

	Very good – 6/5	Good – 4/3	Acceptable – 2/1	Unacceptable - 0	Points
Linguistic Accuracy <ul style="list-style-type: none"> Vocabulary Usage Grammar Sentence Structure 	Demonstrates a high degree of linguistic accuracy. Few errors that do not hinder overall comprehensibility of speech. Utilizes a wide variety of vocabulary relevant to the topic and situation. Uses a wide variety of sentence structure patterns, appropriate tense levels and modalities.	Demonstrates some linguistic accuracy. Few errors that do not hinder overall comprehensibility of speech. Utilizes a variety of vocabulary relevant to the topic and situation. Uses a variety of sentence structure patterns, for the most part appropriate tense levels and modalities.	Demonstrates some linguistic accuracy but errors somewhat hinder overall comprehensibility of speech. Utilizes vocabulary, some of which is inaccurate or not relevant to the topic and situation. Uses some sentence structure patterns, usually appropriate and correct tense levels and modalities.	Demonstrates little linguistic accuracy with many errors that substantially hinder overall comprehensibility of speech. Utilizes limited vocabulary or vocabulary which is mostly inaccurate or not relevant to the topic and situation. Does not vary sentence structure patterns, speech sounds mechanical, tense usage confuses message.	
Communicative Effectiveness	Body language and facial expressions, tone of voice and affective gestures are congruent with and enhance the content of the speech production.	Body language and facial expressions, tone of voice and affective gestures are for the most part congruent with but do not explicitly enhance the content of the speech production.	Body language and facial expressions, tone of voice and affective gestures are for the most part congruent with, but sometimes lightly interfere with, the comprehension of the content of the speech production.	Body language and facial expressions, tone of voice and affective gestures are usually not congruent with and take away from the understanding of the content of the speech production.	
Fluency and Circumlocution	Speech continues fluently with no pauses or stumbling. Is very flexible and with a certain ease uses alternative speech forms for an unknown word, idiom or expression without speech interruptions.	Speech has some fluency. May contain some hesitation at times, but manages to complete thoughts. Is quite flexible and uses alternative speech forms for an unknown word, idiom or expression without clearly noticeable speech interruptions.	Speech is choppy or slow with frequent pauses, but still manages to complete thoughts. Is somewhat flexible and often uses alternative speech forms for an unknown word, idiom or expression with few speech interruptions.	Speech is halting with long pauses or fails to convey message. Is inflexible and uses hardly any alternative speech forms for an unknown word, idiom or expression but rather speech comes to a disruptive halt.	
Pronunciation	Pronunciation is accurate. A native speaker used to speaking to a non-native speaker would have no difficulty in comprehending.	Pronunciation is mostly accurate and would be mostly understood by a native speaker used to speaking to a non-native speaker.	Pronunciation is somewhat accurate. Errors might make comprehension by a native speaker difficult.	Pronunciation has many inaccuracies, which make comprehension difficult.	
Participation as a Learning Community Member	Contributions lead to questions and discussions among peers. Contributions to the discussion are stimulating and sustain further discussion by building on peers' responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research.	Contributions sometimes lead to questions and discussions among peers. Engaged contributions to the ongoing conversations are often evidenced by affirming statements or references to relevant research, or asking related questions, or making an oppositional statement supported by any personal experience or related research.	Contributions rarely lead to questions and discussions among peers. Engaged contributions to the ongoing conversations are sometimes evidenced by affirming statements or references to relevant research, or asking related questions, or making an oppositional statement supported by any personal experience or related research.	Contributions do not lead to questions and discussions among peers. Contributions are minimal and do not add to the ongoing conversations or respond to peers' contributions. There is no evidence of replies to questions or comments or as new or related questions or comments.	
Dialogue Etiquette	Interactions show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs. Strong empathic stance.	Interactions show respect and interest in the viewpoint of others. Empathic stance.	Some interactions show respect and interest in the viewpoint of others. Inconsistent empathic stance.	Interactions show disrespect and indifference towards the viewpoint of others. Lack of sufficient empathic stance.	
Group and Leadership Competencies	Each student fulfills his/her individual responsibilities with great care and much demonstrated devotedness. Highly productive group members always come prepared, contribute to group interaction, support each other, are timely following an agreed upon schedule, and divide the work equitably among members.	Each student fulfills his/her individual responsibilities with care and demonstrated devotedness. Productive group members almost always come prepared, contribute to group interaction, support each other, are timely following an agreed upon schedule, and divide the work equitably among members. Individuals may need to develop some of these	Each student fulfills his/her individual responsibilities with care and some demonstrated devotedness. Most of the time, group members come prepared, contribute to group interaction, support each other, are timely following an agreed upon schedule, and divide the work equitably among members. Individuals may need to develop these skills, show effort	Each student fulfills his/her individual responsibilities with care and some demonstrated devotedness. Group members often do not come prepared, contribute to group interaction, support each other, are timely following an agreed upon schedule, and divide the work equitably among members. Individuals clearly need to	

