Presentational Mode Rubric – Intermediate Learner

Category	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		STRONG	WEAK	
Language Function *Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner.*	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.
Text Type *Quantity and organization of language discourse (continuum: word-phrase-sentence-connected sentences-paragraph)*	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.
Impact *Depth of presentation and attention to audience* Vocabulary	Provides continuity to 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 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 limited explanation.	Provides continuity 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 limited 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 information.
Comprehensibility *Who can understand this person's message? How sympathetic must the listener/reader be? Does it need to be the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?*	Although there may be some confusion about the message, generally understood by those unaccustomed to the speaking/writing of language learners.	Generally understood by those accustomed to the speaking/writing of language learners.	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.
Language Control *Accuracy, form, appropriate vocabulary, degree of 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.	Must accurate when producing simple sentences in present time. Accuracy decrease as language becomes more complex.	Most accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.