**Interpretive Reading/Listening Rubric**

IPA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Nombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Task** | **Exceeds Expectations**  (Range: 90% - 100%) | **Meets Expectations**  (Range: 80% - 89%) | **Almost Meets Expectations**  (Range: 70% - 79%) | **Does Not Meet Expectations**  (Range: 69% and below) |
| **Word recognition**   * Can I identify words I know? | I recognize key word and /phrases even when recombined | I recognizes key words/phrases | I only understand words when there is visual support. | I do not understand any of the words. |
| **Main idea detection** | I identify the main idea short, simple novel authentic texts such as ads, short stories and poems. | I identify the main idea in text when embedded in familiar texts such as invitations, schedules, and directions. | I identify main idea of a select group of texts with visual support such as maps, menus, and signs. | I cannot identify the main idea. |
| **Supporting detail detection** | I can identify the supporting details of main ideas in novel texts. | I can identify supporting details of main idea(s) of familiar texts. | I can identify supporting details of the main idea(s) with visual support. | I cannot identify any details of the main idea(s) of the text |
| **Word inference**   * Can I guess the meaning of new words? | I can infer the meaning of most of the unfamiliar words in new contexts. | I can infer the meaning of some key unfamiliar words in new contexts. | I can infer the meaning of few unfamiliar words in new contexts if they are based on cognates. | I cannot identify the meaning of unfamiliar words. |
| **Concept inference**   * Can I determine why the author is writing the text? | I can infer and interpret the author’s intent including subtle nuisances. | I can infer and interpret the basic intent of the author. | I can infer and interpret the author’s intent with visual support. | I cannot interpret what the author’s intent. |
| **Total:** |  |  |  |  |

Comments:

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| **INTERPERSONAL**  **(Novice)** | **Exceeds expectations** | **Meets expectations** | **Does not meet expectations** |
| **Language function**  (student can sustain and consistent with spontaneous conversation) | Creates with language, able to express own meaning in a basic way | Mostly memorized language with some attempts to create. | Memorized language only familiar language. |
| **Text Type**  (quantity and organization of language: word to paragraph) | Simple sentences and some strings of sentences. | Simple sentences and memorized phrases. | A word, phrases, chunks of language and lists. |
| **Communication Strategies**   * How one participates in conversation, negotiates meaning and advances the conversation * How one handles breakdowns in comprehension/understanding and clarifies meaning. | Maintains simple conversation, asks and answers some basic questions (but still may be reactive).  Clarifies by asking and answering questions | Responds to basic, direct questions. Asks a few formulaic questions (primarily reactive)  Clarifies by occasionally selecting substitute words | Responds to a limited numbers of formulaic questions (primarily reactive)  Clarifies meaning bty repeating words and/or using English. |
| **Comprehensibility**  (Who can understand the msg.: only teacher? A native? How independent of task is student in use of language?) | Generally understood by those accustomed to interacting with language learners. (i.e. native speakers who work with non-native speakers) | Understood with occasional difficulty by those accustomed to interacting with language learners. | Understood with occasional difficulty by those very accustomed to interacting with language learners (i.e. teachers and classroom peers) |
| **Language Control**  (accuracy, form, vocabulary, fluency) | Most accurate when producing simple sentences in present time.  Accuracy decreases as language becomes more complex. | Most accurate with memorized language, including phrases.  Accuracy decreases when creating or trying to express own meaning. | Most accurate with memorized language only.  Accuracy many decrease when attempting to communicate beyond the word level. |

From : ACFLT Keys to Assessing Language Performance

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| **INTERPERSONAL**  **(Intermediate)** | **Exceeds expectations** | **Meets expectations**  **(strong)** | **Meets expectations**  **(weak)** | **Does not meet expectations** |
| **Language function**  (student can sustain and consistent with spontaneous conversation) | * Language expands toward narration and description * Includes connectedness, cohesiveness * Uses different time frames | * Creates with language * Ability to express own meaning expands in quantity and quality | * Creates with language * Able to express own meaning in a basic way | * Mostly memorized language * Some attempts to create |
| **Text Type**  (quantity and organization of language: word to paragraph) | * Mostly connected sentences * Some paragraph-like discourse | * Strings of sentences * Some connected sentence-level discourse * Some cohesive devices (conjunctions. * Some sentences may be complex, (multi-clause) | * Simple sentences * Some strings of sentences | * Simple sentences * Memorized phrases |
| **Communication Strategies**   * How one participates in conversation, negotiates meaning and advances the conversation * How one handles breakdowns in comprehension/understanding and clarifies meaning | * Initiates and maintains conversation * Uses a variety of strategies (asks/ answers   questions, uses rejoinders  Clarifies by paraphrasing | * Maintains conversation * Asks/answers questions.   Clarifies by asking and answering questions. | * Maintains simple conversation * Asks/answers some basic questions * May be reactive.   Clarifies by asking and answering questions | * Responds to basic direct questions. * Asks a few formulaic questions * Primarily reactive   Clarifies by occasionally selecting substitute words. |
| **Comprehensibility**  (Who can understand the msg.: only teacher? A native? How independent of task is student in use of language?) | Although there may be some confusion about the message, generally understood by those unaccustomed to interacting with language learners.(ie natives) | Generally understood by those accustomed to interacting with language learners. (ie native speakers who work with non-native speakers) | General understood by those accustomed to interacting with language learners. | Understood with occasional difficulty by those accustomed to interacting with language learners (ie teachers and classroom peers) |
| **Language Control**  (accuracy, form, vocabulary, fluency) | Most accurate with connected discourse in present time.  Accuracy decreases when narrating and describing in time frames other than present | Most accurate with connected sentence-level discourse in present time.  Accuracy decreases as language becomes more complex. | Most accurate when producing simple sentences in present time.  Accuracy decreases as language becomes more complex. | Most accurate with memorized language, including phrases.  Accuracy decrease when creating when trying to express own meaning. |

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| **INTERPERSONAL**  **(Pre-Advanced)** | Exceeds expectations | Meets expectations | Does not meet expectations |
| **Language function**  (student can sustain and consistent with spontaneous conversation) | * Consistently and extensively narrate * Describes in all major time frames | * Language expands towards narration and description * Includes connectedness, cohesiveness * Uses different time frames | * Creates with language ability to express own meaning * Expands in quantity and quality |
| **Text Type**  (quantity and organization of language: word to paragraph) | * Connected sentences * Predominance of paragraphs | * Mostly connected sentences * Some paragraph-like discourse | * Strings of sentences * Some connected sentence-level discourse (with cohesion) * Some complex (multi-clause) sentences |
| **Communication Strategies**   * How one participates in conversation, negotiates meaning and advances the conversation * How one handles breakdowns in comprehension/understanding and clarifies meaning | Initiates, advances and /or redirects conversation  Uses a wide variety of clarification strategies | Initiates and maintains conversation using a variety of strategies  Clarifies by paraphrasing | Maintains conversation by asking/answering questions  Clarifies by asking/answering questions. |
| **Comprehensibility**  (Who can understand the msg.: only teacher? A native? How independent of task is student in use of language?) | Easily understood by native speakers, even those unaccustomed to interacting with language learners  Clear evidence of culturally appropriate language | Although there may be some confusion about the message, generally understood by those unaccustomed to interacting with language learners | Generally understood by those accustomed to interacting with language learners. |
| **Language Control**  (accuracy, form, vocabulary, fluency) | * High degree of accuracy in present, past and future time * Accuracy may deceases when attempting to handle abstract topics | * Most accurate with connected discourse in present time * Accuracy deceases when narrating and describing in time frames other than present | * Most accurate with connected sentence-level discourse in present ties * Accuracy decreases as language becomes complex |

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| **PRESENTATIONAL**  **(Novice)** | **Exceeds expectations** | **Meets expectations** | **Does not meet expectations** |
| **Language function**  (student can sustain and consistent with spontaneous conversation) | Creates with language  Able to express own meaning in a basic way | Mostly memorized language  Some attempts to create | Memorized language only  Only uses familiar language |
| **Text Type**  (quantity and organization of language: word to paragraph) | Simple sentences and some strings of sentences | Simple sentences and memorized phrases | Words phrases, chunks of language and lists. |
| **Impact**  (Depth of presentation and attention to audience) | * Provides continuity to a presentations * Begins to make choices of a phrase, image or content to maintain the attention of the audience * Vocabulary is sufficient to provide information and limited explanation | * Focuses on successful task completion * Uses gestures or visuals to maintain audience’s attention and/or interests as appropriate to purpose * Vocabulary conveys basic information | * Presented in an unclear and/or unorganized manner. * No effort to maintain audience’s attention. * Vocabulary is limited and/or repetitive. |
| **Comprehensibility**  (Who can understand the msg.: only teacher? A native? How independent of task is student in use of language?) | Generally understood by those accustomed to the speaking/writing of language learners | Understood with occasional straining by those accustomed to the speaking/writing of language learners. | Understood primarily by those very accustomed to the speaking/writing of language learners. |
| **Language Control**  (accuracy, form, vocabulary, fluency) | * Most accurate when producing simple sentences in present time * Accuracy decreases as language becomes more complex | * Most accurate with memorized language, including phrases, * Accuracy decrease when creating or trying to express own meaning | * Most accurate with memorized language only * Accuracy may decrease when attempting to communicate beyond the word level. |

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| **PRESENTATIONAL**  **(Intermediate)** | **Exceeds expectations** | **Meets expectations**  **(strong)** | **Meets expectations**  **(weak)** | **Does not meet expectations** |
| **Language function**  (student can sustain and consistent with spontaneous conversation) | * Language expands toward narration and description * Includes connectedness, cohesiveness * Uses different time frames | * Creates with language * Ability to express own meaning expands in quantity and quality | * Creates with language * Able to express own meaning in a basic way | * Mostly memorized language * Some attempts to create |
| **Text Type**  (quantity and organization of language: word to paragraph) | * Mostly connected sentences * Some paragraph-like discourse | * Strings of sentences * Some connected sentence-level discourse * Some cohesive devices (conjunctions. * Some sentences may be complex, (multi-clause) | * Simple sentences * Some strings of sentences | * Simple sentences * Memorized phrases |
| **Impact**  (Depth of presentation and attention to audience) | * Provides continuity in a presentation * Makes choices of a phrase, image or content to maintain the attention of the audience * Vocabulary provides information and limited explanation | * Provides continuity in a presentation * Begins to make choices of a phrase, image or content to maintain the attention of the audience * Vocabulary is sufficient to provide information and limited explanation | * Provides continue to a presentation * Begins to make choices of a phrase, image or content to maintain the attention of the audience * Vocabulary is sufficient to provide information and limits explanation | * Focuses on successful task completion * Uses gestures or visuals to maintain audience’s attention and/or interest as appropriate to purpose * Vocabulary conveys basic intonation |
| **Comprehensibility**  **(**Who can understand the msg.: only teacher? A native? How independent of task is student in use of language?) | Although there may be some confusion about the message, generally understood by those unaccustomed to speaking/writing of language learners | Generally understood by those accustomed to speaking/writing of language learners | General understood by those accustomed to speaking/writing of language learners. | Understood with occasional straining by those accustomed to interacting with language learners |
| **Language Control**  (accuracy, form, vocabulary, fluency) | Most accurate with connected discourse in present time.  Accuracy decreases when narrating/  describing in time other than present | Most accurate with connected sentence-level discourse in present time.  Accuracy decreases as language becomes more complex. | Most accurate when producing simple sentences in present time.  Accuracy decreases as language becomes more complex. | Most accurate with memorized language, including phrases.  Accuracy decrease when creating when trying to express own meaning. |

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| **PRESENTATIONAL**  **(Pre-Advanced)** | **Exceeds expectations** | **Meets expectations** | **Does not meet expectations** |
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| **Text Type**  (quantity and organization of language: word to paragraph) | * Connected sentences * Predominance of paragraphs | * Mostly connected sentences * Some paragraph-like discourse | * Strings of sentences * Some connected sentence-level discourse (with cohesion) * Some complex (multi-clause) sentences |
| **Impact**  Depth of presentation and attention to audience | * Provides continuity to a presentation * Compares and/or contrasts to reinforce the message * Motivates audience to keep reading/listening * Personalizes to maintain or re-engage audience * Vocabulary effectively conveys information * Elaborates | * Provides continuity to a presentation * Makes choices of a phrase, image, or content to maintain the attention of audience * Vocabulary provides information and limited explanation | * Provides continuity to a presentation * Begins to make choices of a phrase, image or content to maintain the attention of audience |
| **Comprehensibility**  (Who can understand the msg.: only teacher? A native? How independent of task is student in use of language?) | * Easily understood by native speakers even those unaccustomed to the speaking/writing of language learners. * Clear evidence of culturally appropriate language | * Although there may be some confusion about the message generally understood by those unaccustomed the speaking/writing of language learners | * Generally understood by those accustomed to the speaking/writing of language learners |
| **Language Control**  (accuracy, form, vocabulary, fluency) | * High degree of accuracy is present, past and future time * Accuracy may decrease when attempting to handle abstract topics | * Most accurate with connected discourse in present time * Accuracy decrease when narrating and describing in time frames other than president | * Most accurate with connected sentence-level discourse in present time * Accuracy decreases as language becomes more complex |