



Ohio

World Languages Guide to Intermediate 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; ask and answer questions; express feelings, emotions and opinions; and negotiate meaning. This exchange of information takes place spontaneously without a script.

Intermediate learners are able to initiate, maintain and end a conversation in familiar and some unfamiliar contexts. They can understand, ask and answer a variety of questions, present information and express personal opinions. As learners move through the Intermediate level, they begin to self-correct, restate, circumlocute and paraphrase for clarification. Intermediate learners are 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.

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) Interculturality 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

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:

Intermediate Low Interpersonal		Student Self-Reflection or Teacher Feedback*	
Interpersonal communication in IPAs, exams and pre/post-assessments			
Intermediate Low – 3 <i>Full evidence for this level and some evidence for next level</i>	Intermediate Low – 2 <i>Full evidence for this level</i>	Intermediate Low – 1 <i>Partial evidence for this level</i>	Novice High
What are my strengths?	What can I do?	How can I improve?	Novice High
Comprehensibility: Was I understood?			
	<ul style="list-style-type: none"> I use vocabulary from familiar themes and everyday topics of interest. I'm mostly accurate when I use practiced structures and present time frame. I begin to use past or future time frames. (Speaking) My pronunciation is mostly accurate, with native sounds. (Speaking) I speak at a consistent rate and self-correct if needed. 		
Quality of Communication: How well did I interact?			
	<ul style="list-style-type: none"> I meet the communication goal. I ask appropriate questions to continue the conversation. I use simple and compound sentences with transitions. I rephrase when I need to clarify. 		
Interculturality: Did I show cultural understanding?			
	<ul style="list-style-type: none"> I compare and describe cultural products (geography, health), practices (shopping, daily routines), or perspectives (attitudes toward family, appropriate dress) in my own and other cultures. I try to converse using culturally appropriate register, gestures, language, behavior, or content and I try to not make social errors. 		
February, 2018			
<small>* Used in conjunction with the Intermediate Low Full Rubric. * For students who do not meet Intermediate Low criteria, refer to Novice High rubric. * Adapted from the ACTFL Proficiency Guidelines and Performance Descriptors and the NCSSFL Interculturality Can-Do Statements.</small>			

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](#).

Intermediate Low		Interpersonal Speaking and Writing Full rubric for IPAs, exams and pre/post-assessments
Intermediate Low – 3		
Full evidence for this level and some evidence for next level		
Comprehensibility	Is easily understood by a sympathetic speaker. <ul style="list-style-type: none">• Uses practiced vocabulary from a range of familiar themes and everyday topics of interest.• Shows control of practiced structures and present time frame.• Shows emerging control of past or future time frames.• (Speaking) Uses comprehensible pronunciation and native sounds.• (Speaking) Speaks at a consistent rate, with some hesitations or self-corrections.	
Quality of communication	Participates in and advances the conversation <ul style="list-style-type: none">• Exceeds the communicative goal.• Continues the conversation by asking a variety of follow-up questions.• Uses simple, compound and some connected sentences, with transitions.• Rephrases for clarification.	
Interculturality	Demonstrates emerging Intermediate intercultural competence <ul style="list-style-type: none">• Compares and describes some products (geography, health), practices (daily routines, shopping) or perspectives (attitudes toward family, appropriate dress) in their own and other cultures.• Begins to converse using appropriate language and learned behaviors and avoiding major social blunders.	
Intermediate Low – 2		
Full evidence for this level		
Comprehensibility	Is understood by a sympathetic speaker. <ul style="list-style-type: none">• Uses practiced vocabulary from familiar themes and everyday topics of interest.• Shows some control of practiced structures and present time frame.• Begins to use past or future time frames in practiced situations.• (Speaking) Uses mostly comprehensible pronunciation and native-like sounds.• (Speaking) Speaks slowly but at a consistent rate, with some hesitations or self-corrections.	
Quality of Communication	Participates in the conversation <ul style="list-style-type: none">• Meets the communicative goal by requesting and providing information; interacting to meet basic needs; or expressing, asking about and reacting to preferences, feelings or opinions.• Continues the conversation by asking appropriate follow-up questions.• Uses simple and compound sentences, with transitions.• Uses word substitution or may rephrase for clarification.	
Interculturality	Demonstrates emerging Intermediate intercultural competence <ul style="list-style-type: none">• Compares and describes some products (geography, health), practices (daily routines, shopping) or perspectives (attitudes toward family, appropriate dress) in their own and other cultures.• Begins to converse using appropriate language and learned behaviors and avoiding major social blunders.	
Intermediate Low – 1		
Partial evidence for this level		
Comprehensibility	Is generally understood by a sympathetic speaker. <ul style="list-style-type: none">• Uses some practiced vocabulary from familiar themes and everyday topics of interest.• Shows emerging control of practiced structures and present time frame.• (Speaking) Uses mostly comprehensible pronunciation and some native-like sounds.• (Speaking) Speaks slowly with some hesitations and stumbling over new words or structures.	
Quality of Communication	Partially participates in the conversation <ul style="list-style-type: none">• Partially meets the communicative goal.• Asks questions to continue the conversation.• Uses simple and compound sentences.• Uses word substitution for clarification.	
Interculturality	Demonstrates emerging Intermediate intercultural competence <ul style="list-style-type: none">• Identifies and compares products (geography, health), practices (daily routines, shopping) or perspectives (attitudes toward family, appropriate dress) in their own and other cultures.• Begins to converse using appropriate language and learned behaviors and avoiding major social blunders.	
Novice High	Refer to Novice High rubric to determine current level	
		February 2018 Ohio Department of Education

Converting Scores to a Gradebook

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 Intermediate Low – 2:

Rubric Score	Letter Grade	Percentage	Point Value (e.g. 50 pts)
Intermediate Low 3	A, A+	92+%	46 – 50 points
Intermediate Low 2	B-, B, B+, A-	80 – 91%	40 – 45 points
Intermediate Low 1	C-, C, C+	70 – 79%	35 – 39 points
Novice High 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 Intermediate Low – 2 and in some areas has scored at the Intermediate High – 3 level. Because the student has met or exceeded all of the criteria for Intermediate Low – 2, but has not met all of the criteria for Intermediate Low – 3, the student's level is Intermediate Low – 2.

