# **Presentational Mode Rubric—Advanced Learner**

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| **CRITERIA** | **Meets Expectations** | **Does Not Meet Expectations** |
|   | Meets fully | Meets Minimally  |  Some Evidence | No evidence  |
| **Language Function** Language tasks the speaker/ writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner | - Consistently narrates with rich detail and describes in all major time frames according to the needs of the task - Fully addresses the topic or task with elaboration. - Able to communicate on a variety of concrete and abstract topics related to the course and to personal connections | - Consistently narrates with some detail and describes in all major time frames according to the needs of the task.- Addresses the topic or task fully, but without elaboration.- Able to communicate on concrete and abstract topics related to the course and to personal connections  | - Narrates and describes in all major time frames, although not consistently.- Addresses the topic inconsistently - Successfully handles uncomplicated sections of the tasks; presents basic information related to the course and topic | - No evidence of narration or description.- No evidence of handling successfully the tasks. Does not present the basic information.  |
| **Text Type**Quantity and organization of language discourse (continuum: word - phrase - sentence- connected sentences - paragraph - extended discourse) | Uses connected, paragraph-length discourse | Uses both connected sentences and paragraph-length discourse | Uses mostly connected sentences and some paragraph-like discourse | No evidence of use of connected sentences and paragraph-like discourse |
| **Impact**Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience (e.g. ask question of audience, use of visuals, eye contact, varied tone and pacing) | - Presents in a clear and organized manner. - Presents original comparison or synthesis of information or perspectives- Features rich details, visuals, and/or organization of the text to maintain audience’s attention and/ or interest.- Utilizes multiple strategies for audience engagement | - Presents in a clear and organized manner. - Summarizes information or perspectives accurately - Features some details, visuals, and/or clear organization of the text to maintain audience’s attention and/or interest- Utilizes some strategies for audience engagement | - Presentation may be either unclear or unorganized. - Minimal effort to maintain audience’s attention | - Presentation is unclear and unorganized- Little or no effort to maintain audience’s attention |
| **Comprehensibility** Who can understand this person’s language?  | - Is readily understood by native speakers unaccustomed to the speaking/writing of non-natives. | - Is understood by native speakers, even those unaccustomed to the speaking/ writing of non-natives- May require some additional effort. | -Is generally understood by those unaccustomed to the speaking/writing of non-natives- Interference from another language may be evident and gaps in comprehension may occur. | - Frequent interferences from another language, frequent gaps in comprehension.  |
| **Language Control** Grammatical accuracy, appropriate vocabulary, degree of fluency | - Demonstrates good control of narrating in present, past and future time frames. - Does not make errors in high-frequency structures, and few errors in more complex structures- Has substantial fluency - Uses extensive vocabulary | - Demonstrates minimal fluency and some control of narrating in present, past and future time frames. - Makes few errors in high-frequency structures, and some errors in more complex structures- Has adequate fluency- Utilizes good details, but may lack specificity  | - Some breakdowns when narrating in present, past and future time frames- Make some errors in high-frequency structures, and frequent errors in more complex structures- Has fluency with some breakdown- Utilizes some good details, but relies mostly on common vocabulary  | - Frequent breakdowns when narrating in present, past and future time frames- Makes frequent errors in high-frequency structures and avoids using more complex structures. - Frequent breakdown in fluency- Lacks details, relies on common vocabulary |

Evidence of Strengths: Examples of Where You Could Improve:

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# **Interpersonal Mode Rubric - Advanced Learner**

