

## Appendix F *Integrated Performance Assessment (IPA) Rubrics*

### Interpretive Mode Rubric: A Continuum of Performance\*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
<b>LITERAL COMPREHENSION</b>				
<b>Word Recognition</b>	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
<b>Main idea detection</b>	Identifies the complete main idea(s) of the text.	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).
<b>Supporting detail detection</b>	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	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 information from the text to explain these details.
<b>INTERPRETIVE COMPREHENSION</b>				
<b>Organizational features</b>	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) 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 feature(s) of the text but is not successful.
<b>Guessing meaning from context</b>	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	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.
<b>Inferences (Reading/listening/viewing between the lines)</b>	Infers and interprets the text's meaning in a highly plausible manner.	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.
<b>Author's perspective</b>	Identifies the author's perspective and provides a detailed justification.	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.
<b>Cultural perspectives</b>	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to 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.

### Interpersonal Mode Rubric—Novice Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b> Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
<p><b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p>	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
<p><b>Communication Strategies</b> Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication</p>	Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication.	Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words.	Responds to a limited number of formulaic questions. May use repetition or resort to English.	Is unable to participate in a true conversational exchange.
<p><b>Comprehensibility</b> 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?</p>	Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.	Is understood, although often with difficulty, by those accustomed to interacting with non-natives.	Most of what is said may be unintelligible or understood only with repetition.
<p><b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Has little accuracy even with memorized words.

Evidence of Strengths:

Examples of Where You Could Improve:

### Interpersonal Mode Rubric—Intermediate Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b> Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel.	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Has no real functional ability.
<p><b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p>	Uses mostly connected sentences and some paragraph-like discourse.	Uses strings of sentences, with some complex sentences (dependent clauses).	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.
<p><b>Communication Strategies</b> Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication</p>	Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing.	Responds to direct questions and requests for information. Asks a variety of questions to obtain simple information but tends to function reactively. May clarify by restating.	Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication.	Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words.
<p><b>Comprehensibility</b> 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?</p>	Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.	Is generally understood by those accustomed to interacting with non-natives.	Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.
<p><b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.

Evidence of Strengths:

Examples of Where You Could Improve:

### Interpersonal Mode Rubric—Intermediate-High Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b> Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	Consistently narrates and describes in all major time frames. Able to 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.	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel.	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.
<p><b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p>	Uses connected sentences and paragraph-length discourse.	Uses mostly connected sentences and some paragraph-like discourse.	Uses strings of sentences, with some complex sentences (dependent clauses).	Uses simple sentences and some strings of sentences.
<p><b>Communication Strategies</b> Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication</p>	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.	Responds to direct questions and requests for information. Asks a variety of questions to obtain simple information but tends to function reactively. May clarify by restating.	Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication.
<p><b>Comprehensibility</b> 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?</p>	Is understood by native speakers, even those unaccustomed to interacting with non-natives, although this may require some repetition or restatement.	Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.	Is generally understood by those accustomed to interacting with non-natives.	Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.
<p><b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Speech decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level.	Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.

Evidence of Strengths:

Examples of Where You Could Improve:

## Interpersonal Mode Rubric—Advanced Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b> Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	<p>Narrates and describes fully and accurately in all major time frames. Can discuss some topics abstractly, especially those related to particular interests and expertise. May provide a structured argument to support opinions and may construct hypotheses.</p>	<p>Consistently and extensively narrates and describes in all major time frames by providing a full account. 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.</p>	<p>Consistently narrates and describes in all major time frames. Able to 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.</p>	<p>Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.</p>
<p><b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p>	<p>Uses paragraph-length discourse and some extended discourse.</p>	<p>Uses connected, paragraph-length discourse.</p>	<p>Uses connected sentences and paragraph-length discourse.</p>	<p>Uses mostly connected sentences and some paragraph-like discourse.</p>
<p><b>Communication Strategies</b> Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication</p>	<p>Converses with ease, confidence, and competence. Maintains, advances and/or redirects conversation. Demonstrates confident use of communicative strategies such as paraphrasing, circumlocution, and illustration.</p>	<p>Converses with ease and confidence. Maintains and advances conversation. Uses communicative strategies such as rephrasing and circumlocution.</p>	<p>Maintains conversation. May use communicative strategies such as rephrasing and circumlocution.</p>	<p>Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing.</p>
<p><b>Comprehensibility</b> 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?</p>	<p>Is readily understood by native speakers unaccustomed to interacting with non-natives.</p>	<p>Is readily understood by native speakers unaccustomed to interacting with non-natives.</p>	<p>Is understood by native speakers, even those unaccustomed to interacting with non-natives, although this may require some repetition or restatement.</p>	<p>Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.</p>
<p><b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	<p>Demonstrates full control of aspect in narrating in present, past and future time. Uses precise vocabulary and intonation, great fluency, and ease of speech. Accuracy may break down when attempting to perform the complex tasks associated with the Superior level over a variety of topics.</p>	<p>Demonstrates good control of aspect in narrating in present, past and future time. Has substantial fluency and extensive vocabulary. The quality and/or quantity of speech generally declines when attempting to perform functions or handle topics associated with the Superior level.</p>	<p>Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Speech decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level.</p>	<p>Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.</p>

