Presentational Mode Rubric – Pre-Advanced Learner

Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Function *Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner.*	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 *Quantity and organization of language discourse (continuum: word-phrase-sentence-connected sentences-paragraph)*	Connected sentences and a predominance of paragraphs.	Mostly connected sentences and some paragraph-like discourse.	Strings of sentences, some connected sentence level discourse (with cohesive devices), some may be complex (multi-clause) sentences.
Impact *Depth of presentation and attention to audience* Vocabulary	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 and elaborates.	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.
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?*	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 to the speaking/writing of language learners.	Generally understood by those accustomed to the speaking/writing of language learners.
Language Control *Accuracy, form, appropriate vocabulary, degree of fluency*	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 more complex.