

# Interpersonal Communication

## Performance Rubric

For student self-reflection or teacher feedback\* on chapter or unit assessments and IPAs

NL NM NH IL IM

Targeted performance level for this assessment.

STRONG

GOOD

DEVELOPING

EMERGING

Low

What are my strengths?

What can I do?

How can I improve?

### Comprehensibility

*Was I understood?*

**Vocabulary:** I use a variety of appropriate vocabulary for this task.

**Language Control:** I am mostly accurate when I use structures, time frames, word order, spelling and mechanics that we practiced.

**Pronunciation:** My pronunciation is mostly accurate. I try to use native sounds.

**Fluency:** I try to speak at a consistent rate.

### Interaction

*How well did I communicate?*

**Content and Support:** I meet the communication goal, using details or authentic resource(s) for support.

**NOVICE Interaction:** I use sentences, phrases and words. I ask questions that I have practiced, to keep the conversation going. I clarify using gestures or different words.

**INTERMEDIATE Interaction:** I use strings of simple and connected sentences. I ask questions to continue the conversation. I clarify by rephrasing or giving more details.

### Interculturality

*Did I show cultural understanding?*

**Cultural Competence:** My language or behavior shows cultural knowledge or understanding for this task. *(cultural content, register, gestures, idiomatic expressions, daily life, similarities and differences in target culture).*

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\* Used in conjunction with Full Performance Rubric for Interpersonal Communication.

\* See [Can-Do statements](#) for performance level descriptors

# Interpersonal Communication

## Performance Rubric

Full rubric for chapter or unit assessments and IPAs

NL NM NH IL IM  
Targeted performance level

Final Score: _____	<b>STRONG</b> <i>Full evidence for targeted level and some evidence for next level</i>	<b>GOOD</b> <i>Full evidence for targeted level</i>	<b>DEVELOPING</b> <i>Partial evidence for targeted level</i>	<b>EMERGING</b> <i>Limited evidence for targeted level</i>	Low
<b>Comprehensibility</b> S G D E L	<b>Is easily understood by a sympathetic listener</b>	<b>Is generally understood by a sympathetic listener</b>	<b>Is understood with some difficulty</b>	<b>Is understood with much difficulty</b>	Low
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Strong range of appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Good range of appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Basic range of appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of appropriate vocabulary.</li> </ul>	
<b>Language Control</b>	<ul style="list-style-type: none"> <li>Few errors when using practiced structures, time frames and word order.</li> </ul>	<ul style="list-style-type: none"> <li>Some errors when using practiced structures, time frames and word order.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in practiced material may require interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in practiced material often impede communication.</li> </ul>	
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>Accurate pronunciation, with native sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate pronunciation, with many native sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Some accurate pronunciation, with occasional native sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation errors often impede communication.</li> </ul>	
<b>Fluency</b>	<ul style="list-style-type: none"> <li>Rate of practiced speech is consistent, with few hesitations.</li> </ul>	<ul style="list-style-type: none"> <li>Rate of practiced speech is appropriate to level.</li> </ul>	<ul style="list-style-type: none"> <li>Some unnatural hesitations or pauses.</li> </ul>	<ul style="list-style-type: none"> <li>Many unnatural hesitations or pauses.</li> </ul>	
<b>Interaction</b> S G D E L	<b>Participates in and advances the conversation</b>	<b>Participates fully in the conversation</b>	<b>Participates partially in the conversation</b>	<b>Participates minimally in the conversation</b>	Low
<b>Content</b>	<ul style="list-style-type: none"> <li>Communicative goal exceeded with consistent use of details or authentic resource(s).</li> </ul>	<ul style="list-style-type: none"> <li>Communicative goal met with frequent use of details or authentic resource(s).</li> </ul>	<ul style="list-style-type: none"> <li>Communicative goal partially met with some use of details or authentic resource(s).</li> </ul>	<ul style="list-style-type: none"> <li>Communicative goal minimally met, with limited content.</li> </ul>	
<i>NOVICE Interaction</i>	<ul style="list-style-type: none"> <li>Appropriate responses using simple and compound sentences.</li> <li>Some practiced and original questions used to continue conversation.</li> <li>Rephrasing used to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate responses using simple sentences, phrases, words.</li> <li>Some practiced questions used to continue the conversation.</li> <li>Word substitution used to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>Some appropriate responses with phrases and words.</li> <li>Few questions asked.</li> <li>Repetition or gestures used to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>Responses consist of lists and words.</li> <li>No questions asked.</li> <li>Unable to clarify.</li> </ul>	
<i>INTERMEDIATE Interaction</i>	<ul style="list-style-type: none"> <li>Appropriate responses using strings of sentences and some longer discourse.</li> <li>Conversation easily continued or advanced.</li> <li>Paraphrasing used to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate responses using strings of simple and connected sentences.</li> <li>Good use of questions to continue the conversation.</li> <li>Rephrasing used to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate responses using simple and compound sentences.</li> <li>Some practiced and original questions to continue the conversation.</li> <li>Rephrasing used to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate responses using simple sentences, phrases and words.</li> <li>Some practiced questions to continue the conversation.</li> <li>Word substitution to clarify.</li> </ul>	
<b>Interculturality</b> S G D E L	<b>Demonstrates thorough cultural competence</b>	<b>Demonstrates cultural competence</b>	<b>Demonstrates some cultural competence</b>	<b>Demonstrates limited cultural competence</b>	Low
<b>Cultural Competence</b>	<ul style="list-style-type: none"> <li>Language or behavior<sup>3</sup>(<i>cultural content, register, gestures, idiomatic expressions, daily life, similarities/differences in target culture</i>) shows strong cultural knowledge or understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Language or behavior<sup>3</sup> shows general cultural knowledge or understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Language or behavior<sup>3</sup> shows some cultural knowledge or understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Language or behavior<sup>3</sup> shows limited cultural knowledge or understanding.</li> </ul>	

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Convert to Gradebook Score: (S) = \_\_\_\_\_ (G) = \_\_\_\_\_ (D) = \_\_\_\_\_ (E) = \_\_\_\_\_ (L) = \_\_\_\_\_