

Fairfax County Public Schools - PALS: Performance Assessment for Language Students

**Spanish for Fluent Speakers Level 1 Writing Tasks -
Analytic Rubric**

Criterio de Evaluación para el Discurso Escrito

Ejecución de Trabajo Indicado

- 1 -- Ejecuta el trabajo en lo mínimo; el contenido es inadecuado e ilegible
- 2 -- Ejecuta el trabajo parcialmente; cumple con algunos requisitos adecuadamente, pero sin desarrollo
- 3 -- Ejecuta el trabajo completamente; cumple con todos los requisitos adecuadamente con cierto desarrollo
- 4 -- Ejecuta el trabajo superiormente; cumple con todos los requisitos, con ideas bien desarrolladas y organizadas

Comprensión

- 1 -- El texto es incomprensible.
- 2 -- El texto es comprensible, pero requiere que el lector descifre el texto
- 3 -- El texto es comprensible; requiere un mínimo de enmiendas por parte del lector
- 4 -- El texto es comprensible; no requiere clarificación por parte del lector

Nivel de Discurso Escrito

- 1 -- Usa oraciones completas, algunas redundantes con pocos o sin mecanismos coherentes
- 2 -- Hay uso predominante de oraciones completas, poco redundantes con uso apropiado de mecanismos coherentes
- 3 -- Surge una variedad de oraciones completas y creativas; párrafos con cierto desarrollo; uso apropiado de mecanismos coherentes
- 4 -- Usa una variedad de oraciones completas y párrafos desarrollados con ideas creativas; uso apropiado de mecanismos coherentes

Vocabulario y Gramática

- 1 -- Uso limitado de vocabulario básico y/o de estructuras gramaticales básicas
- 2 -- Uso adecuado de vocabulario básico y/o de estructuras gramaticales básicas
- 3 -- Surge el uso de vocabulario nuevamente adquirido y/o de estructuras gramaticales complejas
- 4 -- Uso adecuado de vocabulario extenso y/o de estructuras gramaticales complejas

Ortografía

- 1 -- La escritura de las palabras es incorrecta y carece de acentos; la puntuación y/o el uso de la mayúscula son inapropiados
- 2 -- La escritura de las palabras es a veces correcta; el uso de los acentos; la puntuación y/o el uso de la mayúscula son a veces correctos

- 3 -- La mayoría de las palabras están escritas correctamente; la mayoría de los acentos, la puntuación y/o el uso de la mayúscula son correctos.
- 4 -- Las palabras están escritas correctamente; los acentos, la puntuación y/o el uso de la mayúscula son correctos también

Scoring the Spanish for Fluent Speakers Level 1 Writing Task (Analytic Rubric)

Step 1 - Determine the Raw Score

Determine the points attained for each domain (Task Completion, etc.) Half points may be given, i.e., 1/2, 1 1/2, 2 1/2 or 3 1/2. Add up the points from all the domains. This figure is the Raw Score.

Step 2 - Convert the Raw Score to a Percentage Score

Using the chart below, determine the Converted Percentage Score.

20 - 100%	16 - 89.6%	12 - 79.2%	8 - 68.8%	4 - 58.4%
19.5 - 98.7%	15.5 - 88.3%	11.5 - 77.9%	7.5 - 67.5%	3.5 - 57.1%
19 - 97.4%	15 - 87.0%	11 - 76.6%	7 - 66.2%	3 - 55.8%
18.5 - 96.1%	14.5 - 85.7%	10.5 - 75.3%	6.5 - 64.9%	2.5 - 54.5%
18 - 94.8%	14 - 84.4%	10 - 74.0%	6 - 63.6%	2 - 53.2%
17.5 - 93.5%	13.5 - 83.1%	9.5 - 72.7%	5.5 - 62.3%	1.5 - 51.9%
17 - 92.2%	13 - 81.8%	9 - 71.4%	5 - 61.0%	1 - 50.6%
16.5 - 90.9%	12.5 - 80.5%	8.5 - 70.1%	4.5 - 59.7%	0.5 - 49.3%

Step 3 - Determine the "Gradebook Score"

If you use percents in your gradebook (weighted or unweighted), enter in your gradebook the Converted Percentage Score as determined above in Step 2.

If you use points in your gradebook, use the Conversion Chart or the following formula:

$$\text{Converted Percentage Score} \times \frac{\text{maximum points}}{100} = \text{student's points score}$$

Spanish for Fluent Speakers Level 2 Writing Tasks - Analytic Rubric

Criterio de Evaluación para el Discurso Escrito

Ejecución de Trabajo Indicado

- 1 -- Ejecuta el trabajo en lo mínimo; el contenido es inadecuado, pero legible
- 2 -- Ejecuta el trabajo parcialmente; cumple con algunos requisitos adecuadamente, pero sin desarrollo
- 3 -- Ejecuta el trabajo completamente; cumple con todos los requisitos adecuadamente con cierto desarrollo
- 4 -- Ejecuta el trabajo superiormente; cumple con todos los requisitos, con ideas bien desarrolladas y organizadas

Comprensión

- 1 -- El texto es incomprensible.
- 2 -- El texto es comprensible, pero requiere que el lector descifre el texto
- 3 -- El texto es comprensible; requiere un mínimo de enmiendas por parte del lector
- 4 -- El texto es comprensible; no requiere clarificación por parte del lector

Nivel de Discurso Escrito

- 1 -- Usa oraciones completas, algunas redundantes con pocos o sin mecanismos coherentes
- 2 -- Hay uso predominante de oraciones completas, poco redundantes con uso apropiado de mecanismos coherentes
- 3 -- Surge una variedad de oraciones completas y creativas; párrafos con cierto desarrollo; uso apropiado de mecanismos coherentes
- 4 -- Usa una variedad de oraciones completas y párrafos desarrollados con ideas creativas; uso apropiado de mecanismos coherentes

Vocabulario y Gramática

- 1 -- Uso adecuado de vocabulario básico y/o una variedad de estructuras gramaticales simples con errores ocasionales
- 2 -- Uso adecuado de vocabulario básico y/o una combinación de estructuras gramaticales simples y complejas con algunos errores
- 3 -- Uso adecuado de vocabulario nuevamente adquirido y/o de estructuras gramaticales complejas con pocos errores
- 4 -- Uso adecuado y variado de vocabulario extenso y/o de estructuras gramaticales complejas con errores mínimos

Ortografía

- 1 -- La escritura de las palabras es incorrecta y usa indebidamente los acentos, la puntuación y/o el uso de la mayúscula son inapropiados
- 2 -- La escritura de las palabras es a veces correcta; el uso de los acentos; la puntuación y/o el uso de la mayúscula son a veces correctos

- 3 -- La mayoría de las palabras están escritas correctamente; la mayoría de los acentos, la puntuación y/o el uso de la mayúscula son correctos.
- 4 -- Las palabras están escritas correctamente; los acentos, la puntuación y/o el uso de la mayúscula son correctos también

Scoring the Spanish for Fluent Speakers Level 2 Writing Task (Analytic Rubric)

Step 1 - Determine the Raw Score

Determine the points attained for each domain (Task Completion, etc.) Half points may be given, i.e., 1/2, 1 1/2, 2 1/2 or 3 1/2. Add up the points from all the domains. This figure is the Raw Score.

Step 2 - Convert the Raw Score to a Percentage Score

Using the chart below, determine the Converted Percentage Score.

20 - 100%	16 - 89.6%	12 - 79.2%	8 - 68.8%	4 - 58.4%
19.5 - 98.7%	15.5 - 88.3%	11.5 - 77.9%	7.5 - 67.5%	3.5 - 57.1%
19 - 97.4%	15 - 87.0%	11 - 76.6%	7 - 66.2%	3 - 55.8%
18.5 - 96.1%	14.5 - 85.7%	10.5 - 75.3%	6.5 - 64.9%	2.5 - 54.5%
18 - 94.8%	14 - 84.4%	10 - 74.0%	6 - 63.6%	2 - 53.2%
17.5 - 93.5%	13.5 - 83.1%	9.5 - 72.7%	5.5 - 62.3%	1.5 - 51.9%
17 - 92.2%	13 - 81.8%	9 - 71.4%	5 - 61.0%	1 - 50.6%
16.5 - 90.9%	12.5 - 80.5%	8.5 - 70.1%	4.5 - 59.7%	0.5 - 49.3%

Step 3 - Determine the "Gradebook Score"

If you use percents in your gradebook (weighted or unweighted), enter in your gradebook the Converted Percentage Score as determined above in Step 2.

If you use points in your gradebook, use the Conversion Chart or the following formula:

$$\text{Converted Percentage Score} \times \frac{\text{maximum points}}{100} = \text{student's points score}$$

Level 1 Speaking Tasks Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or responses frequently inappropriate.
- 2 Partial completion of the task; responses mostly appropriate yet undeveloped.
- 3 Completion of the task; responses appropriate and adequately developed.
- 4 Superior completion of the task; responses appropriate and with elaboration.

Comprehensibility

- 1 Responses barely comprehensible.
- 2 Responses mostly comprehensible, requiring interpretation on the part of the listener.
- 3 Responses comprehensible, requiring minimal interpretation on the part of the listener.
- 4 Responses readily comprehensible, requiring no interpretation on the part of the listener.

Fluency

- 1 Speech halting and uneven with long pauses and/or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- 3 Some hesitation but manages to continue and complete thoughts.
- 4 Speech continuous with few pauses or stumbling.

Pronunciation

- 1 Frequently interferes with communication.
- 2 Occasionally interferes with communication.
- 3 Does not interfere with communication.
- 4 Enhances communication.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary.
- 3 Adequate and accurate use of vocabulary.
- 4 Rich use of vocabulary.

Language Control

- 1 Inadequate and/or inaccurate use of basic language structures.
- 2 Emerging use of basic language structures.
- 3 Emerging control of basic language structures.
- 4 Control of basic language structures.

Name

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Fluency	½	1	1½	2	2½	3	3½	4
Pronunciation	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4

Raw Score: _____ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; **ME:** Meets Expectations;

AME: Almost Meets Expectations; **DNME:** Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 1 Writing Tasks Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or content frequently inappropriate.
- 2 Partial completion of the task; content mostly appropriate; ideas undeveloped.
- 3 Completion of the task; content appropriate; ideas adequately developed.
- 4 Superior completion of the task; content appropriate; ideas well developed and well organized.

Comprehensibility

- 1 Text barely comprehensible.
- 2 Text mostly comprehensible, requiring interpretation on the part of the reader.
- 3 Text comprehensible, requiring minimal interpretation on the part of the reader.
- 4 Text readily comprehensible, requiring no interpretation on the part of the reader.

Level of Discourse

- 1 Attempted use of complete sentences; no or almost no cohesive devices.
- 2 Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
- 3 Emerging variety of complete sentences and some cohesive devices.
- 4 Variety of complete sentences and of cohesive devices.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary.
- 3 Adequate and accurate use of vocabulary.
- 4 Rich use of vocabulary.

Language Control

- 1 Inadequate and/or inaccurate use of basic language structures.
- 2 Emerging use of basic language structures.
- 3 Emerging control of basic language structures.
- 4 Control of basic language structures.

Mechanics

- 1 Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 2 Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 3 Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 4 Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

Name

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Level of Discourse	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4
Mechanics	½	1	1½	2	2½	3	3½	4

Raw Score: _____ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; **ME:** Meets Expectations;

AME: Almost Meets Expectations; **DNME:** Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\frac{\text{converted \% score} \times \text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 1 Speaking Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 69% and Below

Task Completion	Minimal completion of the task and/or responses frequently inappropriate.
Comprehensibility	Responses barely comprehensible.
Fluency	Speech halting and uneven with long pauses and/or incomplete thoughts.
Pronunciation	Frequently interferes with communication.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.

Almost Meets Expectations

Range: 70% - 79%

Task Completion	Partial completion of the task; responses mostly appropriate yet undeveloped.
Comprehensibility	Responses mostly comprehensible, requiring interpretation on the part of the listener.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
Pronunciation	Occasionally interferes with communication.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.

Meets Expectations

Range: 80% - 89%

Task Completion	Completion of the task; responses appropriate and adequately developed.
Comprehensibility	Responses comprehensible, requiring minimal interpretation on the part of the listener.
Fluency	Some hesitation but manages to continue and complete thoughts.
Pronunciation	Does not interfere with communication.
Vocabulary	Adequate and accurate use of vocabulary.
Language Control	Emerging control of basic language structures.

Exceeds Expectations

Range: 90% - 100%

Task Completion	Superior completion of the task; responses appropriate and with elaboration.
Comprehensibility	Responses readily comprehensible, requiring no interpretation on the part of the listener.
Fluency	Speech continuous with few pauses or stumbling.
Pronunciation	Enhances communication.
Vocabulary	Rich use of vocabulary.
Language Control	Control of basic language structures.

Level 1 Writing Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 69% and Below

Task Completion	Minimal completion of the task and/or content frequently inappropriate.
Comprehensibility	Text barely comprehensible.
Level of Discourse	Attempted use of complete sentences; no or almost no cohesive devices.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.
Mechanics	Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Almost Meets Expectations

Range: 70% - 79%

Task Completion	Partial completion of the task; content mostly appropriate; ideas undeveloped.
Comprehensibility	Text mostly comprehensible, requiring interpretation on the part of the reader.
Level of Discourse	Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.
Mechanics	Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Meets Expectations

Range: 80% - 89%

Task Completion	Completion of the task; content appropriate; ideas adequately developed.
Comprehensibility	Text comprehensible, requiring minimal interpretation on the part of the reader.
Level of Discourse	Emerging variety of complete sentences and some cohesive devices.
Vocabulary	Adequate and accurate use of vocabulary.
Language Control	Emerging control of basic language structures.
Mechanics	Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Exceeds Expectations

Range: 90% - 100%

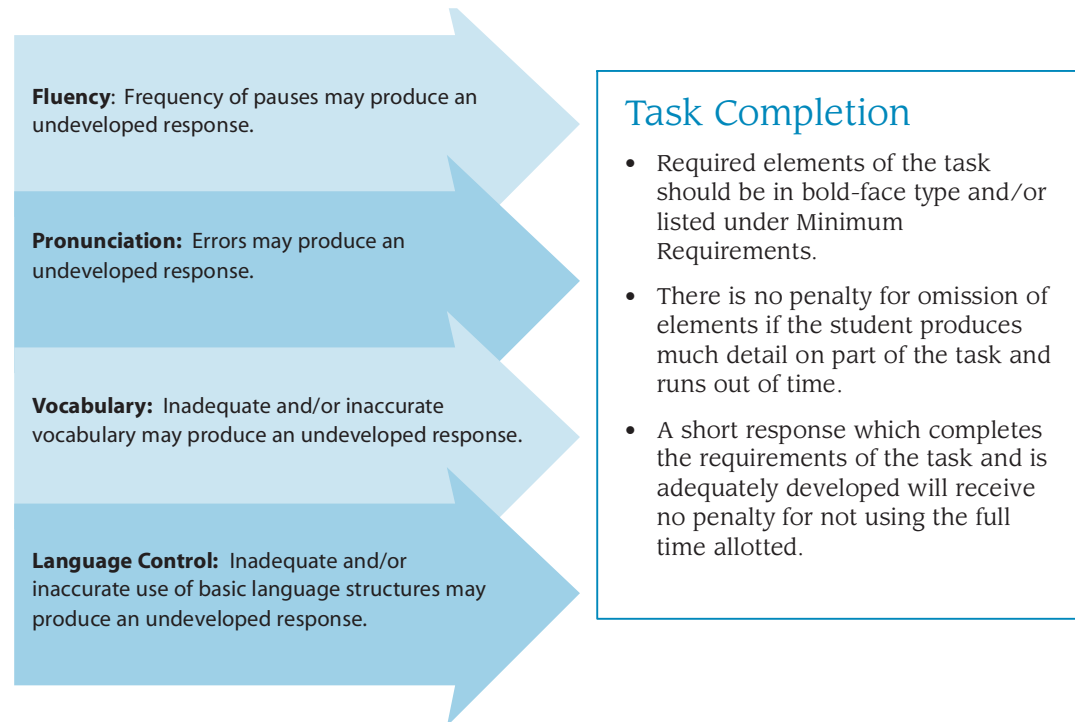
Task Completion	Superior completion of the task; content appropriate; ideas well developed and well organized.
Comprehensibility	Text readily comprehensible, requiring no interpretation on the part of the reader.
Level of Discourse	Variety of complete sentences and of cohesive devices.
Vocabulary	Rich use of vocabulary.
Language Control	Control of basic language structures.
Mechanics	Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

Level 1 Speaking Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by fluency, pronunciation, vocabulary, and language control.