Evidence of Strengths:

Examples of Where You Could Improve:

**Presentational Mode Rubric—Novice Learner**

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<b>Language Function</b> Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
<b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
<b>Impact</b> Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
<b>Comprehensibility</b> Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer?	Is generally understood by those accustomed to the speaking/writing of non-natives, although additional effort may be required.	Is understood with occasional difficulty by those accustomed to the speaking/writing of non-natives, although additional effort may be required.	Is understood, although often with difficulty, by those accustomed to the speaking/writing of non-natives.	Most of spoken/written language may be unintelligible or understood only with additional effort.
<b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Has little accuracy even with memorized words.

Evidence of Strengths:

Examples of Where You Could Improve:

### Presentational Mode Rubric—Intermediate Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b> Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel.	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Has no real functional ability.
<p><b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p>	Uses mostly connected sentences and some paragraph-like discourse.	Uses strings of sentences, with some complex sentences (dependent clauses).	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.
<p><b>Impact</b> Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience</p>	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
<p><b>Comprehensibility</b> Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer?</p>	Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur.	Is generally understood by those accustomed to the speaking/writing of non-natives.	Is generally understood by those accustomed to interacting with non-natives, although additional effort may be required.	Is understood with occasional difficulty by those accustomed to the speaking/writing of non-natives, although additional effort may be required.
<p><b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.

Evidence of Strengths:

Examples of Where You Could Improve:

**Presentational Mode Rubric—Intermediate-High Learner**

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<b>Language Function</b> Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Consistently narrates and describes in all major time frames. Able to communicate on familiar topics, which may include current events, employment, and matters of public interest.	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel.	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.
<b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	Uses connected sentences and paragraph-length discourse.	Uses mostly connected sentences and some paragraph-like discourse.	Uses strings of sentences, with some complex sentences (dependent clauses).	Uses simple sentences and some strings of sentences.
<b>Impact</b> Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
<b>Comprehensibility</b> Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer?	Is understood by native speakers, even those unaccustomed to the speaking/writing of non-natives, although this may require some additional effort.	Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur.	Is generally understood by those accustomed to the speaking/writing of non-natives.	Is generally understood by those accustomed to the speaking/writing of non-natives, although additional effort may be required.
<b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency	Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Language decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level.	Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.

Evidence of Strengths:

Examples of Where You Could Improve:



### Presentational Mode Rubric—Advanced Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b> Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	Narrates and describes fully and accurately in all major time frames. Can communicate on some abstract topics, especially those related to particular interests and expertise. May provide a structured argument to support opinions and may construct hypotheses.	Consistently and extensively narrates and describes in all major time frames by providing a full account. Able to communicate on a variety of concrete topics and topics relating to events of current, public, and personal interest.	Consistently narrates and describes in all major time frames. Able to communicate on familiar topics, which may include current events, employment, and matters of public interest.	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.
<p><b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p>	Uses paragraph-length discourse and some extended discourse.	Uses connected, paragraph-length discourse.	Uses connected sentences and paragraph-length discourse.	Uses mostly connected sentences and some paragraph-like discourse.
<p><b>Impact</b> Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience</p>	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
<p><b>Comprehensibility</b> Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/writing of non-natives understand this speaker/writer?</p>	Is readily understood by native speakers unaccustomed to the speaking/writing of non-natives.	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, although this may require some additional effort.	Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur.
<p><b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	Demonstrates full control of aspect in narrating in present, past and future time. Uses precise vocabulary and intonation, great fluency, and ease of speech. Accuracy may break down when attempting to perform the complex tasks associated with the Superior level over a variety of topics.	Demonstrates good control of aspect in narrating in present, past and future time. Has substantial fluency and extensive vocabulary. The quality and/or quantity of language generally decreases when attempting to perform functions or handle topics associated with the Superior level.	Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Language decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level.	Demonstrates significant quantity and quality of intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.

Evidence of Strengths:

Examples of Where You Could Improve: