**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 rejoindersClarifies 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 conversationUses a wide variety of clarification strategies | Initiates and maintains conversation using a variety of strategiesClarifies by paraphrasing | Maintains conversation by asking/answering questionsClarifies 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 learnersClear 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 languageAble to express own meaning in a basic way | Mostly memorized languageSome attempts to create | Memorized language onlyOnly 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** |
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* Ability to express own meaning expands in quantity and quality
 | * Creates with language
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| **Text Type** (quantity and organization of language: word to paragraph) | * Mostly connected sentences
* Some paragraph-like discourse
 | * Strings of sentences
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* 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
 |