Task Completion

This domain measures how thoroughly the student completes the required task.



Each rating for this domain has particular characteristics:

1 Minimal completion of the task and/or responses frequently inappropriate.

- The student makes an effort but falls very short, possibly missing some required elements.
- Student responses may be unrelated to the assigned task.
- There may be very little ratable material.

2 Partial completion of the task; responses mostly appropriate yet undeveloped.

- Student answers are relevant but lack appropriate details.
- A required portion of the task may be missing.

3 Completion of the task; responses appropriate and adequately developed.

- Responses directly relate to the task as given.
- Responses have sufficient information or detail based on learned material.
- Response may show some organization.

4 Superior completion of the task; responses appropriate and with elaboration.

- All required elements are present.
- Responses include a variety of vocabulary and language structures.
- Response is usually well organized and cohesive.

Comprehensibility

This domain measures how much interpretation is required by a sympathetic listener in order to understand the student's responses.

Fluency: Long pauses and/or incomplete thoughts may hinder comprehensibility when they require interpretation on the part of the listener.

Pronunciation: Errors which require interpretation on the part of the listener hinder comprehension.

Vocabulary: Inaccurate use of vocabulary which requires interpretation on the part of the listener hinders comprehension.

Language Control: Inaccurate use of basic language structures may hinder comprehensibility when they require interpretation on the part of the listener.

Comprehensibility

- Comprehensibility covers the big picture and should not be confused with pronunciation.
- Even if a response includes all of the required elements, if it is very short it cannot receive a score higher than a 3 because the sample lacks sufficient evidence of communication.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility.

Each rating for this domain has particular characteristics:

1 Responses barely comprehensible.

- Responses almost impossible to understand as spoken, even to a sympathetic listener.
- Errors of vocabulary and grammar may be impossible to decipher.
- Responses require the teacher to "figure out" what the student is trying to say.

2 Responses mostly comprehensible, requiring interpretation on the part of the listener.

- A sympathetic listener should be able to comprehend most of the response, but some sections may be more difficult to interpret.

3 Responses comprehensible, requiring minimal interpretation on the part of the listener.

- A sympathetic listener may have to pause two or three times in order to comprehend the response.

4 Responses readily comprehensible, requiring no interpretation on the part of the listener.

- A sympathetic listener should be able to understand all of the response without pausing.

Level 1 Speaking Explanation of Rubric

Fluency and Pronunciation reflect the delivery of the message. Each of these domains should be rated independently.

Fluency

This domain measures the ease with which the speaker delivers the message. Each rating for this domain has particular characteristics:

1 Speech halting and uneven with long pauses or incomplete thoughts.

- There is a lot of hesitation and stopping, and sometimes the student does not complete thoughts or may leave a long period of silence (about 2/3 of the time allotted) after a very short response.

2 Speech choppy and/or with frequent pauses; few or no incomplete thoughts.

- There are mostly complete thoughts with significant pauses as the student searches for words to complete the thoughts, or there may be a long period of silence (about half the time allotted) after a short response.

3 Some hesitation but manages to continue and complete thoughts.

- The student completes nearly all thoughts but has some pauses. Speech flows naturally most of the time.

4 Speech continuous with few pauses or stumbling.

- The speech demonstrates ease and comfort with the language, and any pausing is natural.

Pronunciation

This domain measures pronunciation as it affects communication. At this level the intended audience is a sympathetic listener who actively tries to understand the speaker and is accustomed to interpreting sounds for intended meaning (i.e., a foreign language teacher).

Issues regarding Pronunciation:

- This domain measures the effectiveness of the communication of the message *exclusively based on pronunciation*. Communication of the whole message is measured in the Comprehensibility domain.
- The evaluation of this domain is not based on the number of errors but rather on how the quality of the pronunciation facilitates or impedes the communication of the message.

Each rating for this domain has particular characteristics:

1 Frequently interferes with communication.

- Difficult to understand even by a sympathetic listener.
- Speech is so strongly influenced by first language that message is often incomprehensible.

2 Occasionally interferes with communication.

- Usually understood by a sympathetic listener.
- Speech is still strongly influenced by first language.

3 Does not interfere with communication.

- Understood without difficulty by a sympathetic listener.
- Speech continues to be influenced by first language.

4 Enhances communication.

- Readily understood by a sympathetic listener and usually understood by a native speaker.
- Speech is less influenced by first language and begins to contain elements of a native accent.

Vocabulary and Language Control reflect the accuracy and variety of the language. Each of these domains should be rated independently.

Vocabulary

This domain measures accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- Students who take a risk in extending vocabulary should not be penalized for minor errors that do not impede comprehension. For example, a student may want to express “I like something better than something else” without having learned the vocabulary for “better than.” The resulting sentence may include the word for “more” to get the point across, which is still understandable to a sympathetic listener.
- In a formative assessment, recently learned vocabulary should be evident in the response where appropriate.
- Responses which contain English words present a challenge at this level. The rater needs to consider the frequency of the use of English and the length of the sample - in other words, the proportion of English words to the number of words in the target language. The rater may want to try replacing the English word with a “BEEP” to determine if that part of the message still gets across.
- If an English word is essential to complete a task (e.g., “party”) and the student cannot paraphrase it with ease, the rater will be less strict than for an English word which has been taught in the target language or for where circumlocution is feasible by a Level 1 student.
- Titles of films, books, and TV shows can be given in English, but the response gets no vocabulary credit for the title.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of vocabulary.

- Student response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Student response may include English.
- Student response may include very few words.

2 Somewhat inadequate and/or inaccurate use of vocabulary.

- Student uses minimal variety of vocabulary.
- There may be some repetition of words and expressions.
- Some vocabulary may be used inappropriately.
- Some English may still be used, but infrequently.
- Response may lack quantity of words.

3 Adequate and accurate use of vocabulary.

- Student uses a variety of vocabulary and expressions.
- Most vocabulary is used accurately and appropriately.
- Response may include an English word which is difficult to circumlocute in the target language.

4 Rich use of vocabulary.

- Student accurately uses a rich variety of vocabulary and expressions.
- Student response includes a large quantity of vocabulary and/or expressions.
- Attempts may be made to include less commonly used vocabulary and expressions.
- Student may use known vocabulary to circumlocute unknown expressions.

Level 1 Speaking Explanation of Rubric

Language Control

This domain measures the use and accuracy of basic language structures.

Basic Language Structures — Level 1

Western European Languages

- Subject pronouns
- Subject—verb agreement
- Noun—adjective agreement
- Negatives
- Word order
- Gender
- Articles
- Use of the possessive “my” and “de” to indicate possession (French and Spanish only)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense/(adjective/verb)/(present/future, past)
- Negatives (verbs/adjectives)
- Progressive form (*~imasu* form)

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of basic language structures.

- There is a very high proportion of grammatical errors.
- There is little or no evidence of the correct use of basic language structures.

2 Emerging use of basic language structures.

- Basic language structures, as defined above, are used correctly approximately half of the time.

3 Emerging control of basic language structures.

- Basic language structures, as defined above, are used correctly about three quarters of the time.

4 Control of basic language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time

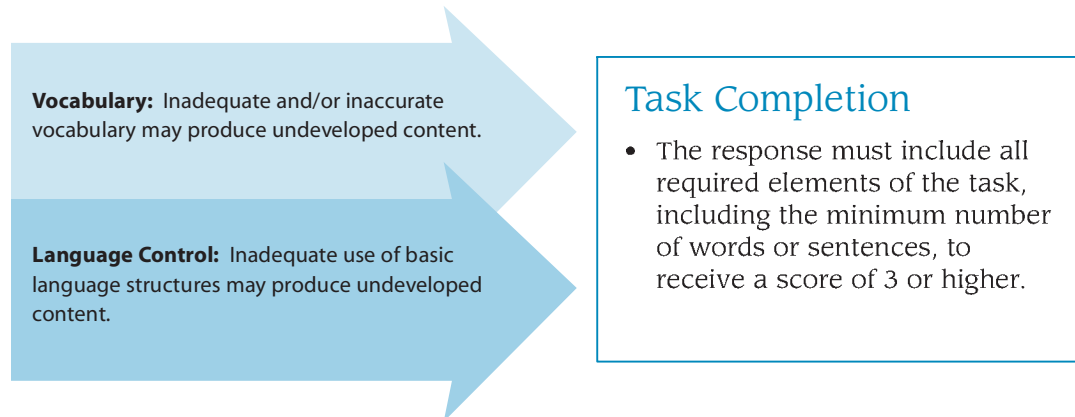
Level 1 Writing

Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by level of discourse, vocabulary, language control, and mechanics.

Task Completion

This domain measures how thoroughly the student completes the required task.



Each rating for this domain has particular characteristics:

1 Minimal completion of the task and/or content frequently inappropriate.

- The student makes an effort but falls short, possibly missing required elements.
- Response may be unrelated to the assigned task.
- There may be very little ratable material.

2 Partial completion of the task; content mostly appropriate; ideas undeveloped.

- Response is mostly relevant but lacks appropriate details.
- A required portion of the task may be missing.

3 Completion of the task; content appropriate; ideas adequately developed.

- All required elements are present.
- Response directly relates to the task as given.
- Response has sufficient information or detail based on learned material.
- Response may show organization.

4 Superior completion of the task; content appropriate; ideas well developed and well organized.

- All required elements are present.
- Student is able to use a variety of learned expressions to provide detail.
- Response is usually well organized and cohesive.



Comprehensibility

This domain measures the degree to which the sympathetic reader needs to interpret the student's response.

Vocabulary: Inaccurate use of vocabulary which requires interpretation on the part of the reader hinders comprehension.

Language Control: Inaccurate use of basic language structures may hinder comprehensibility when they require interpretation by the reader.

Mechanics: Repeated and/or a variety of errors in mechanics, particularly spelling, may impact comprehensibility.

Comprehensibility

- Comprehensibility covers the big picture.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility.
- Organization or lack thereof may affect comprehensibility.

Each rating for this domain has particular characteristics:

1 Text barely comprehensible.

- Text is almost impossible to understand, even by a sympathetic reader.
- Errors of vocabulary, grammar, and/or spelling may be impossible to decipher.
- Text requires reader to "figure out" what the student is trying to say.

2 Text mostly comprehensible, requiring interpretation on the part of the reader.

- A sympathetic reader should be able to "figure out" most of the text.
- Some parts of the text may still be incomprehensible.

3 Text is comprehensible, requiring minimal interpretation on the part of the reader.

- The reader may have to pause briefly in order to fully understand the text.
- Ideas should flow and show some organization.

4 Text readily comprehensible, requiring no interpretation on the part of the reader.

- A sympathetic reader should be able to understand all of the text with very brief pauses.
- Text should flow in such a way that the reader can readily understand it.

Level 1 Writing Explanation of Rubric

Level of Discourse reflects the degree of linguistic sophistication used to communicate ideas.

Level of Discourse

This domain measures the degree of linguistic sophistication used to communicate ideas (not what is said, but *how* it is said). At this level, students typically respond using memorized phrases and sentences. Student risk-taking and attempts to actually create with the language begin to enrich communication. A higher level of writing is achieved by using and recombining learned vocabulary and language structures in a meaningful and personalized way. A variety of verbs, subject pronouns, sentence constructions, and cohesive devices* all add to the overall flow and richness of the writing.

***Cohesive devices** are described by ACTFL as follows: "These are words and phrases that link ideas and move forward the action in some form of logical narrative order, whether the 'narrative' is a story, a description, or a set of instructions. Adverbs and conjunctions serve most frequently as cohesive devices (words and phrases such as *and, but, because, suddenly, in the first place, however*). They permit logical sequencing; they establish time-frames for actions and events; they create structures of meaning by establishing principal and supporting language units."

Issues regarding Level of Discourse:

- Expectations in this domain for Level 1 vary greatly from beginning to end of year.

Each rating for this domain has particular characteristics:

1 Attempted use of complete sentences; no or almost no cohesive devices.

- Sentences consist of groups of words usually including a subject and a verb and may not convey a complete idea.
- Many sentences are memorized utterances and/or extremely repetitive.
- There are no or almost no cohesive devices.

2 Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.

- Sentences consist primarily of memorized utterances. They may occasionally contain some recombinations of learned material.
- Sentences are mostly complete, yet repetitive.
- There is little variety of verbs (about 3) and of subject pronouns.
- There are few cohesive devices.

3 Emerging variety of complete sentences and some cohesive devices.

- Sentences consist of some recombinations of learned material, demonstrating an emerging ability to create with the language.
- Sentences use a variety of verbs (about 5) and possibly of subjects.
- There are some cohesive devices.

4 Variety of complete sentences and of cohesive devices.

- The writing consists of a variety of basic novel sentences, demonstrating an ability to create with the language.
- Sentences use a variety of verbs (6+) and possibly of subjects.
- There is also a variety of cohesive devices.

Vocabulary, Language Control, and Mechanics reflect the accuracy and variety of the language produced. Each of these domains should be rated independently.

Vocabulary

This domain measures accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- Teachers should be aware that students may choose simplified vocabulary in an attempt to avoid errors. The result is often accurate but inadequate use of vocabulary.
- Students who take a risk in extending vocabulary should not be penalized for minor errors that do not impede comprehension. For example, a student may want to express “I like something better than something else” without having learned the vocabulary for “better than.” The resulting sentence may include the word for “more” to get the point across, which is still understandable to a sympathetic reader.
- In a formative assessment, recently learned vocabulary should be evident in the response where appropriate.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of vocabulary.

- Response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Response may include English.
- Response may include very few words.

2 Somewhat inadequate and/or inaccurate use of vocabulary.

- Student uses minimal variety of vocabulary.
- Some vocabulary may be used inappropriately.
- Some English may still be used.
- Response may lack quantity of descriptive words.

3 Adequate and accurate use of vocabulary.

- Student uses a variety of vocabulary and expressions.
- Most vocabulary is used accurately and appropriately.
- Attempts may be made to include less commonly used vocabulary and expressions.

4 Rich use of vocabulary with frequent attempts at elaboration.

- Student accurately uses a rich variety of vocabulary and expressions.
- Response includes a large quantity of vocabulary and/or expressions.
- Attempts may be made to include less commonly used vocabulary and expressions.
- Student may use known vocabulary to circumlocute unknown expressions.

Level 1 Writing Explanation of Rubric

Language Control

This domain measures the use and accuracy of basic language structures.

Basic Language Structures — Level 1

Western European Languages

- Subject pronouns
- Subject—verb agreement
- Noun—adjective agreement
- Negatives
- Word order
- Gender
- Articles
- Use of the possessive "my" and "de" to indicate possession (French and Spanish only)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense/(adjective/verb)/(present/future, past)
- Negatives (verbs/adjectives)
- Progressive form (*~imasu* form)

Issues regarding Language Control:

- The reader should ask himself the following questions while assessing this domain: Is there a sufficient variety of basic language structures to show evidence of emerging use, emerging control, or control of basic language structures? What proportion of correct structures are in the text? Is there a higher ratio of correct structures to incorrect structures or vice versa?
- When more complex structures are attempted, there may be occasional errors.
- Due to the fact that in a writing task the student has more opportunity for reflection and self-correction, the expectation level is slightly higher in the Language Control domain for the writing performance than in the speaking performance.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of basic language structures.

- There is a very high proportion of grammatical errors.
- There is little or no evidence of the correct use of basic language structures.

2 Emerging use of basic language structures.

- Basic language structures, as defined above, are used correctly approximately half of the time.

3 Emerging control of basic language structures.

- Basic language structures, as defined above, are used correctly about three quarters of the time.

4 Control of basic language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time

Mechanics

This domain measures accuracy of spelling, punctuation, and capitalization and the proper use of diacritical marks (accents, umlauts, tildes, cedillas, etc.). Since this domain measures four different aspects, the student should be rewarded for what is correct as well as penalized for what is incorrect. Depending on the language taught and the topics stressed in class, the teacher may want to weigh one aspect more than another. Also, repeated errors have less impact than a variety of errors.

Issues regarding Mechanics:

- Since spelling interferes most with comprehensibility, more weight should be given to spelling mistakes than other errors in mechanics.
- A response which is very short or includes many English words cannot receive more than a 2 in this domain because there is insufficient evidence of correct mechanics.
- A misspelled verb ending should be considered a grammatical error and should not be evaluated in this domain.
- A spelling mistake in the root of the verb is considered an error in mechanics.

