World Languages
Guide to Novice Interpersonal Rubrics

Evaluating oral and written communication

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The Interpersonal Mode

The Interpersonal Mode refers to a conversation between two or more people. In an interpersonal task, learners exchange information, negotiate meaning, ask and answer questions, meet basic needs and express, react to and support feelings, emotions and opinions. This exchange of information takes place spontaneously without a script. In the Novice classroom, the exchange may take place between students or between teacher and students.

Novice learners are able to engage in simple conversations by using memorized questions and practiced or formulaic language. Meaning may be negotiated using words, phrases, simple sentences, gestures or facial expressions. Learners may be able to reference an authentic resource or information that they have previously collected.

Interpersonal communication is…	Interpersonal communication is not…
1. Two-way, spontaneous interaction.	1. Memorized dialogue or one person asking all the questions.
2. Monitoring your partner's comprehension, following-up, reacting and maintaining the conversation.	2. Strict turn-taking or ignoring your partner's comprehension.
3. Indicating interest through body language and eye contact.	3. Ignoring your partner in order to say something.
4. Focusing on the message and asking for clarification if needed.	4. Giving up if you don't understand.

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Why Do We Use Interpersonal Rubrics?

The Interpersonal rubrics from the Ohio Department of Education can be used to evaluate oral or written classroom proficiency on Integrated Performance Assessments (IPAs), exams, pre-/post-assessments or other comprehensive tasks*. The evaluation language is aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency and Performance Descriptors and the National Council of State Supervisors for Languages (NCSSFL) Intercultural Can-Do Statements. The criteria not only allow students to see where they are on the proficiency continuum, but also where they need to go and how to get there. These rubrics serve several purposes:

- Describe learning goals to students, parents and administrators.
- Define criteria for success at each language proficiency level.
- Establish a baseline of performance at the beginning of instruction.
- Allow for self-reflection and detailed feedback on the student's current level.
- Inform the teacher *and* the student how to close the gap between where the student currently is and where he or she needs to be, based on a targeted learning standard.
- Measure student growth or achievement at the end of a period of instruction.

When using these rubrics, teachers would recognize that they are evaluating a snapshot of a student's classroom proficiency in a familiar context. A student's classroom proficiency level may be higher than the student's true proficiency level. True proficiency would be determined by sustained performance in unpracticed, authentic situations with a native speaker.

To ensure consistency in evaluation, it is recommended that teachers practice scoring student work samples with world language colleagues.

The use of these scoring guidelines is a local decision and is not mandated by the Ohio Department of Education.

Student self-reflection and teacher feedback are essential to helping students see where they are on the proficiency continuum, where they need to go and how to get there.

This section of the rubric uses student-friendly language to help learners understand what the desired performance criteria is and what it looks like. There is room for students to self-reflect on their oral or written classroom proficiency, which will then guide their next steps in enhancing the quality of their performance.

This section also can be used by teachers to give specific feedback to students regarding their oral or written classroom proficiency. This will help the students understand how well they have met the criteria for each proficiency level and how to advance to the next level. It also allows the teacher to clarify the content and outcomes of instruction and learning when planning future lessons.

This section of the rubric should be used in conjunction with the full rubric of the same level:

Novice High Interpersonal	Student Self-Reflection or Teacher Feedback*		
	Interpersonal communication in IPAs, exams and pre/post-assessments		
Novice High – 3 *Full evidence for this level and some evidence for next level*	**Novice High – 2** *Full evidence for this level*	**Novice High – 1** *Partial evidence for this level*	**Novice Mid**
What are my strengths?	**What can I do?**	**How can I improve?**	**Novice Mid**
Comprehensibility: Was I understood?			
	• I use vocabulary I've practiced from familiar and everyday topics or topics of interest. • My structures, word order, spelling and accent/tone marks are mostly accurate. • (Speaking) My pronunciation is mostly accurate. I try to use native sounds. • (Speaking) I try to speak at a consistent rate.		
Quality of Communication: How well did I interact?			
	• I meet the communication goal. • I ask some practiced questions and questions I make up to keep the conversation going. • I use simple sentences and try to connect them. • I clarify by using different words.		
Interculturality: Did I show cultural understanding?			
	• I name and compare cultural products (*monuments, clothing, music*), practices (*pastimes, school life*) or perspectives (*reasons for celebrations, eating habits*) in my own and other cultures. • I interact in some very familiar and everyday situations using language and behavior that I have practiced.	February, 2018	

* Used in conjunction with the Novice High Full Rubric.

