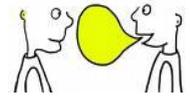


Interpersonal Mode Rubric – Pre-Advanced Learner



Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Function <i>Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Consistently and extensively narrates and describes in all major time frames.	Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames.	Creates with language; ability to express own meaning expands in quantity and quality.
Text Type <i>Quantity and organization of language discourse (continuum: word-phrase-sentence-connected sentences-paragraph)</i>	Connected sentences and a predominance of paragraphs.	Mostly connected sentences and some paragraph-like discourse.	Strings of sentences; some connectedness sentence level discourse (with cohesive devices), some may be complex (multi-clause) sentences.
Communication Strategies <i>Quality of engagement and interactivity; amount of negotiation of meaning; how one participates in the conversation and advances it.</i> <i>Clarification Strategies</i> <i>How the student handles a breakdown in comprehension; what one does when one partner doesn't understand the other.</i>	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 and answering questions. Clarifies by asking and answering questions.
Comprehensibility <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>	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 <i>Accuracy, form, appropriate vocabulary, degree of fluency</i>	High degree of accuracy in present, past and future time. Accuracy may decrease when attempting to handle abstract topics.	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 complex.