Each rating for this domain has particular characteristics:

1 Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

- Student may frequently misspell words. The errors may impede understanding of content even by a sympathetic reader.
- Punctuation and/or capitalization may be missing and/or improperly used.
- There may be missing and/or misplaced diacritical marks.
- Response may be extremely short or include many words in English, providing insufficient evidence of correct mechanics.

2 Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

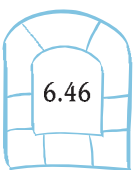
- Student may misspell some words. Errors may not impede understanding of content by a sympathetic reader.
- Some punctuation and/or capitalization may still be missing and/or improperly used.
- There still may be missing and/or misplaced diacritical marks.
- Response may be extremely short or include several words in English, providing somewhat insufficient evidence of correct mechanics.

3 Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.

- Student writes mostly with accurate spelling, punctuation, and capitalization, although there may be occasional errors. These errors should not impede understanding of content by a sympathetic reader.
- There still may be occasional missing and/or misplaced diacritical marks.

4 Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

- Student writes with accurate spelling, punctuation, and capitalization.
- There may be minor errors in spelling, punctuation, and/or capitalization and in the use of diacritical marks. These minor errors do not impede understanding of content by a sympathetic reader.



Level 2 Speaking Tasks Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or responses frequently inappropriate.
- 2 Partial completion of the task; responses mostly appropriate yet undeveloped.
- 3 Completion of the task; responses appropriate and adequately developed.
- 4 Superior completion of the task; responses appropriate and with elaboration.

Comprehensibility

- 1 Responses barely comprehensible.
- 2 Responses mostly comprehensible, requiring interpretation on the part of the listener.
- 3 Responses comprehensible, requiring minimal interpretation on the part of the listener.
- 4 Responses readily comprehensible, requiring no interpretation on the part of the listener.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- 3 Some hesitation but manages to continue and complete thoughts.
- 4 Speech continuous with few pauses or stumbling.

Pronunciation

- 1 Frequently interferes with communication.
- 2 Occasionally interferes with communication.
- 3 Does not interfere with communication.
- 4 Enhances communication.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary.

Language Control

- 1 Inadequate and/or inaccurate use of basic language structures.
- 2 Emerging use of basic language structures.
- 3 Emerging control of basic language structures.
- 4 Control of basic language structures.

Name

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Fluency	½	1	1½	2	2½	3	3½	4
Pronunciation	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4

Raw Score: _____ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; **ME:** Meets Expectations;

AME: Almost Meets Expectations; **DNME:** Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\frac{\text{converted \% score} \times \text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 2 Writing Tasks Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or content frequently inappropriate.
- 2 Partial completion of the task; content mostly appropriate; ideas undeveloped.
- 3 Completion of the task; content appropriate; ideas adequately developed.
- 4 Superior completion of the task; content appropriate; ideas well developed and well organized.

Comprehensibility

- 1 Text barely comprehensible.
- 2 Text mostly comprehensible, requiring interpretation on the part of the reader.
- 3 Text comprehensible, requiring minimal interpretation on the part of the reader.
- 4 Text readily comprehensible, requiring no interpretation on the part of the reader.

Level of Discourse

- 1 Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
- 2 Use of complete sentences, some repetitive; few cohesive devices.
- 3 Emerging variety of complete sentences; some cohesive devices.
- 4 Variety of complete sentences and of cohesive devices.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary.

Language Control

- 1 Inadequate and/or inaccurate use of basic language structures.
- 2 Emerging use of basic language structures.
- 3 Emerging control of basic language structures.
- 4 Control of basic language structures.

Mechanics

- 1 Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 2 Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 3 Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 4 Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

Name

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Level of Discourse	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4
Mechanics	½	1	1½	2	2½	3	3½	4

Raw Score: _____ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; ME: Meets Expectations;

AME: Almost Meets Expectations; DNME: Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 2 Speaking Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 69% and Below

Task Completion	Minimal completion of the task and/or responses frequently inappropriate.
Comprehensibility	Responses barely comprehensible.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts.
Pronunciation	Frequently interferes with communication.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.

Almost Meets Expectations

Range: 70% - 79%

Task Completion	Partial completion of the task; responses mostly appropriate yet undeveloped.
Comprehensibility	Responses mostly comprehensible, requiring interpretation on the part of the listener.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
Pronunciation	Occasionally interferes with communication.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control	Emerging use of basic language structures.

Meets Expectations

Range: 80% - 89%

Task Completion	Completion of the task; responses appropriate and adequately developed.
Comprehensibility	Responses comprehensible, requiring minimal interpretation on the part of the listener.
Fluency	Some hesitation but manages to continue and complete thoughts.
Pronunciation	Does not interfere with communication.
Vocabulary	Adequate and accurate use of vocabulary for this level.
Language Control	Emerging control of basic language structures.

Exceeds Expectations

Range: 90% - 100%

Task Completion	Superior completion of the task; responses appropriate and with elaboration.
Comprehensibility	Responses readily comprehensible, requiring no interpretation on the part of the listener.
Fluency	Speech continuous with few pauses or stumbling.
Pronunciation	Enhances communication.
Vocabulary	Rich use of vocabulary.
Language Control	Control of basic language structures.

Level 2 Writing Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 69% and Below

Task Completion	Minimal completion of the task and/or content frequently inappropriate.
Comprehensibility	Text barely comprehensible.
Level of Discourse	Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.
Mechanics	Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Almost Meets Expectations

Range: 70% - 79%

Task Completion	Partial completion of the task; content mostly appropriate; ideas undeveloped.
Comprehensibility	Text mostly comprehensible, requiring interpretation on the part of the reader.
Level of Discourse	Use of complete sentences, some repetitive; few cohesive devices.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control	Emerging use of basic language structures.
Mechanics	Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Meets Expectations

Range: 80% - 89%

Task Completion	Completion of the task; content appropriate; ideas adequately developed.
Comprehensibility	Text comprehensible, requiring minimal interpretation on the part of the reader.
Level of Discourse	Emerging variety of complete sentences; some cohesive devices.
Vocabulary	Adequate and accurate use of vocabulary for this level.
Language Control	Emerging control of basic language structures.
Mechanics	Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Exceeds Expectations

Range: 90% - 100%

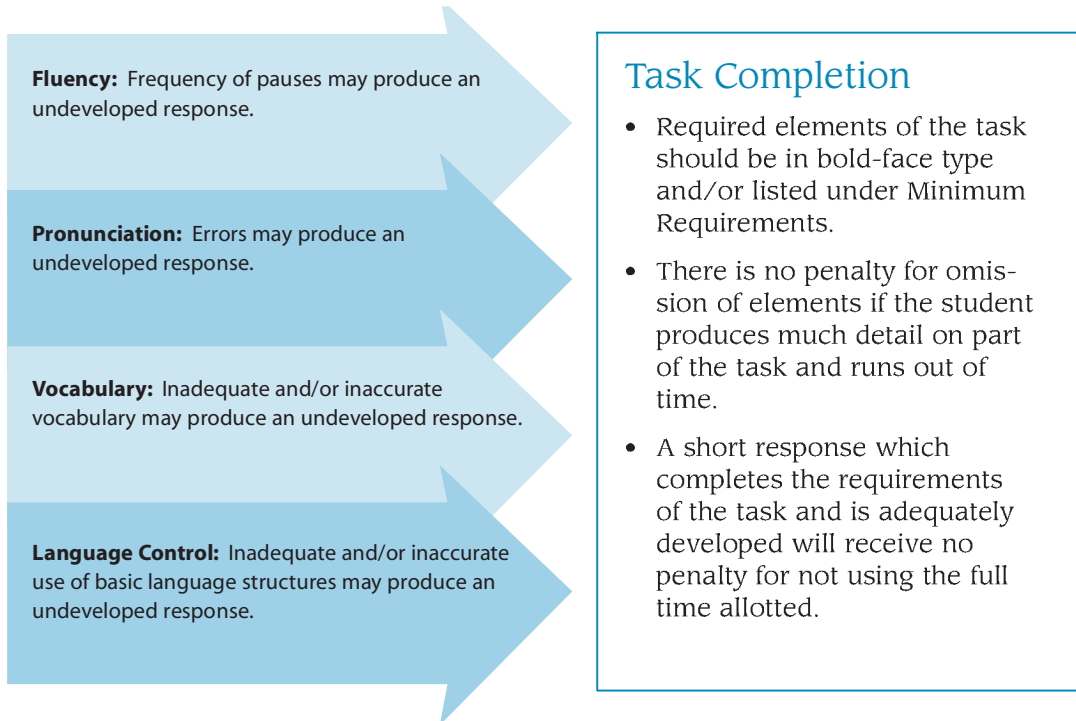
Task Completion	Superior completion of the task; content appropriate; ideas well developed and well organized.
Comprehensibility	Text readily comprehensible, requiring no interpretation on the part of the reader.
Level of Discourse	Variety of complete sentences and of cohesive devices.
Vocabulary	Rich use of vocabulary.
Language Control	Control of basic language structures.
Mechanics	Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

Level 2 Speaking Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by fluency, pronunciation, vocabulary, and language control.

Task Completion

This domain measures how thoroughly the student completes the required task.



Each rating for this domain has particular characteristics:

1 Minimal completion of the task and/or responses frequently inappropriate.

- Student makes an effort but falls very short, possibly missing some required elements.
- Responses may be unrelated to the assigned task.
- There may be very little ratable material.

2 Partial completion of the task; responses mostly appropriate yet undeveloped.

- Responses are relevant but lack appropriate details.
- A required portion of the task may be missing.

3 Completion of the task; responses appropriate and adequately developed.

- Responses directly relate to the task as given.
- Responses have sufficient information or detail based on learned material.
- Response may show some organization.

4 Superior completion of the task; responses appropriate and with elaboration.

- All required elements are present.
- Responses include a variety of vocabulary and language structures.
- Response is usually well organized and cohesive.



Comprehensibility

This domain measures how much interpretation is required by a sympathetic listener in order to understand the student's responses.

Fluency: Long pauses and/or incomplete thoughts may hinder comprehensibility when they require interpretation on the part of the listener.

Pronunciation: Errors which require interpretation on the part of the listener hinder comprehension.

Vocabulary: Inaccurate use of vocabulary which requires interpretation on the part of the listener hinders comprehension.

Language Control: Inaccurate use of basic language structures may hinder comprehensibility when they require interpretation on the part of the listener.

Task Completion

- Comprehensibility covers the big picture and should not be confused with pronunciation.
- Even if a response includes all of the required elements, if it is very short it cannot receive a score higher than a 3 because the sample lacks sufficient evidence of communication.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility.

Each rating for this domain has particular characteristics:

1 Responses barely comprehensible.

- Responses almost impossible to understand as spoken, even to a sympathetic listener.
- Errors of vocabulary and grammar may be impossible to decipher.
- Responses require teacher to "figure out" what the student is trying to say.

2 Responses mostly comprehensible, requiring interpretation on the part of the listener.

- A sympathetic listener should be able to comprehend most of the response, but some sections may be more difficult to interpret.

3 Responses comprehensible, requiring minimal interpretation on the part of the listener.

- A sympathetic listener may have to pause two or three times in order to comprehend the response.

4 Responses readily comprehensible, requiring no interpretation on the part of the listener.

- A sympathetic listener should be able to understand all of the response without pausing.

Level 2 Speaking Explanation of Rubric

Fluency and Pronunciation reflect the delivery of the message. Each of these domains should be rated independently.

Fluency

This domain measures the ease with which the speaker delivers the message. Each rating for this domain has particular characteristics:

1 Speech halting and uneven with long pauses or incomplete thoughts.

- There is a lot of hesitation and stopping, and sometimes the student does not complete thoughts or may leave a long period of silence (about 2/3 of the time allotted) after a very short response.

2 Speech choppy and/or with frequent pauses; few or no incomplete thoughts.

- There are mostly complete thoughts with significant pauses as the student searches for words to complete the thoughts, or there may be a long period of silence (about half the time allotted) after a short response.

3 Some hesitation but manages to continue and complete thoughts.

- The student completes nearly all thoughts but has some pauses. Speech flows naturally most of the time.

4 Speech continuous with few pauses or stumbling.

- The speech demonstrates ease and comfort with the language, and any pausing is natural.

Pronunciation

This domain measures pronunciation as it affects communication. At this level the intended audience is still a sympathetic listener who actively tries to understand the speaker and is accustomed to interpreting sounds for intended meaning (i.e., a foreign language teacher).

Issues regarding Pronunciation:

- This domain measures the effectiveness of the communication of the message exclusively based on pronunciation. Communication of the whole message is measured in the Comprehensibility domain.
- The evaluation of this domain is not based on the number of errors but rather on how the quality of the pronunciation facilitates or impedes the communication of the message.

Each rating for this domain has particular characteristics:

1 Frequently interferes with communication.

- Difficult to understand even by a sympathetic listener.
- Speech is so strongly influenced by first language that message is often incomprehensible.

2 Occasionally interferes with communication.

- Usually understood by a sympathetic listener.
- Speech is still strongly influenced by first language.

3 Does not interfere with communication.

- Understood without difficulty by a sympathetic listener.
- Speech continues to be influenced by first language.

4 Enhances communication.

- Readily understood by a sympathetic listener and usually understood by a native speaker.
- Speech is less influenced by first language and begins to contain elements of a native accent.

Vocabulary and Language Control reflect the accuracy and variety of the language. Each of these domains should be rated independently.

Vocabulary

This domain measures accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- In a *formative assessment*, recently learned vocabulary should be evident in the response where appropriate.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught to use basic circumlocution. For instance, if a student does not know the word for an “auto-repair shop,” the student could use words such as “where they fix cars,” “a place for broken cars,” “a car hospital,” or “a car doctor.”
- Titles of films, books, and TV shows can be given in English, but the response gets no vocabulary credit for the title.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate vocabulary from Level 1 and Level 2.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of vocabulary.

- Response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Some English may be used, but infrequently.
- Response may include very few words.

2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.

- Student uses minimal variety of vocabulary.
- There may be some repetition of words and expressions.
- Some vocabulary may be used inappropriately.
- Response may include an English word which is difficult to circumlocute in the target language.
- Response may lack quantity of words.

3 Adequate and accurate use of vocabulary for this level.

- Student uses a variety of vocabulary and expressions.
- Most vocabulary is used accurately and appropriately.
- Student may use known vocabulary to circumlocute unknown expressions.

4 Rich use of vocabulary.

- Student accurately uses a rich variety of vocabulary and expressions.
- Response includes a large quantity of vocabulary and/or expressions.
- Attempts may be made to include less commonly used vocabulary and expressions.
- Student may use known vocabulary to circumlocute unknown expressions.

Level 2 Speaking Explanation of Rubric

Language Control

This domain measures the use and accuracy of basic language structures.

Basic Language Structures — Level 2

Western European Languages

- Subject pronouns
- Subject—verb agreement
- Reflexive verbs
- Noun-adjective agreement
- Negatives
- Interrogatives/Question formation
- Word order
- Gender
- Articles
- Use of the possessive “my” and “de” to indicate possession (French and Spanish)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense / (adjective / verb) / (present / future, past)
- Negatives (verbs / adjectives)
- Progressive form (*~imasu form*)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- In *formative assessments* which ask students to use recently taught advanced structures (e.g., the past tense), these structures should be considered “basic language structures” for the purpose of scoring the performance.
- In *summative assessments*, such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., the past tense), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student’s score in a summative assessment. More emphasis should be placed on basic language structures.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of basic language structures.

- There is a very high proportion of grammatical errors.
- There is little or no evidence of the correct use of basic language structures.

2 Emerging use of basic language structures.

- Basic language structures, as defined above, are used correctly approximately half of the time.

3 Emerging control of basic language structures.

- Basic language structures, as defined above, are used correctly about three quarters of the time.