* For students who do not meet Novice High criteria, refer to Novice Mid rubric.

* Adapted from the ACTFL Proficiency Guidelines and Performance Descriptors and the NCSSFL Interculturality Can-Do Statements.

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Full Interpersonal Rubric

The full Interpersonal rubrics can be used to evaluate oral or written classroom proficiency on IPAs, exams, pre/post-assessments or other comprehensive tasks. The purpose of the full rubric is to give a complete description of the criteria for Novice Mid through Intermediate Mid proficiency levels. By using the proficiency descriptors, we can give students, parents, teachers and administrators a more accurate picture of a student's language ability. The rubric descriptors:

1. Define areas of strength for students.
2. Define areas of weakness for students.
3. Allow students to set their language goals.
4. Describe student progress during a year's instruction.
5. Inform instruction for teachers.
6. Provide information on how to differentiate learning for individual students who may be at different proficiency levels but in the same class.
7. Define for all stakeholders the proficiency levels needed to be job-ready.

   See _ACTFL Workforce language proficiency recommendation._

Novice High	Interpersonal Speaking and Writing
	Full rubric for IPAs, exams and pre/post-assessments

Novice High – 3 ☐	**Full evidence for this level and some evidence for next level**
Comprehensibility	**Is understood by a sympathetic speaker** • Uses a range of practiced vocabulary from familiar and everyday topics or topics of interest. • Shows control of practiced structures and word order, spelling and mechanics. • (Speaking) Uses comprehensible pronunciation, with some native-like sounds. • (Speaking) Speaks slowly but at a consistent rate, with occasional hesitations.
Quality of Communication	**Participates in and advances the conversation** • Exceeds the communicative goal. • Asks and answers practiced and some original questions. • Recombines learned language to create simple and compound sentences. • Uses word substitution or may rephrase for clarification.
Interculturality	**Demonstrates Novice intercultural competence** • Identifies and makes simple comparisons between products (monuments, music), practices (pastimes, school life) or perspectives (reasons for celebrations or eating habits) in their own and other cultures. • Interacts in familiar and everyday situations using memorized language and appropriate rehearsed behaviors.

Novice High – 2 ☐	**Full evidence for this level**
Comprehensibility	**Is generally understood by a sympathetic speaker** • Uses practiced vocabulary from familiar and everyday topics or topics of interest. • Shows some control of practiced structures, word order, spelling and mechanics (punctuation, accents). • (Speaking) Uses mostly comprehensible pronunciation, with some native-like sounds. • (Speaking) Speaks slowly, with some unnatural hesitations over new words or structures.
Quality of Communication	**Participates in the conversation** • Meets the communicative goal by requesting and sharing information; interacting to meet basic needs; or expressing and reacting to preferences, feelings or opinions. • Asks and answers practiced and some original questions. • Uses simple and compound sentences most of the time. • Uses repetition or word substitution to clarify.
Interculturality	**Demonstrates Novice intercultural competence** • Identifies and makes simple comparisons between some products (clothing, music), practices (pastimes, school life), or perspectives (reasons for celebrations, eating habits) in their own and other cultures. • Interacts in familiar and everyday situations using memorized language and appropriate rehearsed behaviors.