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| **CRITERIA** | **Meets Expectations** | **Does Not Meet Expectations** |
|   | Meets fully | Meets Minimally  | Some Evidence | No evidence  |
| **Language Function** Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner | - Consistently narrates with elaboration and describes in all major time frames according to the needs of the task - Participates actively in most informal and some formal conversations on a variety of concrete topics and topics relating to events of current, public, and personal interest. - Can handle successfully and with ease an unexpected turn of events or complication. | - Consistently narrates with some elaboration and describes in all major time frames according to the needs of the task.- Participate in most informal and some formal conversations on familiar topics, which may include current events, employment, and matters of public interest. - Can handle appropriately an unexpected turn of events or complication. | - Narrates and describes in all major time frames, although not consistently.-Participates minimally in uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. - Cannot effectively handle an unexpected turn of events or complication | - No evidence of narration or description- Does not participate in the task- Cannot respond to an unexpected complication |
| **Text Type**Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse) | Uses connected, paragraph-length discourse. | Uses connected sentences and paragraph-length discourse. | Uses mostly connected sentences and some paragraph-like discourse. | No evidence of use of connected sentences and paragraph-like discourse |
| **Communication Strategies**Quality of engagement and interactivityHow one participates in the conversation and advances itStrategies for negotiating meaning in the face of breakdown of communication | - Converses with ease and confidence. Maintains and advances conversation - Uses communicative strategies such as rephrasing and circumlocution | - Maintains conversation - May use communicative strategies such as rephrasing and circumlocution | - Converses with ease and confidence when dealing with routine tasks and social situations. - May clarify by paraphrasing | - Unable to handle routine tasks and conversation.- Does not utilize strategies to clarify or paraphrase |
| **Comprehensibility** Who can understand this person’s language? Can this person be understood only by sympathetic listeners used to interacting with non- natives? Can a native speaker unaccustomed to non-native speech understand this speaker? | - Is readily understood by native speakers unaccustomed to the speaking/writing of non-natives. | - Is understood by native speakers, even those unaccustomed to the speaking/ writing of non-natives- May require some additional effort. | -Is generally understood by those unaccustomed to the speaking/writing of non-natives- Interference from another language may be evident and gaps in comprehension may occur. | - Frequent interferences from another language, frequent gaps in comprehension.  |
| **Language Control** Grammatical accuracy, appropriate vocabulary, degree of fluency | - Demonstrates good control of narrating in present, past and future time frames. - Does not make errors in high-frequency structures, and few errors in more complex structures- Has substantial fluency - Uses extensive vocabulary | - Demonstrates minimal fluency and some control of narrating in present, past and future time frames. - Makes few errors in high-frequency structures, and some errors in more complex structures- Has adequate fluency- Utilizes good details, but may lack specificity  | - Some breakdowns when narrating in present, past and future time frames- Make some errors in high-frequency structures, and frequent errors in more complex structures- Has fluency with some breakdown- Utilizes some good details, but relies mostly on common vocabulary  | - Frequent breakdowns when narrating in present, past and future time frames- Makes frequent errors in high-frequency structures and avoids using more complex structures. - Frequent breakdown in fluency- Lacks details, relies on common vocabulary |

Evidence of Strengths: Examples of Where You Could Improve:

**Interpretive Mode Rubric: A Continuum of Performance (for all levels)**

**Interpretive Mode Rubric**

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| **CRITERIA** | **Meets Expectations** | **Does Not Meet Expectations** |
|   | Meets fully | Meets Minimally  | Some Evidence | No evidence  |
| **LITERAL COMPREHENSION**  |
| **Word Recognition** | Identifies majority of keywords appropriately within context of the text. | Identifies half of keywords appropriately within the context of the text. | Identifies a few keywords appropriately within the context of the text. |  |
| **Main idea detection** | Identifies the key parts of the main idea(s) of the text but misses some elements. | Identifies some part of the main idea(s) of the text. | May identify some ideas from the text but they do not represent the main idea(s). |  |
| **Supporting detail detection** | Identifies the majority of supporting details in the text and provides information from the text to explain some of these details. | Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details. | Identifies a few supporting details in the text but may be unable to provide informa- tion from the text to explain these details. |  |
| **INTERPRETIVE COMPREHENSION** |  |
| **Organizational features** | Identifies the organizational features) of the text; rationale misses some key points. | Identifies in part the organizational features) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided. | Attempts to identify the organizational features) of the text but is not successful. |  |
| **Guessing meaning from context** | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate. | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate. | Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking. |  |
| **Inferences (Reading/ listening/viewing between the lines)** | Infers and interprets the text’s meaning in a partially complete and/or partially plausible manner. | Makes a few plausible inferences regarding the text’s meaning. | Inferences and interpretations of the text’s meaning are largely incomplete and/or not plausible. |  |
| **Author’s perspective** | Identifies the author's perspective and provides a justification. | Identifies the author's perspective but justification is either inappropriate or incomplete. | Unable to identify the author's perspective. |  |
| **Cultural perspectives** | Identifies some cultural perspectives/norms accurately. Connects cultural products/ practices to perspectives. | Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/ practices to perspectives. | Identification of cultural perspectives/norms is mostly superficial or lacking. And/ or connection of cultural practices/ products to perspectives is superficial or lacking. |  |

Evidence of Strengths: Examples of Where You Could Improve:

\* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See *Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.