4 Control of basic language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time

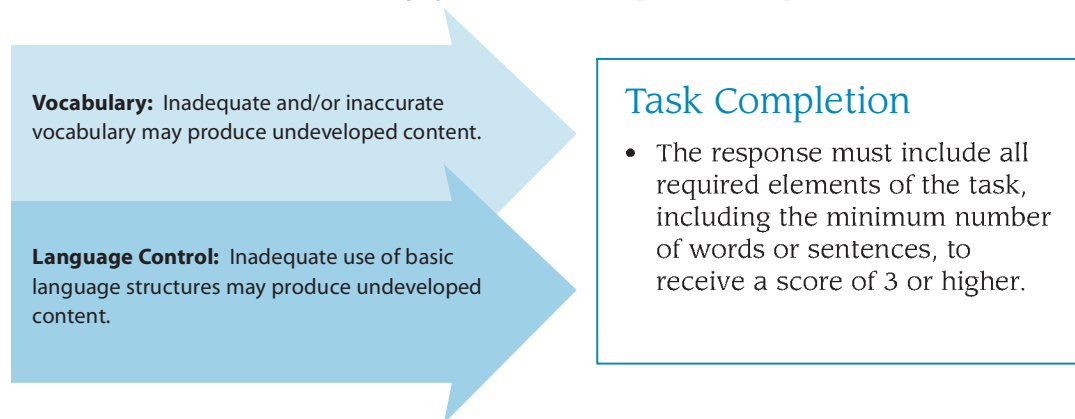
Level 2 Writing

Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by level of discourse, vocabulary, language control, and mechanics.

Task Completion

This domain measures how thoroughly the student completes the required task.



Each rating for this domain has particular characteristics:

1 Minimal completion of the task and/or content frequently inappropriate.

- The student makes an effort but falls short, possibly missing required elements.
- Response may be unrelated to the assigned task.
- There may be very little ratable material.

2 Partial completion of the task; content mostly appropriate; ideas undeveloped.

- Response is mostly relevant but lacks appropriate details.
- A required portion of the task may be missing.

3 Completion of the task; content appropriate; ideas adequately developed.

- All required elements are present.
- Response directly relates to the task as given.
- Response has sufficient information or detail based on learned material.
- Response may show organization.

4 Superior completion of the task; content appropriate; ideas well developed and well organized.

- All required elements are present.
- Student is able to use a variety of learned expressions to provide detail.
- Response is usually well organized and cohesive.



Comprehensibility

This domain measures the degree to which the sympathetic reader needs to interpret the student's response.

Vocabulary: Inaccurate use of vocabulary which requires interpretation on the part of the reader hinders comprehension

Language Control: Inaccurate use of basic language structures may hinder comprehensibility when they require interpretation by the reader.

Mechanics: Repeated and/or a variety of errors in mechanics, particularly spelling, may impact comprehensibility.

Comprehensibility

- Comprehensibility covers the big picture.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility.
- Organization or lack thereof may affect comprehensibility.

Each rating for this domain has particular characteristics:

1 Text barely comprehensible.

- Text is almost impossible to understand, even by a sympathetic reader.
- Errors of vocabulary, grammar, and/or spelling may be impossible to decipher.
- Text requires reader to "figure out" what the student is trying to say.

2 Text mostly comprehensible, requiring interpretation on the part of the reader.

- A sympathetic reader should be able to "figure out" most of the text.
- Some parts of the text may still be incomprehensible.

3 Text is comprehensible, requiring minimal interpretation on the part of the reader.

- The reader may have to pause briefly in order to fully understand the text.
- Ideas should flow and show some organization.

4 Text readily comprehensible, requiring no interpretation on the part of the reader.

- A sympathetic reader should be able to understand all of the text with very brief pauses.
- Text should flow in such a way that the reader can readily understand it.

Level 2 Writing Explanation of Rubric

Level of Discourse reflects the degree of linguistic sophistication used to communicate ideas.

Level of Discourse

This domain measures the degree of linguistic sophistication used to communicate ideas (not what is said, but *how* it is said). At this level, students typically respond using memorized phrases and sentences. Student risk-taking and attempts to actually create with the language begin to enrich communication. A higher level of writing is achieved by using and recombining learned vocabulary and language structures in a meaningful and personalized way. A variety of verbs, subject pronouns, sentence constructions, and cohesive devices* all add to the overall flow and richness of the writing.

***Cohesive devices** are described by ACTFL as follows: "These are words and phrases that link ideas and move forward the action in some form of logical narrative order, whether the 'narrative' is a story, a description, or a set of instructions. Adverbs and conjunctions serve most frequently as cohesive devices (words and phrases such as *and, but, because, suddenly, in the first place, however*). They permit logical sequencing; they establish time-frames for actions and events; they create structures of meaning by establishing principal and supporting language units."

Issues regarding Level of Discourse:

- Expectations in this domain for Level 2 vary greatly from beginning to end of year.

Each rating for this domain has particular characteristics:

1 Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.

- Sentences consist primarily of memorized utterances.
- Sentences are mostly complete yet repetitive.
- Sentences may occasionally contain some recombinations of learned material.
- There are no or almost no cohesive devices.

2 Use of complete sentences, some repetitive; few cohesive devices.

- Sentences consist of some recombinations of learned material, demonstrating an emerging ability to create with the language.
- Sentences use a variety of verbs (about 5) and possibly of subjects.
- There are a few cohesive devices (about 3 different ones).

3 Emerging variety of complete sentences; some cohesive devices.

- Student demonstrates an ability to create with the language using a variety of basic novel sentences.
- Sentences use a variety of verbs (6+) and possibly of subjects.
- There are some cohesive devices (about 5 different ones).

4 Variety of complete sentences and of cohesive devices.

- Student demonstrates an ability to create with the language using a variety of basic novel sentences and multi-clause sentences.
- Sentences use a variety of verbs (6+) and possibly of subjects.
- There is also a variety of cohesive devices.



Vocabulary, Language Control and Mechanics reflect the accuracy and variety of the language produced. Each of these domains should be rated independently.

Vocabulary

This domain measures accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- Teachers should be aware that students may choose simplified vocabulary in an attempt to avoid errors. The result is often accurate but inadequate use of vocabulary.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught to use basic circumlocution. For instance, if a student does not know the word for an “auto-repair shop,” the student could use words such as “where they fix cars,” “a place for broken cars,” “a car hospital,” or “a car doctor.”
- Titles of films, books, and TV shows can be given in English, but the response gets no vocabulary credit for the title.
- In a *formative assessment*, recently learned vocabulary should be evident in the response where appropriate.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate vocabulary from Level 1 and Level 2.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of vocabulary.

- Response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Response may include English.
- Response may include very few words.

2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.

- Student uses minimal variety of vocabulary.
- Some vocabulary may be used inappropriately.
- Some English may still be used.
- Response may lack quantity of descriptive words.

3 Adequate and accurate use of vocabulary for this level.

- Student uses a variety of vocabulary and expressions.
- Most vocabulary is used accurately and appropriately.
- Attempts may be made to include less commonly used vocabulary and expressions.

4 Rich use of vocabulary.

- Student accurately uses a rich variety of vocabulary and expressions.
- Response includes a large quantity of vocabulary and/or expressions.
- Attempts may be made to include less commonly used vocabulary and expressions.
- Student may use known vocabulary to circumlocute unknown expressions.

Level 2 Writing Explanation of Rubric

Language Control

This domain measures the use and accuracy of basic language structures.

Basic Language Structures — Level 2

Western European Languages

- Subject pronouns
- Subject—verb agreement
- Reflexive verbs
- Noun-adjective agreement
- Negatives
- Interrogatives/Question formation
- Word order
- Gender
- Articles
- Use of the possessive “my” and “de” to indicate possession (French and Spanish)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense / (adjective / verb) / (present / future, past)
- Negatives (verbs / adjectives)
- Progressive form (*~imasu form*)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- In *formative assessments* which ask students to use recently taught advanced structures (e.g., the past tense), these structures should be considered “basic language structures” for the purpose of scoring the performance.
- In *summative assessments*, such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., the past tense), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student’s score in a summative assessment. More emphasis should be placed on basic language structures.
- Due to the fact that in a writing task the student has more opportunity for reflection and self-correction, the expectation level is slightly higher in the Language Control domain for the writing performance than in the speaking performance.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of basic language structures.

- There is a very high proportion of grammatical errors.
- There is little or no evidence of the correct use of basic language structures.

2 Emerging use of basic language structures.

- Basic language structures, as defined above, are used correctly approximately half of the time.

3 Emerging control of basic language structures.

- Basic language structures, as defined above, are used correctly about three quarters of the time.

4 Control of basic language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time

Mechanics

This domain measures accuracy of spelling, punctuation, and capitalization and the proper use of diacritical marks (accents, umlauts, tildes, cedillas, etc.). Since this domain measures four different aspects, the student should be rewarded for what is correct as well as penalized for what is incorrect. Depending on the language taught and the topics stressed in class, the teacher may want to weigh one aspect more than another. Also, repeated errors have less impact than a variety of errors.

Issues regarding Mechanics:

- Since spelling interferes most with comprehensibility, more weight should be given to spelling mistakes than other errors in mechanics.
- A response which is very short or includes many English words cannot receive more than a 2 in this domain because there is insufficient evidence of correct mechanics.
- A misspelled verb ending should be considered a grammatical error and should not be evaluated in this domain.
- A spelling mistake in the root of the verb is considered an error in mechanics, except when it is a stem-changing verb.

Each rating for this domain has particular characteristics:

1 Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

- Student may frequently misspell words. The errors may impede understanding of content, even by a sympathetic reader.
- Punctuation and/or capitalization may be missing and/or improperly used.
- There may be missing and/or misplaced diacritical marks.
- Response may be extremely short or include many words in English, providing insufficient evidence of correct mechanics.

2 Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

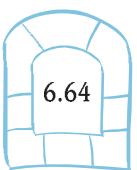
- Student may misspell some words. Errors may not impede understanding of content by a sympathetic reader.
- Some punctuation and/or capitalization may still be missing and/or improperly used.
- There still may be missing and/or misplaced diacritical marks.
- Response may be extremely short or include several words in English, providing somewhat insufficient evidence of correct mechanics.

3 Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.

- Student writes mostly with accurate spelling, punctuation, and capitalization, although there may be occasional errors. These errors should not impede understanding of content by a sympathetic reader.
- There still may be occasional missing and/or misplaced diacritical marks.

4 Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

- Student writes with accurate spelling, punctuation, and capitalization.
- There may be minor errors in spelling, punctuation, and/or capitalization and in the use of diacritical marks. These minor errors do not impede understanding of content by a sympathetic reader.



Level 3 Interactive Tasks Analytic Rubric

Content of Message

- 1 Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.
- 2 Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.
- 3 Content adequate and appropriate; ideas developed with some elaboration and detail.
- 4 Content rich; ideas developed with elaboration and detail.

Comprehensibility of Message

- 1 Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- 2 Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- 3 Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- 4 Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Quality of Interaction

- 1 Minimal engagement in the interaction; little ability to sustain the conversation.
- 2 Some engagement in the interaction; some ability to sustain the conversation.
- 3 Consistent engagement in the interaction; ability to sustain the conversation.
- 4 Consistent engagement in the interaction; ability to sustain and advance the conversation.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- 3 Speech shows some hesitation but speaker manages to continue and complete thoughts.
- 4 Speech shows few pauses or false starts.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary and appropriate use of idiomatic expressions.

Language Control

- 1 Emerging use of basic language structures.
- 2 Emerging control of basic language structures.
- 3 Control of basic language structures.
- 4 Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Content of Message	½	1	1½	2	2½	3	3½	4
Comprehensibility of Message	½	1	1½	2	2½	3	3½	4
Quality of Interaction	½	1	1½	2	2½	3	3½	4
Fluency	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4

Raw Score: _____ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; **ME:** Meets Expectations;

AME: Almost Meets Expectations; **DNME:** Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\frac{\text{converted \% score} \times \text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 3 Presentational Tasks (Speaking) Analytic Rubric

Task Completion

- 1 Minimal completion of the task; content frequently undeveloped and/or somewhat repetitive.
- 2 Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.
- 3 Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
- 4 Superior completion of the task; content rich; ideas developed with elaboration and detail.

Comprehensibility

- 1 Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- 2 Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- 3 Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- 4 Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Level of Discourse

- 1 Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
- 2 Use of complete sentences, some repetitive; few cohesive devices.
- 3 Emerging variety of complete sentences; some cohesive devices.
- 4 Variety of complete sentences and of cohesive devices.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
- 3 Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
- 4 Speech sustained throughout with few pauses or stumbling.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary with some idiomatic expressions.

Language Control

- 1 Emerging use of basic language structures.
- 2 Emerging control of basic language structures.
- 3 Control of basic language structures.
- 4 Control of basic language structures with occasional use of advanced language structures

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Level of Discourse	½	1	1½	2	2½	3	3½	4
Fluency	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4

Raw Score: _____ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; **ME:** Meets Expectations;

AME: Almost Meets Expectations; **DNME:** Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 3 Presentational Tasks (Writing) Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or content undeveloped.
- 2 Partial completion of the task; ideas somewhat developed.
- 3 Completion of the task; ideas adequately developed.
- 4 Superior completion of the task; ideas well developed and well organized.

Comprehensibility

- 1 Text barely comprehensible.
- 2 Text mostly comprehensible, requiring interpretation on the part of the reader.
- 3 Text comprehensible, requiring minimal interpretation on the part of the reader.
- 4 Text readily comprehensible, requiring no interpretation on the part of the reader.

Level of Discourse

- 1 Lists of discrete sentences, some repetitive; few cohesive devices.
- 2 Variety of discrete sentences; some cohesive devices.
- 3 Emerging paragraph-length discourse; variety of cohesive devices.
- 4 Paragraph-length discourse; variety of cohesive devices.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2-3 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 4-5 Adequate and accurate use of vocabulary for this level.
- 6 Rich use of vocabulary with some idiomatic expressions.

Language Control

- 1 Emerging use of basic language structures.
- 2-3 Emerging control of basic language structures.
- 4-5 Control of basic language structures.
- 6 Control of basic language structures with occasional use of advanced structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Task Completion	½	1	1½	2	2½	3	3½	4				
Comprehensibility	½	1	1½	2	2½	3	3½	4				
Level of Discourse	½	1	1½	2	2½	3	3½	4				
Vocabulary	½	1	1½	2	2½	3	3½	4	4½	5	5½	6
Language Control	½	1	1½	2	2½	3	3½	4	4½	5	5½	6

Raw Score: _____ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; **ME:** Meets Expectations;
AME: Almost Meets Expectations; **DNME:** Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\frac{\text{converted \% score} \times \text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 3 Interactive Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 69% and Below

Content of Message	Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.
Comprehensibility of Message	Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
Quality of Interaction	Minimal engagement in the interaction; little ability to sustain the conversation.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.

Almost Meets Expectations

Range: 70% - 79%

Content of Message	Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.
Comprehensibility of Message	Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
Quality of Interaction	Some engagement in the interaction; some ability to sustain the conversation.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control	Emerging control of basic language structures.

Meets Expectations

Range: 80% - 89%

Content of Message	Content adequate and appropriate; ideas developed with some elaboration and detail.
Comprehensibility of Message	Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
Quality of Interaction	Consistent engagement in the interaction; ability to sustain the conversation.
Fluency	Speech shows some hesitation but speaker manages to continue and complete thoughts.
Vocabulary	Adequate and accurate use of vocabulary for this level.
Language Control	Control of basic language structures.

Exceeds Expectations

Range: 90% - 100%

Content of Message	Content rich; ideas developed with elaboration and detail.
Comprehensibility of Message	Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.
Quality of Interaction	Consistent engagement in the interaction; ability to sustain and advance the conversation.
Fluency	Speech shows few pauses or false starts.
Vocabulary	Rich use of vocabulary and appropriate use of idiomatic expressions.
Language Control	Control of basic language structures with occasional use of advanced language structures.
Mechanics	Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Level 3 Presentational Tasks (Speaking)

Holistic Rubric

Does Not Meet Expectations

Range: 69% and Below

Task Completion	Minimal completion of the task; content frequently undeveloped and/or somewhat repetitive.
Comprehensibility	Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
Level of Discourse	Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.

Almost Meets Expectations

Range: 70% - 79%

Task Completion	Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.
Comprehensibility	Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
Level of Discourse	Use of complete sentences, some repetitive; few cohesive devices.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control	Emerging control of basic language structures.

Meets Expectations

Range: 80% - 89%

Task Completion	Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
Comprehensibility	Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
Level of Discourse	Emerging variety of complete sentences; some cohesive devices.
Fluency	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
Vocabulary	Adequate and accurate use of vocabulary for this level.
Language Control	Control of basic language structures.