Novice High – 1 ☐	**Partial evidence for this level**
Comprehensibility	**Is generally understood by a sympathetic speaker, with some interpretation** • Uses some practiced vocabulary from a few familiar and everyday topics or topics of interest. • Shows emerging control of practiced structures, word order, spelling and mechanics. • (Speaking) Uses pronunciation that may require some interpretation. • (Speaking) Speaks slowly, with some stumbling over new words or structures.
Quality of Communication	**Partially participates in the conversation** • Partially meets the communicative goal. • Asks a few practiced questions to continue the conversation. • Uses words, lists and memorized phrases in simple and some compound sentences. • Uses gestures or repetition to clarify.
Interculturality	**Demonstrates Novice intercultural competence** • Identifies some cultural products (monuments, clothing, music), practices (pastimes, school life), or perspectives (reasons for celebrations, eating habits) in their own and other cultures. • Interacts in familiar and everyday situations using memorized language and appropriate rehearsed behaviors. _February, 2018_

Novice Mid ☐	_Refer to Novice Mid rubric to determine current level_	Ohio Department of Education

Gradebook conversion scores are a local decision. The following scores are examples and _are not_ mandated by the Ohio Department of Education.

Here is a sample gradebook conversion for a student who was evaluated as Novice High – 2:

Rubric Score	Letter Grade	Percentage	Point Value (e.g. 50 pts)
Novice High 3	A, A+	92+%	46 – 50 points
Novice High 2	B-, B, B+, A-	80 – 91%	40 – 45 points
Novice High 1	C-, C, C+	70 – 79%	35 – 39 points
Novice Mid 3	D-, D, D+	60 – 69%	30 – 34 points

The student's final proficiency should be determined by the level of the rubric where all criteria have been met. Looking at this assessment, we see that the student has met all of the criteria for Novice High – 2 and in some areas has scored at the Novice High – 3 level. Because the student has met or exceeded all of the criteria for a Novice High – 2 but has not met all of the criteria for Novice High – 3, the student's level is Novice High – 2.

Novice High	**Interpersonal Speaking and Writing** Full rubric for IPAs, exams and pre/post-assessments
Novice High – 3 ☐	**Full evidence for this level and some evidence for next level**
Comprehensibility	Is understood by a sympathetic speaker • Uses a range of practiced vocabulary from familiar and everyday topics or topics of interest. • Shows control of practiced structures and word order, spelling and mechanics. • (Speaking) Uses comprehensible pronunciation, with some native-like sounds. • (Speaking) Speaks slowly but at a consistent rate, with occasional hesitations.
Quality of Communication	Participates in and advances the conversation • Exceeds the communicative goal. • Asks and answers practiced and some original questions. • Recombines learned language to create simple and compound sentences. • Uses word substitution or may rephrase for clarification.
Interculturality	Demonstrates Novice intercultural competence • Identifies and makes simple comparisons between products (monuments, music), practices (pastimes, school life) or perspectives (reasons for celebrations or eating habits) in their own and other cultures. • Interacts in familiar and everyday situations using memorized language and appropriate rehearsed behaviors.
Novice High – 2 ☐	**Full evidence for this level**
Comprehensibility	Is generally understood by a sympathetic speaker • Uses practiced vocabulary from familiar and everyday topics or topics of interest. • Shows some control of practiced structures, word order, spelling and mechanics (punctuation, accents). • (Speaking) Uses mostly comprehensible pronunciation, with some native-like sounds. • (Speaking) Speaks slowly, with some unnatural hesitations over new words or structures.
Quality of Communication	Participates in the conversation • Meets the communicative goal by requesting and sharing information; interacting to meet basic needs; or expressing and reacting to preferences, feelings or opinions. • Asks and answers practiced and some original questions. • Uses simple and compound sentences most of the time. • Uses repetition or word substitution to clarify.
Interculturality	Demonstrates Novice intercultural competence • Identifies and makes simple comparisons between some products (clothing, music), practices (pastimes, school life), or perspectives (reasons for celebrations, eating habits) in their own and other cultures. • Interacts in familiar and everyday situations using memorized language and appropriate rehearsed behaviors.
Novice High – 1 ☐	**Partial evidence for this level**
Comprehensibility	Is generally understood by a sympathetic speaker, with some interpretation • Uses some practiced vocabulary from a few familiar and everyday topics or topics of interest. • Shows emerging control of practiced structures, word order, spelling and mechanics.

Types of Tasks

Novice level tasks involve communicating information on very familiar and everyday topics that have been practiced or memorized in class.

