

Student Performance Rubric Interpretive Tasks Novice-level

CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS		DOES NOT MEET EXPECTATIONS
	Accomplished Comprehension 100–90%	Strong Comprehension 89–80%	Minimal Comprehension 79–70%	Limited Comprehension 69–60%
LITERAL COMPREHENSION				
Word Recognition	Identifies 9–10 of the key words within the text.	Identifies 6–8 of the key words within the text.	Identifies 4–5 of the key words within text.	Identifies 1–3 of the key words within the text.
Suggested Percentages	100% 93%	88% 85% 83%	77% 73%	68% 65% 63%
Main Idea	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some details.	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).
Suggested Percentages	100% 95%	85%	75%	65% 60%
Supporting Details	Identifies the majority of the supporting details (7–8) in the text and accurately provides evidence from the text to explain these details.	Identifies most of the supporting details (5–6) in the text and provides evidence from the text to explain these details.	Identifies some of the supporting details (3–4) in the text and provides limited evidence from the text to explain these details. OR Identifies the majority of supporting details but is unable to provide evidence from the text to explain these details.	Identifies few supporting details (1–2) in the text but may be unable to provide evidence from the text to explain these details.
Suggested Percentages	100% 93%	87% 81%	75% 70%	65% 60%

INTERPRETIVE COMPREHENSION				
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s); rationale misses some key points.	Identifies the organizational feature(s) but rationale is inaccurate or incomplete.	Attempts to identify the organizational feature(s) of the text but is not successful.
Suggested Percentages	100% 95%	85%	75%	65% 60%
Guessing Meaning from Context	Identifies the meaning of unfamiliar words and phrases in the text with accurate or highly plausible responses.	Identifies the meaning of unfamiliar words and phrases in the text with mostly accurate and some plausible responses.	Identifies the meaning of unfamiliar words and phrases in the text with a few accurate and few plausible responses.	Identifies the meaning of unfamiliar words and phrases with inaccurate responses.
Suggested Percentages	100% 95%	85%	75%	65% 60%
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences are not plausible or are lacking.
Suggested Percentages	100%	85%	75%	65% 60%
Author's Purpose	Identifies the author's purpose and provides a detailed justification.	Identifies the author's purpose and provides a justification.	Identifies the author's purpose but justification is either inappropriate or incomplete.	Unable to identify the author's purpose.
Suggested Percentages	100%	85%	75%	65% 60%
Cultural Comparison	Accurately identifies and explains the cultural product, practice, and/or perspective in detail.	Identifies and explains the cultural product, practice, and/or perspective in some detail.	Identifies and explains the cultural product, practice, and/or perspective with minimal detail.	Unable to identify the cultural product, practice, and/or perspective. OR The explanation is superficial or lacking.

Student Performance Rubric

Interpersonal Writing Task Novice-level

	STRONG	GOOD	DEVELOPING	EMERGING
Content	<ul style="list-style-type: none"> • Response is clearly appropriate • Provides information with frequent detail 	<ul style="list-style-type: none"> • Response is generally appropriate for the task • Provides information with some detail 	<ul style="list-style-type: none"> • Response is somewhat appropriate but basic for the task • Provides information with little detail 	<ul style="list-style-type: none"> • Response is inappropriate and/or lacking • Provides little to no required detail
Development	<ul style="list-style-type: none"> • Sentence complexity exceeds targeted level • Practiced and original questions asked to continue correspondence 	<ul style="list-style-type: none"> • Sentence complexity is appropriate to level • Some practiced questions asked 	<ul style="list-style-type: none"> • Sentence complexity partially meets targeted level • Few questions asked 	<ul style="list-style-type: none"> • Sentence complexity minimally meets targeted level • No questions asked
Language Use	<ul style="list-style-type: none"> • Fully understandable • Strong range of appropriate vocabulary • Few errors in practiced structures • Accurate mechanics (spelling, capitalization, and accents) 	<ul style="list-style-type: none"> • Mostly understandable • Good range of appropriate vocabulary • Some errors in practiced structures • Mostly accurate mechanics 	<ul style="list-style-type: none"> • Generally understandable; may require interpretation • Basic range of vocabulary • Errors in practiced structures • Somewhat accurate mechanics 	<ul style="list-style-type: none"> • Partially understandable; requires interpretation • Limited range of vocabulary • Significant errors in practiced structures • Errors in mechanics impede communication
Cultural Competence	<ul style="list-style-type: none"> • Mostly consistent use of register • Shows strong cultural knowledge/understanding 	<ul style="list-style-type: none"> • Generally consistent use of register • Shows general cultural knowledge/understanding 	<ul style="list-style-type: none"> • Use of register may be inappropriate with several shifts • Shows some cultural knowledge/understanding 	<ul style="list-style-type: none"> • Minimal to no attention to register • Shows limited cultural knowledge/understanding