Exceeds Expectations

Range: 90% - 100%

Task Completion	Superior completion of the task; content rich; ideas developed with elaboration and detail.
Comprehensibility	Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.
Level of Discourse	Variety of complete sentences and of cohesive devices.
Fluency	Speech sustained throughout with few pauses or stumbling.
Vocabulary	Rich use of vocabulary with some idiomatic expressions.
Language Control	Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Level 3 Presentational Tasks (Writing)

Holistic Rubric

Does Not Meet Expectations

Range: 69% and Below

Task Completion	Minimal completion of the task and/or content undeveloped.
Comprehensibility	Text barely comprehensible.
Level of Discourse	List of discrete sentences, some repetitive; few cohesive devices.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.

Almost Meets Expectations

Range: 70% - 79%

Task Completion	Partial completion of the task; ideas somewhat developed.
Comprehensibility	Text mostly comprehensible, requiring interpretation on the part of the reader.
Level of Discourse	Variety of discrete sentences; some cohesive devices.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control	Emerging control of basic language structures.

Meets Expectations

Range: 80% - 89%

Task Completion	Completion of the task; ideas adequately developed.
Comprehensibility	Text comprehensible, requiring minimal interpretation on the part of the reader.
Level of Discourse	Emerging paragraph-length discourse; variety of cohesive devices.
Vocabulary	Adequate and accurate use of vocabulary for this level.
Language Control	Control of basic language structures.

Exceeds Expectations

Range: 90% - 100%

Task Completion	Superior completion of the task; ideas well developed and well organized.
Comprehensibility	Text readily comprehensible, requiring no interpretation on the part of the reader.
Level of Discourse	Paragraph-length discourse; variety of cohesive devices.
Vocabulary	Rich use of vocabulary with some idiomatic expressions.
Language Control	Control of basic language structures with occasional use of advanced structures.

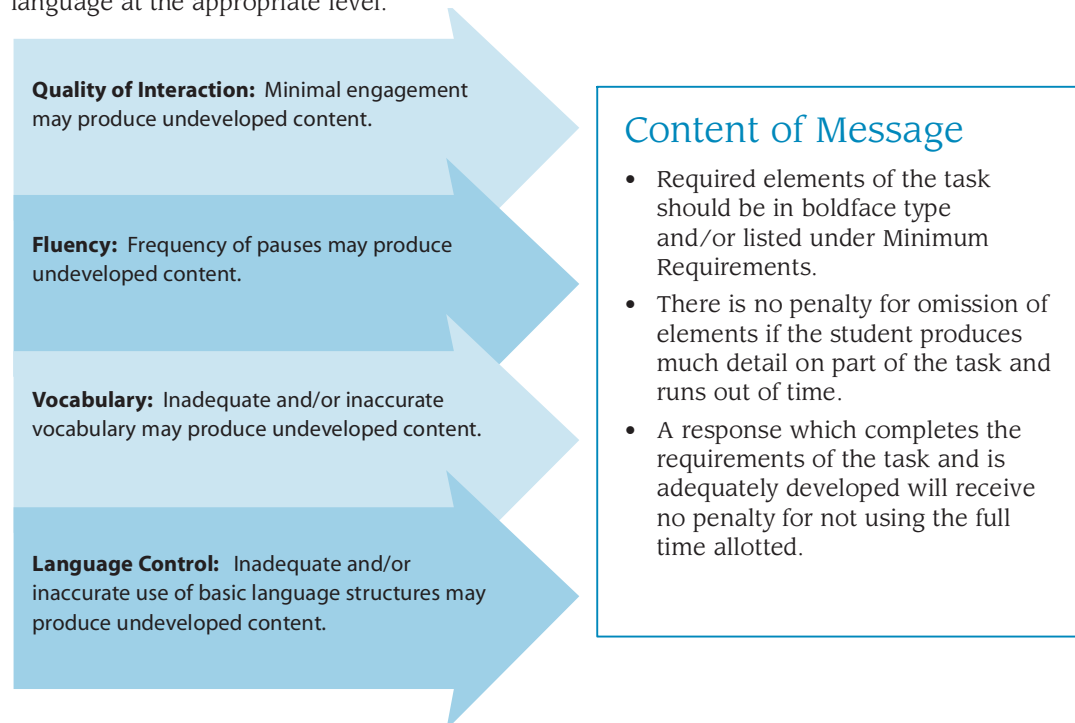
Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Level 3 Interactive Explanation of Rubric

Content of Message and **Comprehensibility of Message** are big picture domains which reflect the communication of the message. Consequently they are affected by quality of interaction, fluency, vocabulary, and language control.

Content of Message

This domain assesses how well the student performs the task assigned, including conveying an appropriate message, developing the ideas with sufficient elaboration and details, and using language at the appropriate level.



Each rating for this domain has particular characteristics:

1 Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.

- Student makes an effort but falls very short, possibly missing some required elements.
- Content may be unrelated to the assigned task.
- There may be little ratable material.

2 Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.

- Content is relevant but lacks appropriate details.
- A required portion of the task may be missing.

3 Content adequate and appropriate; ideas developed with some elaboration and detail.

- Content directly relates to the task as given.
- Content has sufficient information or detail based on learned material.
- Content may show a variety of sentences and some cohesive devices.

4 Content rich; ideas developed with elaboration and detail.

- Content includes much information related to the task.
- Content shows a variety of vocabulary.
- Content shows a variety of sentences and some cohesive devices.



Comprehensibility of Message

This domain measures how much interpretation is required by a rater accustomed to interacting with language learners.

Quality of Interaction: Little engagement in the interaction and/or inability to sustain the conversation may produce responses which require interpretation.

Fluency: Long pauses and/or incomplete thoughts may hinder comprehensibility when they require interpretation.

Vocabulary: Inaccurate use of vocabulary which requires interpretation hinders comprehension.

Language Control: Errors in basic language structures may hinder comprehensibility when they require interpretation.

Comprehensibility of Message

- Comprehensibility covers the big picture and is not limited to pronunciation.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility. The use of a word in English should be considered as a blank where nothing is said.
- A response which includes all the required elements yet is very short cannot receive a score higher than a 3 because the sample lacks sufficient evidence of communication.
- If a response is extremely short and/or repetitive, it can receive a score as low as 0.5.

Each rating for this domain has particular characteristics:

1 Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.

- Sample almost impossible to understand as spoken.
- Errors of vocabulary, language control and/or pronunciation may be impossible to decipher.
- Sample requires rater to “figure out” what the student is trying to say.

2 Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.

- Rater should be able to comprehend most of the sample, but some sections may be difficult to interpret due to errors in vocabulary, language control and/or pronunciation.
- Rater may have to pause more than three times during the sample in order to comprehend.
- Rater may have to replay the sample in order to comprehend.

3 Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.

- Rater may have to pause two or three times in order to comprehend the sample.
- Rater should not have to replay the sample.

4 Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.

- Rater should be able to understand all of the sample without pausing.

Level 3 Interactive Explanation of Rubric

Quality of Interaction and **Fluency** reflect the delivery of the message. Each domain should be rated independently.

Quality of Interaction

This domain assesses how well the student comprehends the message and interacts with a partner. It measures the level of engagement in the process and the effort to sustain the conversation naturally through the use of appropriate communication strategies such as clarification, circumlocution, rejoinders, and/or the eliciting of further information.

Issues regarding Quality of Interaction:

- Natural flow of conversation occurs when both partners listen to each other and respond to each other's comments, resulting in a conversation that is not disjointed.
- The bullets below each descriptor clarify various communication strategies and aspects of Quality of Interaction. The rater does not need to hear evidence of all of them in order to rate the sample because the task and resulting interaction may not require all of these communication strategies.
- Rejoinders are conversation enhancers, such as "I agree," "I'm sorry," "You are right," "Really?," "What a shame!," etc.
- There should be no penalty for not circumlocuting or not asking for clarification when they are unnecessary.
- A student should not be penalized for his/her partner's inability to respond and/or sustain the conversation.

Each rating for this domain has particular characteristics:

1 Minimal engagement in the interaction; little ability to sustain the conversation.

- Interaction may be disjointed.
- Student does not comprehend the message and/or is unable to ask for clarification.
- Student comprehends the message but gives an inaccurate or irrelevant response.
- Student gives minimal responses.
- Student rarely elicits further information.

2 Some engagement in the interaction; some ability to sustain the conversation.

- Interaction may be somewhat disjointed.
- Student mostly comprehends the message and/or is able to ask for some clarification.
- Student responds somewhat adequately.
- Student occasionally elicits further information.

3 Consistent engagement in the interaction; ability to sustain the conversation.

- Interaction flows naturally most of the time.
- Student comprehends the message.
- Student gives adequate responses.
- Student elicits further information.

4 Consistent engagement in the interaction; ability to sustain and advance the conversation.

- Interaction flows naturally.
- Student readily comprehends the message.
- Student gives rich responses.
- Student elicits further information.



Fluency

This domain assesses the ease with which the student delivers the message.

Each rating for this domain has particular characteristics:

1 Speech halting and uneven with long pauses or incomplete thoughts.

- There is a lot of hesitation and stopping.
- There may be a long period of silence.
- Student may not complete thoughts.

2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.

- There are significant pauses as the student searches for words to complete thoughts.
- Thoughts are mostly complete.

3 Speech shows some hesitation but speaker manages to continue and complete thoughts.

- There are some pauses, but speech flows naturally most of the time.
- Thoughts are mostly complete.

4 Speech shows few pauses or false starts.

- Speech demonstrates ease and comfort with the language and any pausing is natural.
- Thoughts are all complete.

Level 3 Interactive Explanation of Rubric

Vocabulary and **Language Control** reflect the accuracy and variety of the language. Each of these domains should be rated independently.

Vocabulary

This domain assesses the extent to which the student uses vocabulary accurately, reflecting sufficient variety and appropriateness to this level.

Issues regarding Vocabulary:

- In a *formative assessment*, recently learned vocabulary should be evident.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught to use basic circumlocution. For instance, if a student does not know the word for an “auto-repair shop,” the student could use words such as “where they fix cars,” “a place for broken cars,” “a car hospital,” or “a car doctor.”
- Titles of films, books, and TV shows can be given in English without penalty.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate vocabulary from levels 1, 2 and 3.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of vocabulary.

- Response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Some English may be used, but infrequently.
- Response may include very few words.

2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.

- Student uses minimal variety of vocabulary.
- There may be some repetition of words and expressions.
- Some vocabulary may be used inappropriately.
- Response may include one or two English words.
- Response may lack quantity of words.

3 Adequate and accurate use of vocabulary for this level.

- Student uses a variety of vocabulary.
- Vocabulary is used accurately and appropriately.
- Student incorporates words and expressions introduced in Level 3.
- Response includes no English.

4 Rich use of vocabulary and appropriate use of idiomatic expressions.

- Student accurately uses a rich variety of vocabulary and some idiomatic expressions.
- Response includes a large quantity of vocabulary and/or expressions.
- Attempts may be made to include less commonly used vocabulary.
- Student may use known vocabulary to circumlocute unknown words.

Language Control

This domain assesses the level of accuracy and use of basic language structures.

Basic Language Structures — Level 3

Western European Languages

- Formation and use of present tense
- Reflexive verbs
- Noun-article-adjective agreement
- Interrogatives/Question formation
- Word order
- Articles
- Use of the possessive "my" and "de" to indicate possession (French and Spanish)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense/(adjective/verb)/(present/future, past)
- Negatives (verbs/adjectives)
- Progressive form (*~imasu* form)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- At this level, accuracy in the formation of the present tense becomes more important and should be given more weight in determining control of basic language structures.
- In *formative assessments* which ask students to use a recently taught advanced structure (e.g., a past tense), this structure should be considered temporarily a "basic language structure" for the purpose of scoring the performance.
- In *summative assessments*, such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., past tenses), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student's score in a summative assessment. More emphasis should be placed on basic language structures.

Each rating for this domain has particular characteristics:

1 Emerging use of basic language structures.

- Basic language structures, as defined above, are used correctly approximately half of the time.

2 Emerging control of basic language structures.

- Basic language structures, as defined above, are used correctly about three quarters of the time.

3 Control of basic language structures.

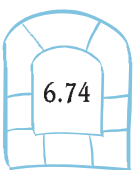
- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

4 Control of basic language structures with occasional use of advanced language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time, and advanced language structures are used occasionally with some success.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time



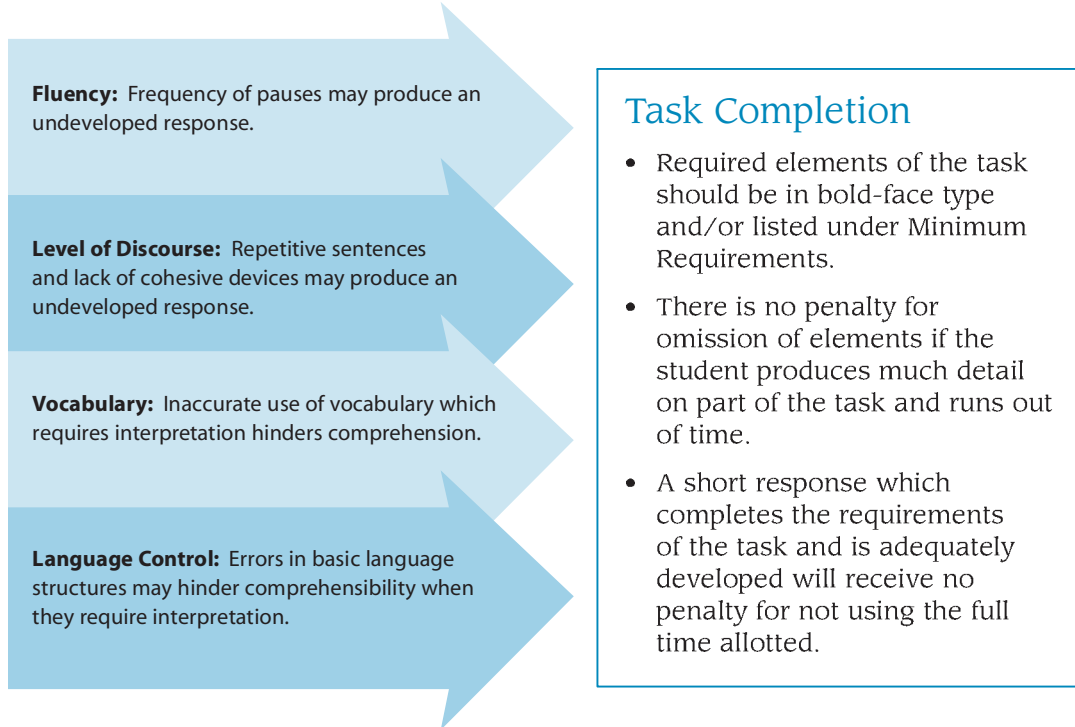
Level 3 Presentational (Speaking)

Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by level of discourse, vocabulary, language control, and mechanics.

Task Completion

This domain measures how thoroughly the student completes the required task.



Each rating for this domain has particular characteristics:

- 1 Minimal completion of the task; content frequently undeveloped and/or somewhat repetitive.**
 - Student makes an effort but falls very short, possibly missing some required elements.
 - Response may be unrelated to the assigned task.
 - There may be very little ratable material.
- 2 Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.**
 - Response is relevant but may be repetitive and lack appropriate details.
 - A required portion of the task may be missing.
- 3 Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.**
 - Response directly relates to the task as given.
 - Response includes sufficient information or detail based on learned material.
 - Response may show some organization using a variety of sentences and some cohesive devices.
- 4 Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.**
 - Response includes much information related to the task.
 - Response includes a variety of vocabulary and language structures.
 - Response is usually well organized and cohesive.



Comprehensibility

This domain measures how much interpretation is required by a listener accustomed to interacting with language learners.

Fluency: Long pauses and/or incomplete thoughts may hinder comprehensibility when they require interpretation.

Level of Discourse: The use of appropriate cohesive devices facilitates comprehensibility.

Vocabulary: Inaccurate use of vocabulary which requires interpretation hinders comprehension.

Language Control: Errors in basic language structures may hinder comprehensibility when they require interpretation.

Comprehensibility

- Comprehensibility covers the big picture and is not limited to pronunciation.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility. The use of a word in English should be considered as a blank where nothing is said.
- A response which includes all the required elements yet is very short cannot receive a score higher than a 3 because the sample lacks sufficient evidence of communication.
- If a response is extremely short and/or repetitive, it can receive a score as low as 0.5.

Each rating for this domain has particular characteristics:

1 Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.

