

اختبار اللغة العربية المعياري للطلاب غير الناطقين بالعربية

معايير التصحيح (الكتابة والتحدث)

Arabic Benchmark Test for Non-Arabs

Writing and Speaking Rubric



Writing Rubric / Arabic for Non-Arabs

Standards / Category	8-9	6-7	4-5	1-3
Main Idea/Body	The essay strongly supports the topic and uses evidence and examples.	The report contains support for the case.	The support for the topic is very weak or irrelevant.	The essay has no support for the case.
Conclusion	Effectively restates the introduction and gives the author's position on the topic.	Concludes the essay satisfactorily. Effectively restates the introduction.	The conclusion is irrelevant to the introduction.	Does not contain a judgment.
Sentence Structure	Uses complex sentence structures and correctly uses connecting words.	It uses complex sentence structures and uses connecting terms with a few mistakes.	Contains a straightforward sentence structure. The sentences are concise and choppy.	Does not contain arrangement. Words are put together randomly.
Grammar/Spelling	Virtually no grammar and spelling errors.	Grammar and spelling are correct for the most part.	Contains many errors in grammar and spelling.	Egregious mistakes in grammar and spelling.
Punctuation	Virtually no punctuation and capitalisation errors.	Punctuation and capitalisation are correct for the most part.	It contains many errors in punctuation and capitalisation	Egregious mistakes in punctuation and capitalisation.
Audience Understanding	Has a keen understanding of the audience and tailors the essay to the reader's needs.	Understands who the essay is intended for and uses grammar and vocabulary.	The intended audience is not thought about or ignored in most of the essay.	Does not understand the intended audience.

Speaking Rubric / Arabic for Non-Arabs

Standards / Category	5	4	3	1-2
Vocabulary	Uses appropriate expressions and a wide range of vocabulary learned in and out of class.	He uses varied vocabulary and expressions learned in class and takes only a few errors in word choice.	Uses only basic, straightforward vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding correctly.	He uses only a few words and expressions or has an inadequate vocabulary.
Grammar	It uses many different structures depending on the context with only a few grammatical errors	It uses a variety of sentence structures but makes some errors.	It uses only basic facilities and makes frequent errors.	I can't use appropriate sentence structures. I can't put words in proper word order
Pronunciation	Pronunciation, rhythm, and intonation are almost always clear and accurate.	Pronunciation, rhythm, and intonation are almost transparent and accurate but only occasionally challenging to understand.	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	I can't understand what the student says.
Overall Fluency	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.	He speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks with much hesitation, which often interferes with communication.	He says very little or doesn't speak at all.
Interaction	Gives clear ideas. Communicates effectively; almost always responds appropriately. Keeps the conversation going by asking follow-up questions.	Focus on the conversation most of the time and communicate effectively; generally, responds appropriately and tries to develop the interaction	Misses' questions from the teacher and can't respond. Ideas and purpose are not clear; usually does not respond appropriately or clearly and as the result needs a lot of help to communicate.	They can hardly communicate; he always misses questions from the teacher and can't respond.