Interpersonal Speaking Task Novice-level

	STRONG	GOOD	DEVELOPING	EMERGING
Content	<ul style="list-style-type: none"> ● Response is clearly appropriate ● Provides information with frequent detail 	<ul style="list-style-type: none"> ● Response is generally appropriate for the task ● Provides information with some detail 	<ul style="list-style-type: none"> ● Response is somewhat appropriate but basic for the task ● Provides information with little detail 	<ul style="list-style-type: none"> ● Response is inappropriate and/or lacking ● Provides little to no required detail
Development	<ul style="list-style-type: none"> ● Use of simple and compound sentences ● Practiced and original questions asked to continue correspondence ● Rephrasing used to clarify (if present) 	<ul style="list-style-type: none"> ● Use of simple sentences, phrases, and words ● Some practiced questions asked ● Word substitution used to clarify (if present) 	<ul style="list-style-type: none"> ● Use of phrases or words ● Few questions asked ● Repetition or gestures used to clarify (if present) 	<ul style="list-style-type: none"> ● Responses consist of lists and words ● No questions asked ● Unable to clarify (if present)
Pronunciation/ Fluency	<ul style="list-style-type: none"> ● Accurate pronunciation ● Consistent rate of speech with few hesitations 	<ul style="list-style-type: none"> ● Mostly accurate pronunciation ● Mostly consistent rate of speech with some hesitations 	<ul style="list-style-type: none"> ● Some accurate pronunciation ● Some unnatural hesitations 	<ul style="list-style-type: none"> ● Pronunciation errors impede communication ● Many unnatural hesitations
Language Use	<ul style="list-style-type: none"> ● Fully understandable ● Strong range of appropriate vocabulary ● Few errors in practiced structures 	<ul style="list-style-type: none"> ● Mostly understandable ● Good range of appropriate vocabulary ● Some errors in practiced structures 	<ul style="list-style-type: none"> ● Generally understandable; may require interpretation ● Basic range of vocabulary ● Errors in practiced structures 	<ul style="list-style-type: none"> ● Partially understandable; requires interpretation ● Limited range of vocabulary ● Significant errors in practiced structures
Cultural Competence	<ul style="list-style-type: none"> ● Mostly consistent use of register ● Shows strong cultural knowledge/ understanding 	<ul style="list-style-type: none"> ● Generally consistent use of register ● Shows general cultural knowledge/ understanding 	<ul style="list-style-type: none"> ● Use of register may be inappropriate with several shifts ● Shows some cultural knowledge/ understanding 	<ul style="list-style-type: none"> ● Minimal to no attention to register ● Shows limited cultural knowledge/ understanding