- Responses almost impossible to understand as spoken, even by a sympathetic listener.
- Errors of vocabulary and grammar may be impossible to decipher.
- Responses require listener to “figure out” what the student is trying to say.

2 Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.

- Listener should be able to comprehend most of the response but some sections may be more difficult to interpret.

3 Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.

- Listener may have to pause two or three times in order to comprehend the response.

4 Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

- Listener should be able to understand all of the response without pausing.

Level 3 Presentational (Speaking) Explanation of Rubric

Level of Discourse

Level of Discourse reflects the degree of linguistic sophistication used to communicate ideas. This domain should be rated independently.

Each rating for this domain has particular characteristics:

1 Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.

- Student produces a series of short discrete sentences, with little variety of verbs or pronouns.
- Sentences are rarely linked, resembling a list.

2 Use of complete sentences, some repetitive; few cohesive devices.

- Although some sentences may still sound repetitive and resemble a list, there is a variety of verbs and possibly pronouns in the performance.
- Some sentences may be longer.

3 Emerging variety of complete sentences; some cohesive devices.

- There is a variety of verbs and, possibly, pronouns.
- Sentences tend to vary in length.
- Many sentences and/or clauses are linked by 4-5 different cohesive devices.

4 Variety of complete sentences and of cohesive devices.

- There are a variety of verbs and possibly pronouns.
- Sentences tend to vary in length, some with two or more clauses.
- Sentences and clauses are linked by a variety of cohesive devices.
- There is emerging evidence of paragraph-length discourse.

Fluency

Fluency measures the ease with which the speaker delivers the message. This domain should be rated independently.

Each rating for this domain has particular characteristics:

1 Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.

- There is a lot of hesitation and stopping.
- Sometimes student does not complete thoughts or may leave a long period of silence (about half of the time allotted) after a very short response.

2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.

- There are mostly complete thoughts with significant pauses as student searches for words to complete the thoughts.
- There may be a long period of silence after a short response.

3 Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.

- Student completes nearly all thoughts but has some pauses.
- Speech flows naturally most of the time.

4 Speech sustained throughout with few pauses or stumbling.

- The speech demonstrates ease and comfort with the language, and any pausing is natural.



Level 3 Presentational (Speaking) Explanation of Rubric

Vocabulary and Language Control reflect the accuracy and variety of the language. Each of these domains should be rated independently.

Vocabulary

This domain measures the accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- In a *formative assessment*, recently learned vocabulary should be evident in the response where appropriate.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught to use basic circumlocution. For instance, if a student does not know the word for an "auto-repair shop," the student could use words such as "where they fix cars," "a place for broken cars," "a car hospital," or "a car doctor."
- Titles of films, books, and TV shows can be given in English without penalty.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate vocabulary from levels 1, 2 and 3.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of vocabulary.

- Response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Some English may be used, but infrequently.
- Response may include very few words.

2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.

- Student uses minimal variety of vocabulary.
- There may be some repetition of words and expressions.
- Some vocabulary may be used inappropriately.
- Response may include an English word which is difficult to circumlocute in the target language.
- Response may lack quantity of words.

3 Adequate and accurate use of vocabulary for this level.

- Student uses a variety of vocabulary.
- Most vocabulary is used accurately and appropriately.

4 Rich use of vocabulary with some idiomatic expressions.

- Student accurately uses a rich variety of vocabulary and some idiomatic expressions.
- Response includes a large quantity of vocabulary and/or expressions.
- Attempts may be made to include less commonly used vocabulary.
- Student may use known vocabulary to circumlocute unknown words.

Level 3 Presentational (Speaking) Explanation of Rubric

Language Control

This domain measures the use and accuracy of basic language structures.

Basic Language Structures — Level 3

Western European Languages

- Formation and use of present tense
- Reflexive verbs
- Noun-article-adjective agreement
- Interrogatives/Question formation
- Word order
- Articles
- Use of the possessive “my” and “de” to indicate possession (French and Spanish)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense/(adjective/verb)/(present/future, past)
- Negatives (verbs/adjectives)
- Progressive form (*~imasu* form)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- At this level, the accuracy of formation of the present tense becomes more important and should be given more weight in determining control of basic language structures.
- In *formative assessments* which ask students to use recently taught advanced structures (e.g., a past tense), these structures should be considered “basic language structures” for the purpose of scoring the performance.
- In *summative assessments*, such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., past tenses), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student’s score in a summative assessment. More emphasis should be placed on basic language structures.

Each rating for this domain has particular characteristics:

1 Emerging use of basic language structures.

- Basic language structures, as defined above, are used correctly approximately half of the time.

2 Emerging control of basic language structures.

- Basic language structures, as defined above, are used correctly about three quarters of the time.

3 Control of basic language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

4 Control of basic language structures with occasional use of advanced language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time, and advanced language structures are attempted with some success.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time

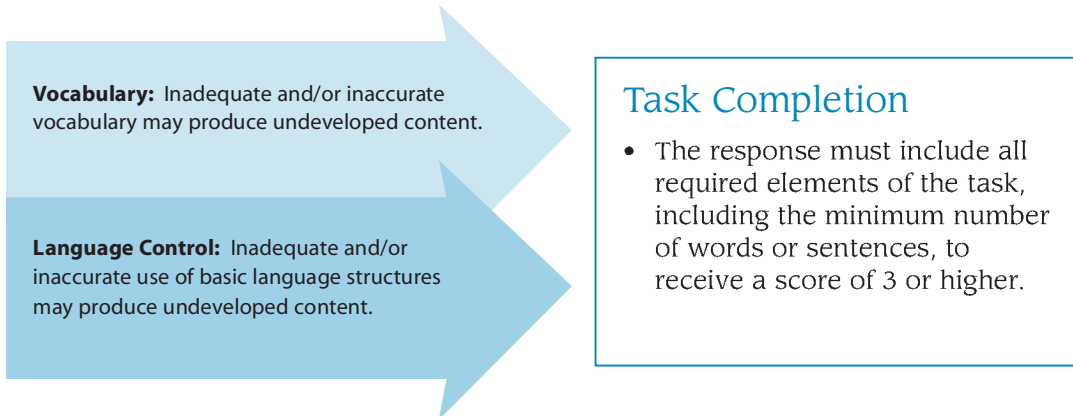
Level 3 Presentational (Writing)

Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by level of discourse, vocabulary and language control.

Task Completion

This domain measures how thoroughly the student completes the required task.



Each rating for this domain has particular characteristics:

1 Minimal completion of the task and/or content undeveloped.

- Response is mostly relevant but lacks appropriate details.
- A required portion of the task may be missing.

2 Partial completion of the task; ideas somewhat developed.

- Response is relevant and some ideas are developed with appropriate details.
- A minor portion of the task may be missing.

3 Completion of the task; ideas adequately developed.

- All required elements are present.
- Response directly relates to the task as given.
- Response has sufficient information or detail based on learned material.
- Response shows some organization.

4 Superior completion of the task; ideas well developed and well organized.

- Response includes much information related to the task.
- Student is able to provide substantial detail.
- Response is usually well organized and cohesive.

Comprehensibility

This domain measures the degree to which the sympathetic reader needs to interpret the student's response.

Level of Discourse: The use of appropriate cohesive devices facilitates comprehensibility.

Vocabulary: Inaccurate use of vocabulary and spelling which requires interpretation hinders comprehension.

Language Control: Errors in basic language structures may hinder comprehensibility when they require interpretation.

Comprehensibility

- Comprehensibility covers the big picture.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility. The use of a word in English should be considered as a blank where nothing is written.
- A response which includes all the required elements yet is very short cannot receive a score higher than a 3 because the sample lacks sufficient evidence of communication.
- If a response is extremely short and/or repetitive, it can receive a score as low as 0.5.
- Organization, or lack thereof, may affect comprehensibility.

Each rating for this domain has particular characteristics:

1 Text barely comprehensible.

- Text is almost impossible to understand, even by a sympathetic reader.
- Errors of vocabulary, grammar and/or spelling may be impossible to decipher.
- Text requires reader to "figure out" what the student is trying to say.

2 Text mostly comprehensible, requiring interpretation on the part of the reader.

- A sympathetic reader should be able to "figure out" most of the text.
- Some parts of the text may still be incomprehensible.

3 Text comprehensible, requiring minimal interpretation on the part of the reader.

- The reader may have to pause briefly in order to understand the text fully.
- Ideas should flow and show some organization.

4 Text readily comprehensible, requiring no interpretation on the part of the reader.

- A sympathetic reader should be able to understand all of the text with very brief pauses.
- Text should flow in such a way that the reader can readily understand it.

Level of Discourse

This domain measures the degree of linguistic sophistication used to communicate ideas (not what is said, but *how* it is said). At this level, students are creating with the language using a variety of discrete sentences. As students improve their level of discourse, they incorporate cohesive devices* to produce connected sentences with the ultimate goal of producing paragraph-length discourse. This domain should be rated independently.

***Cohesive devices** are described by ACTFL as follows: "These are words and phrases that link ideas and move forward the action in some form of logical narrative order, whether the 'narrative' is a story, a description, or a set of instructions. Adverbs and conjunctions serve most frequently as cohesive devices (words and phrases such as *and, but, because, suddenly, in the first place, however*). They permit logical sequencing; they establish time-frames for actions and events; they create structures of meaning by establishing principal and supporting language units."

Issues regarding Level of Discourse:

- Expectations in this domain for Level 3 vary greatly from beginning to end of year.
- Overuse or artificial use of cohesive devices should be discouraged.

Each rating for this domain has particular characteristics:

1 Lists of discrete sentences, some repetitive; few cohesive devices.

- Sentences consist primarily of the same simple pattern and are mostly complete yet repetitive.
- There are no or almost no cohesive devices.

2 Variety of discrete sentences; some cohesive devices.

- Sentences have a variety of verbs and possibly of subjects.
- Some sentences may be longer.
- There are a few cohesive devices (about 4 different ones).

3 Emerging paragraph-length discourse; variety of cohesive devices.

- Sentences have a wide variety of verbs and possibly of subjects.
- Many sentences are connected, showing evidence of emerging paragraph-length discourse.
- There are some cohesive devices (about 6 different ones).

4 Paragraph-length discourse; variety of cohesive devices.

- Sentences have a wide variety of verbs and possibly of subjects.
- There is evidence of paragraph-length discourse.
- Sentences and clauses are linked by a variety of cohesive devices.

Level 3 Presentational (Writing) Explanation of Rubric

Vocabulary and Language Control reflect the accuracy and variety of the language produced. Each of these domains should be rated independently.

Vocabulary

This domain measures the accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- Teachers should be aware that students may choose simplified vocabulary in an attempt to avoid errors. The result is often accurate but inadequate use of vocabulary.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught to use basic circumlocution. For instance, if a student does not know the word for an “auto-repair shop,” the student could use words such as “where they fix cars,” “a place for broken cars,” “a car hospital,” or “a car doctor.”
- Titles of films, books, and TV shows can be given in English without penalty.
- In a *formative assessment*, recently learned vocabulary should be evident.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate vocabulary from Levels 1, 2 and 3.
- Errors in spelling not related to the language structures (i.e., not verb endings, adjective agreement, etc.) should be considered vocabulary errors.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of vocabulary.

- Response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Response may include English.
- Response may include very few words.

2–3 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.

- Student uses minimal variety of vocabulary.
- Some vocabulary may be used inappropriately.
- Response may lack quantity of descriptive words.
- Some attempts may be made to include less commonly used vocabulary.

4–5 Adequate and accurate use of vocabulary for this level.

- Student uses a variety of vocabulary.
- Most vocabulary is used accurately and appropriately.
- Attempts are made to include less commonly used vocabulary.

6 Rich use of vocabulary with some idiomatic expressions.

- Student accurately uses a rich variety of vocabulary and some idiomatic expressions.
- Frequent attempts are made to include less commonly used vocabulary.
- Student may use known vocabulary to circumlocute unknown words.

Level 3 Presentational (Writing) Explanation of Rubric

Language Control

This domain measures the use and accuracy of basic and advanced language structures.

Basic Language Structures — Level 3

Western European Languages

- Formation and use of present tense
- Reflexive verbs
- Noun-article-adjective agreement
- Interrogatives/Question formation
- Word order
- Articles
- Use of the possessive “my” and “de” to indicate possession (French and Spanish)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense/(adjective/verb)/(present/future, past)
- Negatives (verbs/adjectives)
- Progressive form (*~imasu* form)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- At this level, formation of the present tense becomes more important and should be given more weight in determining control of basic language structures.
- Although the past tense (preterite, *pass compos*) is NOT considered a basic language structure on the speaking rubric, it IS a basic language structure in writing because students have more time to produce and edit their work.
- Narration in the past (which involves more than one past tense) IS an advanced skill. Therefore, the use of the preterite or *pass compos* with the imperfect is considered an advanced language structure.
- In *formative assessments* which ask students to use recently taught advanced structures (e.g., the subjunctive), these structures should be considered basic language structures for the purpose of scoring the performance.
- In *summative assessments*, such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., the subjunctive), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student's score in a summative assessment. More emphasis should be placed on basic language structures.
- Errors in spelling due to a lack of control of language structures (e.g., verb endings, adjective agreement, etc.) should be considered errors in language control.

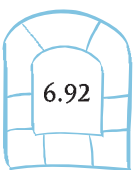
continued

Level 3 Presentational (Writing) Explanation of Rubric

Each rating for this domain has particular characteristics:

- 1 Emerging use of basic language structures.**
 - Basic language structures, as defined above, are used correctly approximately half of the time.
- 2–3 Emerging control of basic language structures.**
 - Basic language structures, as defined above, are used correctly three quarters of the time.
- 4–5 Control of basic language structures.**
 - Basic language structures, as defined above, are used correctly most of the time, not all of the time.
- 6 Control of basic language structures, with occasional use of advanced language structures**
 - Basic language structures, as defined above, are used correctly most of the time, not all of the time, and advanced language structures are attempted with some success.

Use of Basic Language Structures	
Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time



Upper Level Interactive Tasks Analytic Rubric

Content of Message

- 1 Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.
- 2 Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.
- 3 Content adequate and appropriate; ideas developed with some elaboration and detail.
- 4 Content rich; ideas developed with elaboration and detail.

Comprehensibility of Message

- 1 Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- 2 Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- 3 Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- 4 Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Quality of Interaction

- 1 Minimal engagement in the interaction; little ability to sustain the conversation.
- 2 Some engagement in the interaction; some ability to sustain the conversation.
- 3 Consistent engagement in the interaction; ability to sustain the conversation.
- 4 Consistent engagement in the interaction; ability to sustain and advance the conversation.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- 3 Speech shows some hesitation but speaker manages to continue and complete thoughts.
- 4 Speech shows few pauses or false starts.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary and appropriate use of idiomatic expressions.

Language Control

- 1 Emerging use of basic language structures.
- 2 Emerging control of basic language structures.
- 3 Control of basic language structures.
- 4 Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Content of Message	½	1	1½	2	2½	3	3½	4
Comprehensibility of Message	½	1	1½	2	2½	3	3½	4
Quality of Interaction	½	1	1½	2	2½	3	3½	4
Fluency	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4

Raw Score: _____ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; **ME:** Meets Expectations;

AME: Almost Meets Expectations; **DNME:** Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Upper Level Presentational Tasks (Speaking) Analytic Rubric

Task Completion

- 1 Minimal completion of the task; content frequently undeveloped and/or repetitive.
- 2 Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.
- 3 Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
- 4 Superior completion of the task; content rich; ideas developed with elaboration and detail.

Comprehensibility

- 1 Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- 2 Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- 3 Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- 4 Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Level of Discourse

- 1 Use of complete sentences, some repetitive; few cohesive devices.
- 2 Emerging variety of complete sentences; some cohesive devices.
- 3 Variety of complete sentences and of cohesive devices.
- 4 Variety of complete sentences and of cohesive devices; emerging paragraph-length discourse.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
- 3 Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
- 4 Speech sustained throughout with few pauses or stumbling.

Vocabulary

- 1 Inadequate range and/or inaccurate use of vocabulary.
- 2 Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.
- 3 Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.
- 4 Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.

Language Control

- 1 Emerging use of basic language structures.
- 2 Emerging control of basic language structures.
- 3 Control of basic language structures.
- 4 Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Level of Discourse	½	1	1½	2	2½	3	3½	4
Fluency	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4

Raw Score: _____ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; **ME:** Meets Expectations;

AME: Almost Meets Expectations; **DNME:** Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\frac{\text{converted \% score} \times \text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Upper Level Presentational (Writing) Analytic Rubric

Task Completion

- 1 Minimal completion of the task; content extremely superficial and/or very repetitive.
- 2-3 Partial completion of the task; content superficial and/or repetitive.
- 4-5 Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
- 6 Superior completion of the task; content rich; ideas well developed, convincing, and/or imaginative.

