

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: _____	STRONG <i>Full evidence for targeted level and some evidence for next level</i>	GOOD <i>Full evidence for targeted level</i>	DEVELOPING <i>Partial evidence for targeted level</i>	EMERGING <i>Limited evidence for targeted level</i>	Low
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Comprehensibility S G D E L	Is easily understood by a sympathetic listener	Is generally understood by a sympathetic listener	Is understood with some difficulty	Is understood with much difficulty	Low
Vocabulary	<ul style="list-style-type: none"> Strong range of appropriate vocabulary. 	<ul style="list-style-type: none"> Good range of appropriate vocabulary. 	<ul style="list-style-type: none"> Basic range of appropriate vocabulary. 	<ul style="list-style-type: none"> Limited range of appropriate vocabulary. 	
Language Control	<ul style="list-style-type: none"> Few errors when using practiced structures, time frames and word order. 	<ul style="list-style-type: none"> Some errors when using practiced structures, time frames and word order. 	<ul style="list-style-type: none"> Errors in practiced material may require interpretation. 	<ul style="list-style-type: none"> Errors in practiced material often impede communication. 	
Pronunciation	<ul style="list-style-type: none"> Accurate pronunciation, with native sounds. 	<ul style="list-style-type: none"> Mostly accurate pronunciation, with many native sounds. 	<ul style="list-style-type: none"> Some accurate pronunciation, with occasional native sounds. 	<ul style="list-style-type: none"> Pronunciation errors often impede communication. 	
Fluency	<ul style="list-style-type: none"> Rate of practiced speech is consistent, with few hesitations. 	<ul style="list-style-type: none"> Rate of practiced speech is appropriate to level. 	<ul style="list-style-type: none"> Some unnatural hesitations or pauses. 	<ul style="list-style-type: none"> Many unnatural hesitations or pauses. 	
Interaction S G D E L	Participates in and advances the conversation	Participates fully in the conversation	Participates partially in the conversation	Participates minimally in the conversation	Low
Content	<ul style="list-style-type: none"> Communicative goal exceeded with consistent use of details or authentic resource(s). 	<ul style="list-style-type: none"> Communicative goal met with frequent use of details or authentic resource(s). 	<ul style="list-style-type: none"> Communicative goal partially met with some use of details or authentic resource(s). 	<ul style="list-style-type: none"> Communicative goal minimally met, with limited content. 	
NOVICE Interaction	<ul style="list-style-type: none"> Appropriate responses using simple and compound sentences. Some practiced and original questions used to continue conversation. Rephrasing used to clarify. 	<ul style="list-style-type: none"> Appropriate responses using simple sentences, phrases, words. Some practiced questions used to continue the conversation. Word substitution used to clarify. 	<ul style="list-style-type: none"> Some appropriate responses with phrases and words. Few questions asked. Repetition or gestures used to clarify. 	<ul style="list-style-type: none"> Responses consist of lists and words. No questions asked. Unable to clarify. 	
INTERMEDIATE Interaction	<ul style="list-style-type: none"> Appropriate responses using strings of sentences and some longer discourse. Conversation easily continued or advanced. Paraphrasing used to clarify. 	<ul style="list-style-type: none"> Appropriate responses using strings of simple and connected sentences. Good use of questions to continue the conversation. Rephrasing used to clarify. 	<ul style="list-style-type: none"> Appropriate responses using simple and compound sentences. Some practiced and original questions to continue the conversation. Rephrasing used to clarify. 	<ul style="list-style-type: none"> Appropriate responses using simple sentences, phrases and words. Some practiced questions to continue the conversation. Word substitution to clarify. 	
Interculturality S G D E L	Demonstrates thorough cultural competence	Demonstrates cultural competence	Demonstrates some cultural competence	Demonstrates limited cultural competence	Low
Cultural Competence	<ul style="list-style-type: none"> Language or behavior³(<i>cultural content, register, gestures, idiomatic expressions, daily life, similarities/differences in target culture</i>) shows strong cultural knowledge or understanding. 	<ul style="list-style-type: none"> Language or behavior³ shows general cultural knowledge or understanding. 	<ul style="list-style-type: none"> Language or behavior³ shows some cultural knowledge or understanding. 	<ul style="list-style-type: none"> Language or behavior³ shows limited cultural knowledge or understanding. 	

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