Presentational Writing Task Novice-level

	STRONG	GOOD	DEVELOPING	EMERGING
Content/ Development	<ul style="list-style-type: none"> Elaborate and relevant content with details that consistently support Sentence complexity exceeds targeted level Well-organized with strong transitions 	<ul style="list-style-type: none"> Relevant content with details that often support Sentence complexity is appropriate to level Mostly organized with transitions 	<ul style="list-style-type: none"> Some related content with details that sometimes support Sentence complexity meets targeted level Somewhat organized or has some transitions 	<ul style="list-style-type: none"> Limited content and more details needed to support Sentence complexity minimally meets targeted level More organization or transitions needed
Language Use	<ul style="list-style-type: none"> Fully understandable Strong range of appropriate vocabulary Few errors in practiced structures Accurate mechanics (spelling, capitalization, and accents) 	<ul style="list-style-type: none"> Mostly understandable Good range of appropriate vocabulary Some errors in practiced structures Mostly accurate mechanics 	<ul style="list-style-type: none"> Generally understandable; may require interpretation Basic range of vocabulary Errors in practiced structures Somewhat accurate mechanics 	<ul style="list-style-type: none"> Partially understandable; requires interpretation Limited range of vocabulary Significant errors in practiced structures Errors in mechanics require interpretation
Impact	<ul style="list-style-type: none"> Audience interest consistently maintained 	<ul style="list-style-type: none"> Audience interest mostly maintained 	<ul style="list-style-type: none"> Audience interest somewhat maintained 	<ul style="list-style-type: none"> Audience interest minimally maintained
Cultural Competence	<ul style="list-style-type: none"> Mostly consistent use of register Shows strong cultural knowledge/ understanding 	<ul style="list-style-type: none"> Generally consistent use of register Shows general cultural knowledge/ understanding 	<ul style="list-style-type: none"> Use of register may be inappropriate with several shifts Shows some cultural knowledge/ understanding 	<ul style="list-style-type: none"> Minimal to no attention to register Shows limited cultural knowledge/ understanding

Impact: achieved by originality, visuals, use of technology, humor, etc.

Presentational Speaking Task Novice-level

	STRONG	GOOD	DEVELOPING	EMERGING
Content/ Development	<ul style="list-style-type: none"> • Elaborate and relevant content • Resource(s) or details consistently support • Sentence complexity exceeds targeted level • Well-organized with strong transitions 	<ul style="list-style-type: none"> • Relevant content • Resource(s) or details often support • Sentence complexity is appropriate to level • Mostly organized with transitions 	<ul style="list-style-type: none"> • Some related content • Resource(s) or details sometimes support • Sentence complexity meets targeted level • Somewhat organized or has some transitions 	<ul style="list-style-type: none"> • Limited content • More details needed to support • Sentence complexity minimally meets targeted level • More organization or transitions needed
Pronunciation/ Fluency	<ul style="list-style-type: none"> • Accurate pronunciation • Consistent rate of speech with few hesitations 	<ul style="list-style-type: none"> • Mostly accurate pronunciation • Mostly consistent rate of speech with some hesitations 	<ul style="list-style-type: none"> • Some accurate pronunciation • Some unnatural hesitations 	<ul style="list-style-type: none"> • Pronunciation errors impede communication • Many unnatural hesitations
Language Use	<ul style="list-style-type: none"> • Fully understandable • Strong range of appropriate vocabulary • Few errors in practiced structures 	<ul style="list-style-type: none"> • Mostly understandable • Good range of appropriate vocabulary • Some errors in practiced structures 	<ul style="list-style-type: none"> • Generally understandable; may require interpretation • Basic range of vocabulary • Errors in practiced structures 	<ul style="list-style-type: none"> • Partially understandable; requires interpretation • Limited range of vocabulary • Significant errors in practiced structures
Impact	<ul style="list-style-type: none"> • Audience interest consistently maintained 	<ul style="list-style-type: none"> • Audience interest mostly maintained 	<ul style="list-style-type: none"> • Audience interest somewhat maintained 	<ul style="list-style-type: none"> • Audience interest minimally maintained
Cultural Competence	<ul style="list-style-type: none"> • Mostly consistent use of register • Shows strong cultural knowledge/ understanding 	<ul style="list-style-type: none"> • Generally consistent use of register • Shows general cultural knowledge/ understanding 	<ul style="list-style-type: none"> • Use of register may be inappropriate with several shifts • Shows some cultural knowledge/ understanding 	<ul style="list-style-type: none"> • Minimal to no attention to register • Shows limited cultural knowledge/ understanding