Comprehensibility

- 1 Text barely comprehensible.
- 2 Text mostly comprehensible, requiring interpretation on the part of the reader.
- 3 Text comprehensible, requiring minimal interpretation on the part of the reader.
- 4 Text readily comprehensible, requiring no interpretation on the part of the reader.

Level of Discourse

- 1 Variety of discrete sentences; a few basic cohesive devices.
- 2 Variety of discrete sentences; predominantly basic cohesive devices.
- 3 Emerging paragraph-length discourse; variety of cohesive devices appropriate for this level.
- 4 Paragraph-length discourse; variety of cohesive devices appropriate for this level.

Vocabulary

- 1 Inadequate range and/or inaccurate use of vocabulary.
- 2-3 Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.
- 4-5 Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.
- 6 Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.

Language Control

- 1 Emerging control of basic language structures and minimal or no use of advanced language structures.
- 2-3 Control of basic language structures and minimal or no use of advanced language structures.
- 4-5 Control of basic language structures and occasional use of advanced language structures.
- 6 Control of basic language structures and use of a variety of advanced language structures.

Note: In an extreme case where the response is non-sensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Task Completion	½	1	1½	2	2½	3	3½	4	4½	5	5½	6
Comprehensibility	½		1	1½		2	2½		3	3½		4
Level of Discourse	½		1	1½		2	2½		3	3½		4
Vocabulary	½	1	1½	2	2½	3	3½	4	4½	5	5½	6
Language Control	½	1	1½	2	2½	3	3½	4	4½	5	5½	6

Raw Score: _____ /26

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
26	100%	A	EE	13	70%	C-	AME
25.5	98%	A	EE	12.5	69%	D+	DNME
25	96%	A	EE	12	68%	D+	DNME
24.5	95%	A	EE	11.5	67%	D+	DNME
24	93%	A	EE	11	66%	D	DNME
23.5	92%	A-	EE	10.5	65%	D	DNME
23	90%	A-	EE	10	64%	D	DNME
22.5	89%	B+	ME	9.5	63%	F	DNME
22	88%	B+	ME	9	62%	F	DNME
21.5	87%	B+	ME	8.5	60%	F	DNME
21	86%	B	ME	8	59%	F	DNME
20.5	84%	B	ME	7.5	58%	F	DNME
20	83%	B	ME	7	56%	F	DNME
19.5	82%	B-	ME	6.5	55%	F	DNME
19	81%	B-	ME	6	53%	F	DNME
18.5	80%	B-	ME	5.5	52%	F	DNME
18	79%	C+	AME	5	50%	F	DNME
17.5	78.5%	C+	AME	4.5	48%	F	DNME
17	78%	C+	AME	4	47%	F	DNME
16.5	77%	C+	AME	3.5	45%	F	DNME
16	76%	C	AME	3	43%	F	DNME
15.5	75%	C	AME	2.5	41%	F	DNME
15	74%	C	AME	2	39%	F	DNME
14.5	73%	C	AME	1.5	36%	F	DNME
14	72%	C-	AME	1	34%	F	DNME
13.5	71%	C-	AME	.5	32%	F	DNME

EE: Exceeds Expectations; **ME:** Meets Expectations;
AME: Almost Meets Expectations; **DNME:** Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Upper Level Interactive Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 69% and Below

Content of Message	Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.
Comprehensibility of Message	Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
Quality of Interaction	Minimal engagement in the interaction; little ability to sustain the conversation.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.

Almost Meets Expectations

Range: 70% - 79%

Content of Message	Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.
Comprehensibility of Message	Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
Quality of Interaction	Some engagement in the interaction; some ability to sustain the conversation.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control	Emerging control of basic language structures.

Meets Expectations

Range: 80% - 89%

Content of Message	Content adequate and appropriate; ideas developed with some elaboration and detail.
Comprehensibility of Message	Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
Quality of Interaction	Consistent engagement in the interaction; ability to sustain the conversation.
Fluency	Speech shows some hesitation but speaker manages to continue and complete thoughts.
Vocabulary	Adequate and accurate use of vocabulary for this level.
Language Control	Control of basic language structures.

Exceeds Expectations

Range: 90% - 100%

Content of Message	Content rich; ideas developed with elaboration and detail.
Comprehensibility of Message	Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.
Quality of Interaction	Consistent engagement in the interaction; ability to sustain and advance the conversation.
Fluency	Speech shows few pauses or false starts.
Vocabulary	Rich use of vocabulary and appropriate use of idiomatic expressions.
Language Control	Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Upper Level Presentational Tasks (Speaking)

Holistic Rubric

Does Not Meet Expectations

Range: 69% and Below

Task Completion	Minimal completion of the task; content frequently undeveloped and/or repetitive.
Comprehensibility	Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
Level of Discourse	Use of complete sentences, some repetitive; few cohesive devices.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
Vocabulary	Inadequate range and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.

Almost Meets Expectations

Range: 70% - 79%

Task Completion	Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.
Comprehensibility	Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
Level of Discourse	Emerging variety of complete sentences; some cohesive devices.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
Vocabulary	Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.
Language Control	Emerging control of basic language structures.

Meets Expectations

Range: 80% - 89%

Task Completion	Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
Comprehensibility	Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
Level of Discourse	Variety of complete sentences and of cohesive devices.
Fluency	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
Vocabulary	Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.
Language Control	Control of basic language structures.

Exceeds Expectations

Range: 90% - 100%

Task Completion	Superior completion of the task; content rich; ideas developed with elaboration and detail.
Comprehensibility	Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.
Level of Discourse	Variety of complete sentences and of cohesive devices; emerging paragraph-length discourse.
Fluency	Speech sustained throughout with few pauses or stumbling.
Vocabulary	Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.
Language Control	Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Upper Level Presentational Tasks (Writing)

Holistic Rubric

Does Not Meet Expectations

Range: 69% and Below

Task Completion	Minimal completion of the task; content very superficial and/or repetitive.
Comprehensibility	Text somewhat comprehensible.
Level of Discourse	Variety of discrete sentences; a few basic cohesive devices.
Vocabulary	Inadequate range and/or inaccurate use of vocabulary.
Language Control	Emerging control of basic language structures and minimal or no use of advanced language structures.

Almost Meets Expectations

Range: 70% - 79%

Task Completion	Partial completion of the task; content superficial and/or repetitive.
Comprehensibility	Text mostly comprehensible, requiring some interpretation on the part of the reader.
Level of Discourse	Variety of discrete sentences; some cohesive devices.
Vocabulary	Adequate range of vocabulary; use sometimes inaccurate and/or inappropriate.
Language Control	Control of basic language structures and minimal or no use of advanced language structures.

Meets Expectations

Range: 80% - 89%

Task Completion	Completion of the task; content appropriate; ideas adequately developed with some elaboration and details.
Comprehensibility	Text comprehensible, requiring minimal interpretation on the part of the reader.
Level of Discourse	Emerging paragraph-length discourse; predominantly basic cohesive devices appropriate for this level.
Vocabulary	Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.
Language Control	Control of basic language structures and occasional use of advanced language structures.

Exceeds Expectations

Range: 90% - 100%

Task Completion	Superior completion of the task; content rich; ideas well-developed, convincing, and/or imaginative.
Comprehensibility	Text readily comprehensible, requiring no interpretation on the part of the reader.
Level of Discourse	Paragraph-length discourse; variety of cohesive devices appropriate for this level.
Vocabulary	Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.
Language Control	Control of basic language structures and use of a variety of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Upper Level Interactive Explanation of Rubric

Content of Message and **Comprehensibility of Message** are big picture domains which reflect the communication of the message. Consequently they are affected by quality of interaction, fluency, vocabulary, and language control.

Content of Message

This domain assesses how well the student performs the task assigned, including using language at the appropriate level.

Quality of Interaction: Minimal engagement may produce undeveloped content.

Fluency: Frequency of pauses may produce undeveloped content.

Vocabulary: Inadequate and/or inaccurate vocabulary may produce undeveloped content.

Language Control: Inadequate and/or inaccurate use of basic language structures may produce undeveloped content.

Content of Message

- Required elements of the task should be in boldface type and/or listed under Minimum Requirements.
- There is no penalty for omission of elements if the student produces much detail on part of the task and runs out of time.
- A response which completes the requirements of the task and is adequately developed will receive no penalty for not using the full time allotted.

Each rating for this domain has particular characteristics:

1 Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.

- Student makes an effort but falls very short, possibly missing some required elements.
- Content may be unrelated to the assigned task.
- There may be little ratable material.

2 Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.

- Content is relevant but lacks appropriate details.
- A required portion of the task may be missing.

3 Content adequate and appropriate; ideas developed with some elaboration and detail.

- Content directly relates to the task as given.
- Content has sufficient information or detail based on learned material.
- Content may show a variety of sentences and some cohesive devices.

4 Content rich; ideas developed with elaboration and detail.

- Content includes much information related to the task.
- Content shows a variety of vocabulary.
- Content shows a variety of sentences and some cohesive devices.



Comprehensibility of Message

This domain measures how much interpretation is required by a rater accustomed to interacting with language learners.

Quality of Interaction: Little engagement in the interaction and/or inability to sustain the conversation may produce responses which require interpretation.

Fluency: Long pauses and/or incomplete thoughts may hinder comprehensibility when they require interpretation.

Vocabulary: Inaccurate use of vocabulary which requires interpretation hinders comprehension.

Language Control: Errors in basic language structures may hinder comprehensibility when they require interpretation.

Comprehensibility of Message

- Comprehensibility covers the big picture and is not limited to pronunciation.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility. The use of a word in English should be considered as a blank where nothing is said.
- A response which includes all the required elements yet is very short cannot receive a score higher than a 3 because the sample lacks sufficient evidence of communication.
- If a response is extremely short and/or repetitive, it can receive a score as low as 0.5.

Each rating for this domain has particular characteristics:

1 Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.

- Sample almost impossible to understand as spoken.
- Errors of vocabulary, language control and/or pronunciation may be impossible to decipher.
- Sample requires rater to “figure out” what the student is trying to say.

2 Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.

- Rater should be able to comprehend most of the sample, but some sections may be difficult to interpret due to errors in vocabulary, language control and/or pronunciation.
- Rater may have to pause more than three times during the sample in order to comprehend.
- Rater may have to replay the sample in order to comprehend.

3 Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.

- Rater may have to pause two or three times in order to comprehend the sample.
- Rater should not have to replay the sample.

4 Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.

- Rater should be able to understand all of the sample without pausing.

Upper Level Interactive Explanation of Rubric

Quality of Interaction and **Fluency** reflect the delivery of the message. Each domain should be rated independently.

Quality of Interaction

This domain assesses how well the student comprehends the message and interacts with a partner. It measures the level of engagement in the process and the effort to sustain the conversation naturally through the use of appropriate communication strategies such as clarification, circumlocution, rejoinders, and/or the eliciting of further information.

Issues regarding Quality of Interaction:

- Natural flow of conversation occurs when both partners listen to each other and respond to each other's comments, resulting in a conversation that is not disjointed.
- The bullets below each descriptor clarify various communication strategies and aspects of Quality of Interaction. The rater does not need to hear evidence of all of them in order to rate the sample because the task and resulting interaction may not require all of these communication strategies.
- Rejoinders are conversation enhancers such as "I agree," "I'm sorry," "You are right," "Really?", "What a shame!", etc.
- Students should not be penalized for not circumlocuting or not asking for clarification if they are unnecessary.
- A student should not be penalized for his/her partner's inability to respond and/or sustain the conversation.

Each rating for this domain has particular characteristics:

1 Minimal engagement in the interaction; little ability to sustain the conversation.

- Interaction may be disjointed.
- Student does not comprehend the message and/or is unable to ask for clarification.
- Student comprehends the message but gives an inaccurate or irrelevant response.
- Student gives minimal responses.
- Student rarely elicits further information.

2 Some engagement in the interaction; some ability to sustain the conversation.

- Interaction may be somewhat disjointed.
- Student mostly comprehends the message and/or is able to ask for some clarification.
- Student responds somewhat adequately.
- Student occasionally elicits further information.

3 Consistent engagement in the interaction; ability to sustain the conversation.

- Interaction flows naturally most of the time.
- Student comprehends the message.
- Student gives adequate responses.
- Student elicits further information.

4 Consistent engagement in the interaction; ability to sustain and advance the conversation.

- Interaction flows naturally.
- Student readily comprehends the message.
- Student gives rich responses.
- Student elicits further information.

Fluency

This domain assesses the ease with which the student delivers the message.

Each rating for this domain has particular characteristics:

1 Speech halting and uneven with long pauses or incomplete thoughts.

- There is a lot of hesitation and stopping.
- There may be a long period of silence.
- Student may not complete thoughts.

2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.

- There are significant pauses as the student searches for words to complete thoughts.
- Thoughts are mostly complete.

3 Speech shows some hesitation but speaker manages to continue and complete thoughts.

- There are some pauses, but speech flows naturally most of the time.
- Thoughts are mostly complete.

4 Speech shows few pauses or false starts.

- Speech demonstrates ease and comfort with the language and any pausing is natural.
- Thoughts are all complete.

Upper Level Interactive Explanation of Rubric

Vocabulary and Language Control reflect the accuracy and variety of the language. Each of these domains should be rated independently.

Vocabulary

This domain assesses the extent to which the student uses vocabulary accurately, reflecting sufficient variety and appropriateness to this level.

Issues regarding Vocabulary:

- In a *formative assessment*, recently learned vocabulary should be evident.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught to use basic circumlocution. For instance, if a student does not know the word for an “auto-repair shop,” the student could use words such as “where they fix cars,” “a place for broken cars,” “a car hospital,” or “a car doctor.”
- Titles of films, books, and TV shows can be given in English without penalty.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate both basic and advanced vocabulary.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of vocabulary.

- Response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Some English may be used, but infrequently.
- Response may include very few words.

2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.

- Student uses minimal variety of vocabulary.
- There may be some repetition of words and expressions.
- Some vocabulary may be used inappropriately.
- Response may include one or two English words.
- Response may lack quantity of words.

3 Adequate and accurate use of vocabulary for this level.

- Student uses a variety of vocabulary.
- Vocabulary is used accurately and appropriately.
- Student incorporates some advanced vocabulary.
- Response includes no English.

4 Rich use of vocabulary and appropriate use of idiomatic expressions.

- Student accurately uses a rich variety of vocabulary and some idiomatic expressions.
- Response includes a large quantity of vocabulary and/or expressions.
- Student includes less commonly used vocabulary.
- Student may use known vocabulary to circumlocute unknown words.



Language Control

This domain assesses the level of accuracy and use of basic and advanced language structures.

Basic Language Structures — Upper Levels

Western European Languages

- Formation and use of present tense
- Formation and use of the past tense (preterite and *pass compos*)
- Reflexive verbs
- Noun-article-adjective agreement
- Interrogatives/Question formation
- Word order
- Articles
- Use of the possessive “my” and “de” to indicate possession (French and Spanish)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense/(adjective/verb)/(present/future, past)
- Negatives (verbs/adjectives)
- Progressive form (*~imasu* form)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- At this level students are expected to participate in sustained exchanges showing accuracy in present time with less accuracy in past and future times.
- In *formative assessments* which ask students to use a recently taught advanced structure (e.g., the subjunctive), this structure should be considered temporarily a basic language structure for the purpose of scoring the performance.
- In *summative assessments*, such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., the subjunctive), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student’s score in a summative assessment. More emphasis should be placed on basic language structures.

Each rating for this domain has particular characteristics:

1 Emerging use of basic language structures.

- Basic language structures, as defined above, are used correctly approximately half of the time.

2 Emerging control of basic language structures.

- Basic language structures, as defined above, are used correctly about three quarters of the time.

3 Control of basic language structures.

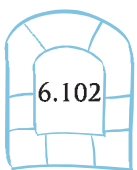
- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

4 Control of basic language structures with occasional use of advanced language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time, and advanced language structures are used occasionally with some success.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time



Upper Level Presentational (Speaking)

Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by fluency, level of discourse, vocabulary, and language control.

Task Completion

This domain measures how thoroughly the student completes the required task.

Fluency: Frequency of pauses may produce an undeveloped response.

