

Evidence of Strengths:

Examples of Where You Could Improve:

Interpersonal Mode Rubric: Intermediate-High Learner				
CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b></p> <p>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	<p>Consistently narrates and describes in all major time frames. Able to participate in most informal and some formal conversations on familiar topics, which may include current events, employment, and matters of public interest. Can handle appropriately an unexpected turn of events or complication.</p>	<p>Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.</p>	<p>Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. These exchanges include information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel.</p>	<p>Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.</p>
<p><b>Text Type</b></p> <p>Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)</p>	<p>Uses connected sentences and some paragraph-like discourse.</p>	<p>Uses mostly connected sentences and some paragraph-like discourse.</p>	<p>Uses strings of sentences, with some complex sentences (dependent clauses).</p>	<p>Uses simple sentences and some strings of sentences.</p>

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<p><b>Communication Strategies</b></p> <p>Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication</p>	Maintains conversation. May use communicative strategies such as rephrasing and circumlocution.	Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing.	Responds to direct questions and requests for information. Asks a variety of questions to obtain simple information but tends to function reactively. May clarify by restating.	Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication.
<p><b>Comprehensibility</b></p> <p>Who can understand this person's language? Can this person be understood only by sympathetic listeners used to interacting with non-natives? Can a native speaker unaccustomed to non-native speech understand this speaker?</p>	Is understood by native speakers, even those unaccustomed to interacting with non-natives, although this may require some repetition or restatement.	Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.	Is generally understood by those accustomed to interacting with non-natives.	Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.

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<b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency	Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Speech decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level.	Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.