

Category	Exceeds Expectations 4 (Intermediate Mid)	Meets Expectations 3 (Intermediate low/mid)	Below Expectations 2 (Intermediate Low)	Does not meet expectations 1 (Novice High)	0
Comprehensibility	Generally understood by a native speaker. Wide range of vocabulary from familiar themes, as well as topics of personal interest. Consistent control of present time frame and practiced structures. Some control of past and future time frames.	Understood by a native speaker accustomed to language learners. Uses range of vocabulary from familiar themes, as well as topics of personal interest. Consistent control of present time frame. Emerging control of practiced structures and past and future time frames.	Understood by a sympathetic speaker. Uses practiced vocabulary from a range of familiar themes and topics. Good control of present time and practiced structures. Begins to use past or future time frames with errors that may impede communication.	Generally understood by a sympathetic speaker. Uses practiced vocabulary from several everyday topics or themes. Some control of practices structures, word order, spelling and mechanics. Mostly comprehensible with some native-like language.	No evidence or below novice high
Quality of Communication	Participates and advances the conversation. Exceeds communicative goal. Extends response with many details or description. May reference authentic resources. Begins to use some complex and connected sentences. Paraphrases or circumlocutes for clarification Maintains high audience interest.	Participates and advances the conversation. Meets the communicative goal. Supports response with details or description. Organizes language using transitions, strings of sentences, and some complex sentences. Creates new meaning by combining elements. Quantity and quality begin to expand.	Participates fully in the conversation. Meets the communicative goal. Supports response with some details or description. May reference authentic resources. Organizes language using transitions, simple, compound and some strings of sentences. Begins to create new meaning by combining known elements. Asks a few questions to continue the conversation. Uses word substitution or may rephrase for clarification.	Partially participates in the conversation. Partially meets the communicative goal. Supports response with simple details. Uses simple and compound sentences. Asks a few practices questions to continue the conversation. Uses repetition or word substitution to clarify.	No evidence or below novice high
Interculturality	Demonstrates strong cultural competence. Incorporates strong cultural knowledge through register, content, and language. Analyzes, explains or makes inferences about the similarities and differences in products, practices, or perspectives.	Demonstrates cultural competence. Incorporates cultural knowledge through register, content, or language. Identifies, compares, and describes a range of products, practices and perspectives.	Demonstrates some cultural competence. Incorporates some cultural knowledge into the conversation via content or language. Describes the main similarities and differences in products, practices and perspectives.	Demonstrates some cultural competence. Incorporates some cultural knowledge into the conversation via content or language. Identifies and makes simple comparisons between some products, practices or perspectives.	No evidence or below novice high

* Interpersonal rubric has been adapted from the Ohio Department of Education Scoring Guides for World Languages

Rúbrica Modo Presentacional

___/12

Category	Exceeds Expectations 4 (Intermediate Mid)	Meets Expectations 3 (Intermediate low/mid)	Below Expectations 2 (Intermediate Low)	Does not meet expectations 1 (Novice High)	0
Comprehensibility	Generally understood by a native speaker. Wide range of vocabulary from familiar themes, as well as topics of personal interest. Consistent control of present time frame and practiced structures. Some control of past and future time frames. Comprehensible pronunciation and native sounds. Consistent rate of speech, with few hesitations.	Understood by a native speaker accustomed to language learners. Uses range of vocabulary from familiar themes, as well as topics of personal interest. Consistent control of present time frame. Emerging control of practiced structures and past and future time frames. Comprehensible pronunciation and native sounds. Consistent rate of speech with some hesitations or self-corrections.	Understood by a sympathetic speaker. Uses practiced vocab from a range of familiar themes and topics. Good control of present time and practiced structures. Begins to use past or future time frames with errors that may impede communication. Mostly comprehensible pronunciation and some native-like sounds. Slow but consistent rate of speech with some hesitations or self-corrections.	Generally understood by a sympathetic speaker. Uses practiced vocabulary from several everyday topics or themes. Some control of practiced structures and word order. Mostly comprehensible pronunciation with some with some native-like sounds. Speaks slowly, with some unnatural hesitations over new words or structures.	No evidence or below novice high
Quality of Communication	Extends the message. Exceeds communicative goal. Extends response with many details or description. May reference authentic resources. Begins to develop a topic or narrate and event. Begins to use some complex and connected sentences in paragraph-length discourse. Paraphrases or circumlocutes for clarification. Maintains high audience interest via style, content, creativity, voice or emotions.	Conveys the message. Meets the communicative goal. Supports response with details or description. Creates new meaning by combining elements. Quantity and quality begin to expand. Organizes language using transitions, strings of sentences, and some complex sentences. Rephrases or circumlocutes. Maintains audience interest via content, voice, or emotions.	Conveys the message. Meets the communicative goal. Supports response with some details or description. Organizes language by using transitions, simple, compound and some strings of sentences. Begins to create new meaning by combining known elements. Uses word substitution or may rephrase for clarification. Maintains some audience interest via style, content, creativity, voice or emotions.	Partially conveys the message. Partially meets the communicative goal. Supports response with simple details. Uses simple and compound sentences. Speech is mostly organized or logically sequenced. Maintains some audience interest via content, creativity or emotions.	No evidence or below novice high
Interculturality	Demonstrates strong cultural competence. Shows strong cultural knowledge through register, content, and language. Analyzes, explains or makes inferences about the similarities and differences in products, practices, or perspectives.	Demonstrates cultural competence. Shows cultural knowledge through content, register or language. Describes and elaborates on similarities and differences in products, practices and perspectives.	Demonstrates some cultural competence. Shows some cultural knowledge through content or language. Describes the main similarities and differences in products, practices and perspectives.	Demonstrates some cultural competence. Shows some cultural knowledge through content or language. Identifies and makes simple comparisons between some products, practices or perspectives.	No evidence

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TOTAL ___/32 = ___