	Is able to use simple, compound and complex words with effort	Is able to use simple, compound and complex words with ease	Is able to use powerful and varied vocabulary with effort	Is able to use powerful and varied words and phrases (idiomatic, analogies and proverbs) to enhance vividity of the communicated message.

Criteria	Sub-criteria	A1	A2	B1	B2	C1	C2
Clarity of Speech	Pronunciation	Has strong MTI	Mispronounces few vowel sounds	Misplaces the stress in the word	Occasional mispronunciation when using an uncommon word	Enunciates clearly commonly used words well.	Enunciates clearly uncommon words as well.
	Flow	Speech is full of pauses, fillers and foghorns	Pauses often. Common use of filler and/or foghorn	Pauses occasionally when responding to a complex question. Tends to use filler and/or foghorn	Pauses rarely. Rare use of filler/foghorn.	Is able to speak fluently with some effort.	Is able to think and speak in English such that words flow seamlessly effortlessly.

## FTS WRITING RUBRIC

Test Item	Criterion	A1	A2	B1	B2	C1	C2
FORM	Entries (Relevance & Format)	Most entries well irrelevant to the questions & inappropriately formatted	Few entries well relevant to the questions & well formatted	Some entries well relevant to the questions & well formatted	Most entries well relevant to the questions & well formatted	Nearly all entries well relevant to the questions & well formatted	All entries well relevant to the questions & well formatted
SHORT MESSAGES	Information (Relevance)	Very little information provided was relevant to the topic. 3-4 sentences were irrelevant to the topic.	Some of the information provided was relevant to the topic. 2-3 sentences were irrelevant to the topic.	Some of the information provided was relevant to the topic. 1 sentence were irrelevant to the topic.	Most of the information provided was relevant to the topic. 2-3 words were superfluous/repetitive.	Most information provided was relevant to the topic. 1-2 words were superfluous/repetitive.	All information provided was relevant to the topic.
	Information (Complete)	Information provided was mostly incomplete leaving many pertinent questions unanswered. The student used very long/detailed sentences.	Information provided was somewhat complete to comprehend the message. The student used over 7 sentences OR the student provided the info in 3-5 sentences of which 3 were very long/detailed sentence.	Information provided was mostly complete to comprehend the message. The student used 1/7 sentences OR the student provided the info in 3-5 sentences of which 2 were very long/detailed sentence.	Information provided was complete to comprehend the message. The student used 2/6 sentences OR the student provided the info in 3-5 sentences of which 1 was very long/detailed sentence.	Information provided was complete to comprehend the message within the given sentence limit.	Information provided was complete and within the given sentence limit. It left no questions about the topic unanswered.

Test Item	Criterion	A1	A2	B1	B2	C1	C2
COMPARISON	Sentence Structure	Most sentences were grammatical incorrect and punctuated (including capitalisation)	Some sentences were grammatical correct and well punctuated (including capitalisation)	Most sentences were grammatical correct and some were well punctuated (including capitalisation)	Most sentences were grammatical correct and well punctuated (including capitalisation)	All sentences were grammatical correct and most were well punctuated (including capitalisation)	All sentences were grammatical correct and well punctuated (including capitalisation)
	Organization of Info	The information was haphazardly organised and no comparative vocabulary was used.	Introductory/concluding sentence was missing. There was 1 comparative sentence.	Introductory/concluding sentence was missing. There were 2 comparative sentences.	There was an introductory and concluding sentence. There were 3 comparative sentences.	There was an introductory and concluding sentence. There were 4 comparative sentences detailing the comparison.	There was an introductory and concluding sentence. There were 5 comparative sentences detailing the comparison.
ADVERTISEMENT	Information (Relevance & Completeness)	Information provided was mostly irrelevant and incomplete leaving many pertinent questions unanswered. The student used very long/detailed sentences.	Information provided was somewhat complete to comprehend the message. The student used 2 very long/detailed sentence. 3 key details about the product were left out.	Information provided was mostly complete to comprehend the message. The student used 1 very long/detailed sentence. 2 key details about the product were left out.	Information provided was mostly complete to comprehend the message. The student did not use sentences but phrases or key words. 1 key detail about the product was left out.	Information provided was complete and comprehensive.	Information provided was complete and comprehensive. The student was able to use creative vocabulary to to strengthen the sales pitch.
DESCRIPTION	Sentence Structure	Most sentences were grammatical incorrect and punctuated (including capitalisation)	Some sentences were grammatical correct and well punctuated (including capitalisation)	Most sentences were grammatical correct and some were well punctuated (including capitalisation)	Most sentences were grammatical correct and well punctuated (including capitalisation)	All sentences were grammatical correct and most were well punctuated (including capitalisation)	All sentences were grammatical correct and well punctuated (including capitalisation)