The type of task the teacher asks a learner to do is a key factor in determining the student's proficiency level. If the task calls only for Novice Low level language, then the student can only perform at a Novice Low level. The task should be set at the expected level but open-ended enough to allow students to show higher levels of speech.
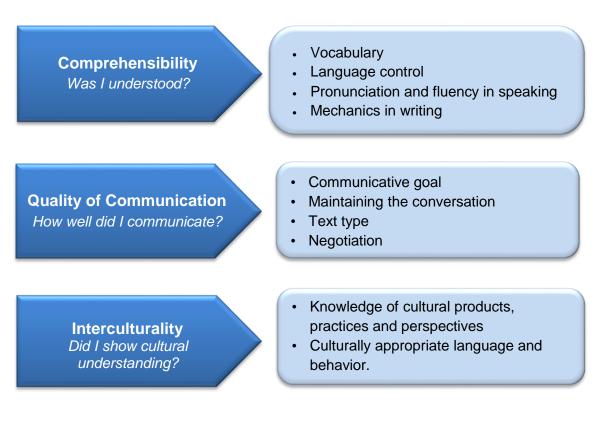
Read the following tasks. Which one allows learners to show their language proficiency more accurately?

Task 1: (Groups of two students) - You and a friend are going to France for spring vacation and are discussing what to do while you are there. You want to go to Disneyland Paris, but your partner wants to visit the French châteaux. Each of you should tell two reasons why you want to go to your destination. Then, make a decision.

Task 2: (Groups of three students) - Your grandmother loves France, so you want to plan a surprise trip to Paris for her 70th birthday. But other family members have different ideas of where the trip should be and why. Role play the scene with members of your family, where you all try to convince the others that yours would be the best trip. Then, decide on a final destination for your grandmother's trip.

Task 2 allows students to show higher language ability. The floor of the task is still at the Novice level (i.e., the students need to be able to justify why they want to go to a certain destination), but the task is left open for the students to use more expansive language to describe different destinations and give more reasons for choosing a trip. A broader context is provided in which to negotiate the final choice of destination.

Interpersonal Writing and Speaking Descriptors

Comprehensibility
Was I understood?

- Vocabulary
- Language control
- Pronunciation and fluency in speaking
- Mechanics in writing

Quality of Communication
How well did I communicate?

- Communicative goal
- Maintaining the conversation
- Text type
- Negotiation

Interculturality
Did I show cultural understanding?

- Knowledge of cultural products, practices and perspectives
- Culturally appropriate language and behavior.

Comprehensibility

Was the student understood?

At the Novice level, comprehensibility is the learner's ability to be understood by a **sympathetic speaker,** e.g., a teacher or someone accustomed to dealing with language learners. Contributing factors include vocabulary, language control, pronunciation and fluency.

Vocabulary

Novice learners use familiar and everyday vocabulary that has been introduced and practiced.

- High frequency words and formulaic expressions are used, mostly in correct context.
- Topics relate to basic biographical information such as family, school and preferences.
- The range of vocabulary increases as more topics are introduced and practiced. Vocabulary acquisition is dependent upon the number of topics practiced in class.

Language Control

Novice learners show some accuracy when using structures, word order and mechanics that have been introduced and practiced.

- Structures are grammatical elements that may include the use of definite and indefinite articles, subject-verb agreement or negation.*
- Word order may include forming questions or the positioning of adjectives and counting words.
- Mechanics of language are spelling, punctuation, accent marks, tone marks and capitalization.
- Errors in elements that have not been introduced and practiced should not adversely affect the assessment.

    * "Control of practiced structures," as used in these rubrics, may approximately be defined as:

    Consistent control: Structure used correctly 90+ percent of the time.
    Good Control: Structure used correctly 75 percent of the time.
    Emerging/Some Control: Structure used correctly 50 percent of the time.

    These percentages are not intended to be interpreted as a grade.

Pronunciation

Novice learners begin to imitate native-like sounds, intonation and tone in spoken language.

