

# Community Language Aide (CLA) Rubric

This rubric describes levels of performance for each assessment criterion using a rating scale of four levels.  
Level 1 represents the highest level of performance and Level 4 represents the lowest.

**Pass Requirements: Candidates must achieve a Level 2 or above for all the skills, especially for Task Achievement.**

Level/Criteria	Task Achievement	Coherence and Fluency	Grammar and Vocabulary	Pronunciation
<b>Level 1</b>	<b>Task goals successfully met</b>	<b>Fluent and easy to follow</b>	<b>Correct use of grammar and vocabulary</b>	<b>Intelligible pronunciation</b>
	The candidate consistently delivers relevant and accurate information. All task goals have been successfully achieved.	The candidate produces long stretches of speech <b>without much need</b> to pause, hesitate, or reformulate words and sentences. Utterances are structured <b>logically</b> , and ideas are <b>organised</b> and easy to follow.	The candidate <b>consistently</b> uses correct grammar and appropriate vocabulary. Errors are <b>infrequent</b> and do not impede or impair what is communicated, or there are no errors.	The candidate <b>consistently</b> articulates individual words and phrases <b>clearly</b> . Mispronunciations are <b>isolated</b> and responses can still be followed and understood with ease, <b>or</b> there are <b>no mispronunciations</b> .
<b>Level 2</b>	<b>Task goals met</b>	<b>Generally easy to follow</b>	<b>Sufficient use of grammar and vocabulary</b>	<b>Generally intelligible pronunciation</b>
	The candidate <b>generally</b> delivers relevant and accurate information. <b>Most</b> task goals have been successfully achieved.	The candidate <b>occasionally</b> hesitates, pauses, and/or reformulates words and/or sentences. However, speech is <b>generally</b> easy to follow, and ideas are <b>generally</b> structured logically.	The candidate <b>generally</b> uses correct grammar and appropriate vocabulary. Despite <b>occasional</b> errors, the message is still conveyed.	The candidate <b>generally</b> articulates individual words and phrases <b>with sufficient clarity</b> . Occasional mispronunciations are made, but responses <b>can still be understood</b> .
<b>Level 3</b>	<b>Task goals not always met</b>	<b>Not always easy to follow</b>	<b>Limited use of grammar and vocabulary</b>	<b>Poor pronunciation</b>
	The candidate only delivers <b>some</b> of the relevant information and/or <b>frequent</b> inaccuracies occur. <b>Only some</b> task goals have been achieved.	The candidate <b>frequently</b> hesitates, pauses and/or reformulates words and/or sentences. Ideas <b>often</b> lack structure and are <b>often difficult</b> to follow.	The candidate makes <b>frequent</b> errors in grammar and/or vocabulary that impact on what is communicated. Message is <b>often</b> unclear.	The candidate articulates individual words and phrases with <b>insufficient clarity</b> . <b>Frequent</b> mispronunciations are made, and responses are <b>often difficult</b> to understand.
<b>Level 4</b>	<b>Task goals not met</b>	<b>Difficult to follow</b>	<b>Inadequate use of grammar and vocabulary</b>	<b>Poor pronunciation</b>
	The candidate communicates <b>very little</b> relevant information and/or <b>constant</b> inaccuracies occur. Task goals are <b>not achieved</b> .	The candidate <b>does not</b> produce coherent utterances. Speech is <b>difficult</b> to follow, and ideas <b>are not</b> structured logically.	The candidate makes <b>constant</b> intrusive errors in grammar and vocabulary that impede and impair on what is communicated. Message is <b>constantly</b> unclear.	The candidate articulates individual words and phrases <b>poorly</b> . Mispronunciations are <b>constant</b> , and responses are <b>difficult</b> to understand.