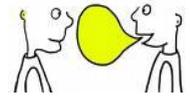


## Interpersonal Mode Rubric – Intermediate Learner



| Category  | Exceeds Expectations  | Meets Expectations  |  | Does Not Meet Expectations   |
|---|---|---|--|--|
|   |   | STRONG  | WEAK   |  |
| <b>Language Function</b><br><i>Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>  | Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames.                                   | Create 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 with some attempts to create.  |
| <b>Text Type</b><br><i>Quantity and organization of language discourse (continuum: word-phrase-sentence-connected sentences-paragraph)</i>  | Mostly connected sentences and some paragraph-like discourse.   | Strings of sentences; some connected sentence-level discourse (with cohesive device), some may be complex (multi-clause) sentences.       | Simple sentences and some strings of sentences.  | Simple sentences and memorized phrases.  |
| <b>Communication Strategies</b><br><i>Quality of engagement and interactivity; amount of negotiation of meaning; how one participates in the conversation and advances it. Clarification Strategies How the student handles a break-down in comprehension; what one does when one partner doesn't understand the other.</i> | <p>Initiates and maintains conversation using a variety of strategies.</p> <p>Clarifies by paraphrasing.</p>  | <p>Maintains conversation by asking and answering questions.</p> <p>Clarifies by asking and answering questions.</p>                      | <p>Maintains simple conversation: asks and answers some basic questions (but still may be reactive).</p> <p>Clarifies by asking and answering questions.</p> | <p>Responds to basic direct questions. Asks a few formulaic questions (primarily reactive).</p> <p>Clarifies by occasionally selecting substitute words.</p> |
| <b>Comprehensibility</b><br><i>Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher or could a native speaker understand the speaker? How independent of the teaching situation is the conversation?</i>  | 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.   | Generally understood by those accustomed to interacting with language learners.  | Understood with occasional difficulty by those accustomed to interacting with language learners.   |
| <b>Language Control</b><br><i>Accuracy, form, appropriate vocabulary, degree of fluency</i>   | <p>Most accurate with connected discourse in present time.</p> <p>Accuracy decreases when narrating and describing in time frames other than present.</p> | <p>Most accurate with connected sentence-level discourse in present time.</p> <p>Accuracy decreases as language becomes more complex.</p> | <p>Must accurate when producing simple sentences in present time.</p> <p>Accuracy decrease as language becomes more complex.</p>                             | <p>Most accurate with memorized language, including phrases.</p> <p>Accuracy decreases when creating, when trying to express own meaning.</p>                |