	<p>A highly functional group member will productively address behaviors that compromise group productivity and project outcome and will seek to find workable solutions.</p> <p>Technical challenges may create the need for patience with group members, for peer tutoring, for on-the-spot problem-solving. Student in that role puts forth much effort and care to accomplish the group's goal. (Plus 2-3 bonus points)</p>	<p>skills but are open-minded to learn and adjust.</p> <p>A functional group member will productively address behaviors that compromise group productivity and project outcome and will try to find workable solutions.</p> <p>Technical challenges may create the need for patience with group members, for peer tutoring, for on-the-spot problem-solving. Student in that role puts forth repeated effort and care to accomplish the group's goal. (Plus 1-2 bonus points)</p>	<p>but ultimately need to develop more skills over time.</p> <p>A functional group member will address behaviors that compromise group productivity and project outcome and will try to find workable solutions, but even though s/he tried may still need some assistance from instructor with finding workable solutions.</p> <p>Technical challenges may create the need for patience with group members, for peer tutoring, for on-the-spot problem-solving. Student in that role puts forth effort and care to accomplish the group's goal. (Plus 0-1 bonus point)</p>	<p>develop these skills and show much more effort over time.</p> <p>A functional group member will address behaviors that compromise group productivity and project outcome and does not try to find workable solutions.</p> <p>Technical challenges may create the need for patience with group members, for peer tutoring, for on-the-spot problem-solving. Student in that role does not put forth any effort or care to accomplish the group's goal. (No bonus points)</p>	
Technical Aspects and Digital Etiquette	<p>Light: Speaker is optimally lit from the top or the side.</p> <p>Sound: Speaker is clearly heard, no sound interference.</p> <p>Movement: Picture never pixilates due to too much movement.</p> <p>Web-Camera position: Head and upper body are comfortably visible. Rule of thirds is adhered to.</p> <p>Background space: Thoughtful attention is paid to background environment.</p> <p>Interrupting others: Peers are not interrupted before they have finished their sentence.</p> <p>Commercial account: Student has successfully created or used their gmail.com account to enter the Hangout.</p>	<p>Light: Speaker is well lit, but not optimally.</p> <p>Sound: Speaker is clearly heard, barely any sound interference.</p> <p>Movement: Picture occasionally pixilates due to too much movement.</p> <p>Web-Camera position: Head and upper body are visible, but person is a bit too close or too far away. Rule of thirds is adhered to.</p> <p>Background space: Thoughtful attention is paid to background environment.</p> <p>Interrupting others: Peers are hardly ever interrupted before they have finished their sentence.</p> <p>Commercial account: Student has successfully created or used their gmail.com account to enter the Hangout.</p>	<p>Light: Speaker is somewhat blurry or face is dark with light source coming from behind.</p> <p>Sound: Speaker can at times not be heard clearly, some sound interference.</p> <p>Movement: Picture often pixilates due to too much movement.</p> <p>Position: Head and upper body are too close/too far away. Rule of thirds is adhered to.</p> <p>Background space: Thoughtful attention is paid to background environment.</p> <p>Interrupting others: Peers are sometimes interrupted before they have finished their sentence resulting in taking the floor out of turn.</p> <p>Commercial account: Student has successfully created or used their gmail.com account to enter the Hangout.</p>	<p>Light: Speaker is blurry or face is dark with light source coming from behind.</p> <p>Sound: Speaker cannot be heard clearly, much sound interference.</p> <p>Movement: Picture is very pixilated due to too much movement.</p> <p>Position: Head and upper body too close, too far away, or at an angle. Rule of thirds is not adhered to.</p> <p>Background space: No thoughtful attention is paid to background environment.</p> <p>Interrupting others: Peers are interrupted before they have finished their sentence resulting in the other being forced to give up the floor.</p> <p>Commercial account: Student has not created or used their gmail.com account to enter the Hangout.</p>	
Completion of Project Including Pre- and Follow-up Assignments	<p>Hangout Youtube link was submitted by email to instructor on time.</p> <p>All assigned related work is completed with care and on time.</p>	<p>Hangout Youtube link was submitted by email to instructor late, but at the latest the night before class.</p> <p>All assigned related work is completed with care and only 1 day late.</p>	<p>Hangout Youtube link was submitted by email to instructor late, but no later than 2 hours before class.</p> <p>All assigned related work is completed with care and more than a day late.</p>	<p>Hangout Youtube link was not submitted by email to instructor before class.</p> <p>Assigned related work is not completed with care and more than a day late.</p>	

Individual Total Pts: _____