- Pronunciation refers to the speaker's ability to approximate the sounds of another language.
- Intonation refers to a variation in pitch used to indicate a function such as a question or a statement.
- Tone refers to variation of pitch in a syllable. This occurs in languages such as Chinese, Japanese and Korean.

Fluency

Novice learners may sound surprisingly fluent when using memorized language. When a learner is challenged to use non-memorized language, the rate of speech will be interrupted by pauses, hesitations, stumbling and a reversion to native language.

- Natural pauses occur at the end of a complete idea and are an acceptable way for a speaker to gather his or her thoughts.

- Unnatural pauses or hesitations occur when the speaker pauses and searches for forms in the middle of a thought.

- Stumbling occurs when the learner verbalizes different forms or words while trying to express the message.

- Spontaneous speech will have more hesitations than a prepared presentation.

- A student's fluency may decrease as the variety of vocabulary and the complexity of structures increase.

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Quality of Communication

How well did the student convey the message?

Quality of Communcication is the level of language used to convey the message. Contributing factors include meeting the communicative goal, text type and maintaining the conversation.

Communicative Goal

Novice learners use some details and description to convey the message.
- The communicative requirements of the task are met.
- Simple details and descriptions are used.
- An authentic resource may be referenced to support the response but should not be the only source of language.

Maintaining the Conversation

Novice learners begin to engage in simple conversations.
- Learners respond to direct questions and requests for information.
- Some formulaic or practiced questions may be asked but learners are primarily reactive.
- Word substitution, gestures, facial expressions, repetition or native language may be used to negotiate meaning, maintain the conversation or for clarification.

Text Type

Novice learners produce words, phrases and highly practiced sentences.
- Text type is the quality and organization of language, ranging from individual words → memorized phrases → simple sentences → compound sentences → series of sentences.
- Compound sentences are two independent sentences joined by words such as **"and," "or"** and "but**."**
- Series of sentences are a series of sentences that relate to the same topic but are not connected grammatically or by organization.
- At the upper range of the Novice level, learners begin to create new meaning by combining memorized words, phrases and structures.

Negotiation

Novice learners use gestures, repeat words or may substitute a different word to clarify meaning.
- When not understood, novice learners have a limited range of options to negotiate meaning.

Interculturality

Did the student show intercultural understanding?

Interculturality is the ability to use language and behave appropriately in a variety of cultural contexts. **Culture must be embedded into all language study**. By studying and experiencing the products and practices of a culture, students will gain insight into the perspectives of the people. Based on this understanding, students will learn to use language and behaviors to communicate in culturally appropriate ways.

- The **products** of a culture are the tangible items such as art, music, clothing, monuments and cuisine.
- The **practices** of a culture refer to specific behaviors of the people such as the ways they celebrate events, the manner in which they shop and the ways that they conduct their daily lives.
- The **perspectives** of a culture are the values, beliefs and attitudes of its people such as their attitudes toward age, gender and social status.

Products, Practices and Perspectives

Novice Learners identify products and practices to help them understand perspectives in their own and other cultures.

- Learners list and identify some products such as food, stores, traditional songs and geographic features.
- Learners list, identify, classify and recognize similarities and differences in some products of the target culture and their own culture such as housing, clothing or school schedules.
- Learners list, identify, classify and recognize similarities and differences in some practices of the target culture and their own culture such as daily routines, eating habits and how to celebrate birthdays and holidays.
- Learners identify some symbols of national identity in their own and other cultures such as a flag or music and what they represent to people.
- Learners understand the importance of some historical events through the study of monuments or the celebration of holidays in their own and other cultures.
- Learners identify some similar foods, dress or leisure activities that have been globalized.

Behavior

Novice learners use appropriate rehearsed behaviors.

- Learners use appropriate actions such as when counting or greeting and saying good-bye.
- Learners imitate or use practiced behaviors such as table manners and shopping.

Language

Novice Learners communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

- Learners use some idiomatic expressions such as expressing age or hunger.
- Learners use appropriate greetings and leave-takings.
- Learners know what to say in some cultural situations such as giving a birthday wish or receiving a gift.
- Learners accurately use polite vs informal language in some formulaic questions and responses.