Level of Discourse: Repetitive sentences and lack of cohesive devices may produce an undeveloped response.

Vocabulary: Inadequate and/or inaccurate vocabulary may produce an undeveloped response.

Language Control: Inadequate and/or inaccurate use of basic language structures may produce an undeveloped response.

Task Completion

- Required elements of the task should be in bold-face type and/or listed under Minimum Requirements.
- There is no penalty for omission of elements if the student produces much detail on part of the task and runs out of time.
- A short response which completes the requirements of the task and is adequately developed will receive no penalty for not using the full time allotted.

Each rating for this domain has particular characteristics:

1 Minimal completion of the task; content frequently undeveloped and/or repetitive.

- Student makes an effort but falls very short, possibly missing some required elements.
- Response may be unrelated to the assigned task.
- There may be very little ratable material.

2 Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.

- Response is relevant but may be repetitive and lack appropriate details.
- A required portion of the task may be missing.

3 Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.

- Response directly relates to the task as given.
- Response includes sufficient information or detail.
- Response may show some organization using a variety of sentences and some cohesive devices.

4 Superior completion of the task; content rich; ideas developed with elaboration and detail.

- Response includes much information related to the task.
- Response includes a variety of vocabulary and language structures.
- Response is usually well organized and cohesive.

Comprehensibility

This domain measures how much interpretation is required by a native speaker of the language; the listener may on occasion need to make a special effort to understand the message.

Fluency: Long pauses and/or incomplete thoughts may hinder comprehensibility when they require interpretation.

Level of Discourse: The use of appropriate cohesive devices facilitates comprehensibility.

Vocabulary: Inaccurate use of vocabulary which requires interpretation hinders comprehension.

Language Control: Errors in basic language structures may hinder comprehensibility when they require interpretation.

Comprehensibility

- Comprehensibility covers the big picture and is not limited to pronunciation.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility. The use of a word in English should be considered as a blank where nothing is said.
- A response which includes all the required elements yet is very short cannot receive a score higher than a 3 because the sample lacks sufficient evidence of communication.
- If a response is extremely short and/or repetitive, it can receive a score as low as 0.5.

Each rating for this domain has particular characteristics:

1 Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.

- Response is almost impossible to understand as spoken.
- Errors of vocabulary and grammar may be impossible to decipher.
- Response requires the listener to “figure out” what the student is trying to say.

2 Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.

- Listener should be able to comprehend most of the response but some sections may be more difficult to interpret.

3 Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.

- Listener may have to pause two or three times in order to comprehend the response.

4 Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

- Listener should be able to understand all of the response without pausing.

Upper Level Presentational (Speaking) Explanation of Rubric

Level of Discourse

Level of discourse reflects the degree of linguistic sophistication used to communicate ideas. This domain should be rated independently.

Each rating for this domain has particular characteristics:

1 Use of complete sentences, some repetitive; few cohesive devices.

- Although some sentences may still sound repetitive and resemble a list, there is a variety of verbs and possibly pronouns in the performance.
- Some sentences may be longer.

2 Emerging variety of complete sentences; some cohesive devices.

- There is a variety of verbs and possibly pronouns.
- Sentences tend to vary in length.
- Many sentences and/or clauses are linked by 4-5 different cohesive devices.

3 Variety of complete sentences and of cohesive devices.

- There is a variety of verbs and possibly pronouns.
- Sentences tend to vary in length, some with two or more clauses.
- Sentences and clauses are linked by a variety of cohesive devices.

4 Variety of complete sentences and of cohesive devices; emerging paragraph-length discourse.

- There is emerging evidence of paragraph-length discourse.
- Sentences vary in length, often with two or more clauses.
- Cohesive devices are varied and appropriate for this level.

Fluency

Fluency measures the ease with which the speaker delivers the message. This domain should be rated independently.

Each rating for this domain has particular characteristics:

1 Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.

- There is a lot of hesitation and stopping.
- Sometimes the student does not complete thoughts or may leave a long period of silence.

2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.

- There are mostly complete thoughts with significant pauses as the student searches for words to complete the thoughts.
- There may be a period of silence.

3 Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.

- Student completes nearly all thoughts but has some pauses.
- Speech flows naturally most of the time.

4 Speech sustained throughout with few pauses or stumbling.

- The speech demonstrates ease and comfort with the language, and any pausing is natural.

Upper Level Presentational (Speaking) Explanation of Rubric

Vocabulary and Language Control reflect the accuracy and variety of the language. Each of these domains should be rated independently.

Vocabulary

This domain measures the accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- Teachers should be aware that students may choose simplified vocabulary in an attempt to avoid errors. The result is often accurate but inadequate use of vocabulary.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught to use basic circumlocution. For instance, if a student does not know the word for an “auto-repair shop,” the student could use words such as “where they fix cars,” “a place for broken cars,” “a car hospital,” or “a car doctor.”
- Titles of films, books, and TV shows can be given in English without penalty.
- In a *formative assessment*, recently learned vocabulary should be evident where appropriate.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate both basic and advanced vocabulary.

Each rating for this domain has particular characteristics:

1 Inadequate range and/or inaccurate use of vocabulary.

- Student uses minimal variety of vocabulary.
- There may be frequent repetition of words and expressions.
- Some vocabulary may be used inappropriately.
- Some English may be used, but infrequently.

2 Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.

- Student response lacks sufficient variety of vocabulary.
- There may be some repetition of words and expressions.
- Some vocabulary may be used inappropriately.
- Response may include an English word which is difficult to circumlocute in the target language.

3 Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.

- Student uses a variety of vocabulary.
- Most vocabulary is used accurately and appropriately.
- Student incorporates some advanced vocabulary and a few idiomatic expressions.
- Response includes no English.

4 Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.

- Student accurately uses a rich variety of vocabulary and some idiomatic expressions.
- Student response includes a large quantity of vocabulary and/or expressions.
- Student incorporates less commonly used vocabulary.
- Student may use known vocabulary to circumlocute unknown words.

Upper Level Presentational (Speaking) Explanation of Rubric

Language Control

This domain measures the use and accuracy of basic and advanced language structures.

Basic Language Structures — Upper Levels

Western European Languages

- Formation and use of present tense
- Formation and use of the past tense (preterite and *pass compos*)
- Reflexive verbs
- Noun-article-adjective agreement
- Interrogatives/Question formation
- Word order
- Articles
- Use of the possessive "my" and "de" to indicate possession (French and Spanish)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense/(adjective/verb)/(present/future, past)
- Negatives (verbs/adjectives)
- Progressive form (*~imasu* form)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- At this level, students are expected to accurately formulate longer oral presentations in present time on topics of personal, school, community and global interest.
- Accuracy decreases when presentation uses multiple time frames and/or other complex structures.
- In *formative assessments* which ask students to use recently taught advanced structures (e.g., the subjunctive), these structures should be considered basic language structures for the purpose of scoring the performance.
- In *summative assessments*, such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., the subjunctive), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student's score in a summative assessment. More emphasis should be placed on basic language structures.

Each rating for this domain has particular characteristics:

1 Emerging use of basic language structures.

- Basic language structures, as defined above, are used correctly approximately half of the time.

2 Emerging control of basic language structures.

- Basic language structures, as defined above, are used correctly about three quarters of the time.

3 Control of basic language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

4 Control of basic language structures with occasional use of advanced language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time, and advanced language structures are attempted with some success.

Use of Basic Language Structures

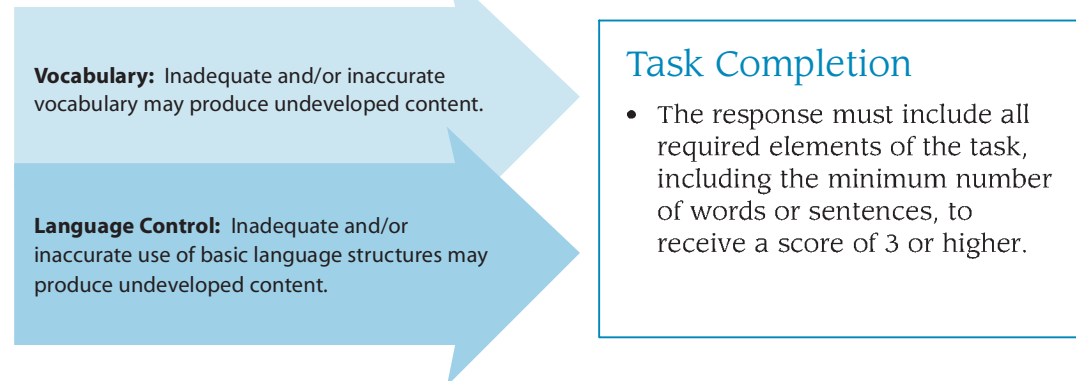
Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time

Upper Level Presentational (Writing) Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by level of discourse, vocabulary, and language control.

Task Completion

This domain measures how thoroughly the student completes the required task.



Each rating for this domain has particular characteristics:

1 Minimal completion of the task; content very superficial and/or repetitive.

- Response is mostly relevant but lacks appropriate details.
- A required portion of the task may be missing.
- Response may be unrelated to the assigned task.
- There may be very little ratable material.

2–3 Partial completion of the task; content superficial and/or repetitive.

- Response is relevant but may be repetitive.
- Some ideas are developed with appropriate details.
- A minor portion of the task may be missing.
- Response shows some organization.

4–5 Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.

- Response has sufficient information and/or detail.
- Response directly relates to the task as given.
- All required elements are present.
- Response shows organization.

6 Superior completion of the task; content rich; ideas well developed with some elaboration and detail.

- Student is able to provide substantial detail.
- Response includes much information related to the task.
- Response is well-organized and cohesive.

Comprehensibility

This domain measures how much interpretation is required by a native speaker of the language, although the reader may on occasion need to make a special effort to understand the message.

Level of Discourse: The use of appropriate cohesive devices facilitates comprehensibility.

Vocabulary: Inaccurate use of vocabulary and spelling which requires interpretation hinders comprehension.

Language Control: Errors in basic language structures may hinder comprehensibility when they require interpretation.

Comprehensibility

- Comprehensibility covers the big picture.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility. The use of a word in English should be considered as a blank where nothing is said.
- A response which includes all the required elements yet is very short cannot receive a score higher than a 3 because the sample lacks sufficient evidence of communication.
- If a response is extremely short and/or repetitive, it can receive a score as low as 0.5.
- Organization, or lack thereof, may affect comprehensibility.

Each rating for this domain has particular characteristics:

1 Text somewhat comprehensible.

- Text is difficult to understand.
- Text frequently requires reader to “figure out” what the student is trying to say.
- Errors of vocabulary, grammar, and/or spelling may be impossible to decipher.

2 Text mostly comprehensible, requiring some interpretation on the part of the reader.

- Some parts of the text may still be incomprehensible.
- The reader should be able to “figure out” most of the text.

3 Text comprehensible, requiring minimal interpretation on the part of the reader.

- Reader may have to pause briefly in order to understand the text fully.
- Frequency of pauses does not interrupt the reader’s comprehension of the text.
- Text flows and shows some organization.

4 Text readily comprehensible, requiring no interpretation on the part of the reader.

- Reader should be able to understand all of the text with very brief or no pauses.
- Text flows in such a way that the reader can readily understand it.

Level of Discourse

This domain measures the degree of linguistic sophistication used to communicate ideas (not what is said, but *how* it is said). At this level, students report, narrate, and describe, using connected sentences, paragraph-length, and longer forms of discourse on topics of personal, school, community, and global interests. As students improve their level of discourse, the use of multi-clause sentences and a variety of cohesive devices* becomes more important.

***Cohesive devices** are described by ACTFL as follows: "These are words and phrases that link ideas and move forward the action in some form of logical narrative order, whether the 'narrative' is a story, a description, or a set of instructions. Adverbs and conjunctions serve most frequently as cohesive devices (words and phrases such as *and, but, because, suddenly, in the first place, however*). They permit logical sequencing; they establish time-frames for actions and events; they create structures of meaning by establishing principal and supporting language units."

Issues regarding Level of Discourse:

- Expectations in this domain vary greatly from beginning to end of year, as well as from level to level.
- Overuse or artificial use of cohesive devices should be discouraged.

Each rating for this domain has particular characteristics:

1 Variety of discrete sentences; a few basic cohesive devices.

- Few ideas are connected and flow logically.
- Sentences may have a variety of verbs and possibly of subject pronouns.
- There are few cohesive devices appropriate for this level.

2 Variety of discrete sentences; predominantly basic cohesive devices.

- Some ideas are connected and flow logically.
- Sentences have a variety of verbs and possibly of subject pronouns.
- There are some cohesive devices appropriate for this level.

3 Emerging paragraph-length discourse; variety of cohesive devices appropriate for this level.

- Ideas flow logically, showing evidence of emerging paragraph-length discourse.
- Sentences vary in length, often with two or more clauses.
- Cohesive devices are varied and appropriate for this level.

4 Paragraph-length discourse; variety of cohesive devices appropriate for this level.

- There is evidence of paragraph-length discourse.
- Sentences vary in length, often with two or more clauses.
- Some clauses show the use of advanced language structures.
- There is a variety of appropriate cohesive devices, some advanced.

Upper Level Presentational (Writing) Explanation of Rubric

Vocabulary and Language Control reflect the accuracy and variety of the language produced. Each of these domains should be rated independently.

Vocabulary

This domain measures accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- Teachers should be aware that students may choose simplified vocabulary in an attempt to avoid errors. The result is often accurate but inadequate use of vocabulary.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught to use basic circumlocution. For instance, if a student does not know the word for an “auto-repair shop,” the student could use words such as “where they fix cars,” “a place for broken cars,” “a car hospital,” or “a car doctor.”
- Titles of films, books, and TV shows can be given in English without penalty.
- In a *formative assessment*, recently learned vocabulary should be evident.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate both basic and advanced vocabulary.
- Errors in spelling not related to the language structures (i.e., not verb endings, adjective agreement, etc.) should be considered vocabulary errors.

Each rating for this domain has particular characteristics:

1 Inadequate range and/or inaccurate use of vocabulary.

- Response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Some English may be used, but infrequently.
- Response may include very few words.

2–3 Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.

- Response lacks sufficient variety of vocabulary.
- There may be some repetition of words and expressions.
- Some vocabulary may be used inappropriately.
- Response may include an English word which is difficult to circumlocute in the target language.
- Response may be somewhat short.

4–5 Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.

- Student uses a variety of vocabulary.
- Most vocabulary is used accurately and appropriately.
- Student incorporates some advanced vocabulary and a few idiomatic expressions.
- Response includes no English.

6 Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.

- Student accurately uses a rich variety of vocabulary.
- Student incorporates advanced vocabulary and some idiomatic expressions.

Upper Level Presentational (Writing) Explanation of Rubric

Language Control

This domain measures the use and accuracy of basic and advanced language structures.

Basic Language Structures — Upper Levels

Western European Languages

- Formation and use of present tense
- Formation and use of the past tense (preterite and *pass compos*)
- Reflexive verbs
- Noun-article-adjective agreement
- Interrogatives/Question formation
- Word order
- Articles
- Use of the possessive “my” and “de” to indicate possession (French and Spanish)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense/(adjective/verb)/(present/future, past)
- Negatives (verbs/adjectives)
- Progressive form (*~imasu* form)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- Control of basic language structures must be evident before credit can be given for the use of advanced language structures.
- Narration in the past (which involves more than one past tense) IS an advanced skill. Therefore, the use of the preterite or *pass compos* with the imperfect is considered an advanced language structure.
- In *formative assessments* which ask students to use recently taught advanced structures (e.g., the subjunctive), these structures should be considered basic language structures for the purpose of scoring the performance.
- In *summative assessments*, such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., the subjunctive), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student’s score in a summative assessment. More emphasis should be placed on basic language structures.
- Errors in spelling due to a lack of control of language structures (i.e., not verb endings, adjective agreement, etc.) should be considered errors in language control.

Each rating for this domain has particular characteristics:

1 Emerging control of basic language structures and minimal or no use of advanced language structures.

- Basic language structures, as defined above, are used correctly only about three quarters of the time.
- A few advanced language structures may be attempted, with some success.

2–3 Control of basic language structures and minimal or no use of advanced language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.
- A few advanced language structures may be attempted, with some success.



Upper Level Presentational (Writing) Explanation of Rubric

4–5 Control of basic language structures and occasional use of advanced language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.
- Some advanced language structures are used correctly.

6 Control of basic language structures and use of a variety of advanced language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time