Test Item	Criterion	A1	A2	B1	B2	C1	C2
	Information (Relevance)	Very little information provided was relevant to the topic. 5-7 sentences were irrelevant to the topic.	Some of the information provided was relevant to the topic. 3-5 sentences were irrelevant to the topic.	Some of the information provided was relevant to the topic. 1-2 sentence were irrelevant to the topic.	Most of the information provided was relevant to the topic. 2-3 words were vague/repetitive.	Most information provided was relevant to the topic. 1-2 words were vague/repetitive.	All information provided was relevant to the topic.
	Organization of Info	The information was haphazardly organised and no descriptive vocabulary was used.	Introductory/concluding sentence was missing. There were 1-2 descriptive sentences.	Introductory/concluding sentence was missing. There were 3-4 descriptive sentences.	There was an introductory and concluding sentence. There were 5-6 descriptive sentences using appropriate describing words.	There was an introductory and concluding sentence. There were 7-8 descriptive sentences using variety of words.	There was an introductory and concluding sentence. There were 9-10 descriptive sentences using powerful and varied words.
NARRATIVE	Information (Relevance)	Very little information provided was relevant to the topic. 8-10 sentences were irrelevant to the topic.	Some of the information provided was relevant to the topic. 6-8 sentences were irrelevant to the topic.	Some of the information provided was relevant to the topic. 4-6 sentence were irrelevant to the topic.	Most of the information provided was relevant to the topic. 2-4 sentences were vague/repetitive.	Most information provided was relevant to the topic. 1-2 sentences were vague/repetitive	All information provided was relevant to the topic and conveyed a different idea/thought.
	Sentence Structure	Most sentences were grammatical incorrect and punctuated (including capitalisation)	Some sentences were grammatical correct and well punctuated (including capitalisation)	Most sentences were grammatical correct and some were well punctuated (including capitalisation)	Most sentences were grammatical correct and well punctuated (including capitalisation)	All sentences were grammatical correct and most were well punctuated (including capitalisation)	All sentences were grammatical correct and well punctuated (including capitalisation)

Test Item	Criterion	A1	A2	B1	B2	C1	C2
	Organization of Info	The information was haphazardly organised and no descriptive vocabulary was used.	Introductory/concluding sentence was missing. There were 2-4 descriptive sentences.	Introductory/concluding sentence was missing. There were 4-6 descriptive sentences.	There was an introductory and concluding sentence. There were 6-8 descriptive sentences using appropriate describing words.	There was an introductory and concluding sentence. There were 8-10 descriptive sentences using variety of words.	There was an introductory and concluding sentence. There were 10-12 descriptive sentences using powerful and varied words.
PROOF READING	Evidence	There was little or no proof of editing	There was limited proof of editing. Many of the errors had not been edited.	There was some proof of editing. Some of the errors had not been edited.	There was some proof of editing. Few of the errors had not been edited.	Most of the errors in the narrative passage had been identified and highlighted.	All the errors in the narrative passage had been identified and highlighted.
	Edited Writing	The student copied the text as he had written earlier with more errors.	The student rewrote it with many errors.	The student rewrote it with some errors.	The student edited the text and rewrote it with few errors.	The student edited the text and rewrote with no errors.	The student edited the text and rewrote with no errors and more polished.