Intermediate Low		Interpersonal Speaking and Writing	
		Full rubric for IPAs, exams and pre/post-assessments	
Intermediate Low – 3		Full evidence for this level and some evidence for next level	
Comprehensibility	Is easily understood by a sympathetic speaker.		
	<ul style="list-style-type: none">• Uses practiced vocabulary from a range of familiar themes and everyday topics of interest.• Shows control of practiced structures and present time frame.• Shows emerging control of past or future time frames.• (Speaking) Uses comprehensible pronunciation and native sounds.• (Speaking) Speaks at a consistent rate, with some hesitations or self-corrections.		
Quality of communication	Participates in and advances the conversation		
	<ul style="list-style-type: none">• Exceeds the communicative goal.• Continues the conversation by asking a variety of follow-up questions.• Uses simple, compound and some connected sentences, with transitions.• Rephrases for clarification.		
Interculturality	Demonstrates emerging Intermediate intercultural competence		
	<ul style="list-style-type: none">• Compares and describes some products (<i>geography, health</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>attitudes toward family, appropriate dress</i>) in their own and other cultures.• Begins to converse using appropriate language and learned behaviors and avoiding major social blunders.		
Intermediate Low – 2		Full evidence for this level	
Comprehensibility	Is understood by a sympathetic speaker.		
	<ul style="list-style-type: none">• Uses practiced vocabulary from familiar themes and everyday topics of interest.• Shows some control of practiced structures and present time frame.• Begins to use past or future time frames in practiced situations.• (Speaking) Uses mostly comprehensible pronunciation and native-like sounds.• (Speaking) Speaks slowly but at a consistent rate, with some hesitations or self-corrections.		
Quality of Communication	Participates in the conversation		
	<ul style="list-style-type: none">• Meets the communicative goal by requesting and providing information; interacting to meet basic needs; or expressing, asking about and reacting to preferences, feelings or opinions.• Continues the conversation by asking appropriate follow-up questions.• Uses simple and compound sentences, with transitions.• Uses word substitution or may rephrase for clarification.		
Interculturality	Demonstrates emerging Intermediate intercultural competence		
	<ul style="list-style-type: none">• Compares and describes some products (<i>geography, health</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>attitudes toward family, appropriate dress</i>) in their own and other cultures.• Begins to converse using appropriate language and learned behaviors and avoiding major social blunders.		
Intermediate Low – 1		Partial evidence for this level	

Types of Tasks

Intermediate level learners can create messages on a variety of everyday topics, topics of personal interest and topics that have been studied. At the upper range, they may show the emerging ability to create messages on topics of general interest and work-related topics. They also may show emerging ability to tell or retell a story using past, present and future tenses or time frames.

The type of task that the teacher asks a learner to do is a key factor in determining the student's proficiency level. If the task calls only for Intermediate Low level language, then the student can only perform at an Intermediate 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) - We have been studying the environmental problems in Mexico. Name one problem and ask your partner for a possible solution. Then your partner will name a problem and you will tell him a possible solution.

Task 2: (Groups of two or three students) - We have been studying the environmental problems in Mexico City. Choose at least two problems and discuss these issues in your group. Discussion topics may include the seriousness of these problems; the future effects of these problems if they are not dealt with now; what Mexico has done to begin to solve these problems; your suggestions for helping minimize these environmental issues.

Task 2 allows students to show higher language ability. The floor of the task is still at the Intermediate Low level, (i.e., students discuss environmental issues in Mexico), but the task is left open for students to use more expansive language. A broader context is provided in which to give evidence, explain, describe, predict and give recommendations, using different time frames.

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 of Meaning

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 Intermediate level, the learner's ability to make himself understood increases.

- Intermediate Low learners are understood by a sympathetic speaker, e.g., a teacher or someone accustomed to dealing with language learners.
- Intermediate Mid 1 and 2 learners are understood by a native speaker accustomed to language learners, e.g., a travel agent or hotel clerk.
- Intermediate Mid 3 learners are generally understood by most native speakers.

Contributing factors include vocabulary, language control, pronunciation and fluency.

Vocabulary

Intermediate learners use a range of vocabulary that has been introduced in class and acquired from authentic resources and other sources.

- Vocabulary includes everyday topics, topics of personal interest and topics studied in class.
- Vocabulary is used in the correct context.

Language Control

Intermediate learners are mostly accurate when using structures, word order and mechanics that have been introduced and practiced in class.

- Learners show good control of structures from Novice levels. These may include present time frame, subject-verb agreement, negation or use of articles.
- Learners show some control of Intermediate structures. These may include the use of various time frames, complex sentences, moods and declensions.
- Word order may include question formation, positioning of adjectives or use of pronouns.
- Mechanics include spelling, punctuation, accent marks, tone marks and capitalization.
- Errors in elements not introduced and practiced should not adversely affect the assessment.
- In a prepared presentation, learners may show consistent control of practiced structures.*
- In a spontaneous presentation, learners may show some control of practiced structures.*

* "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

Intermediate learners 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

Intermediate learners will become more fluent as they progress through this level. When first faced with an increasing amount of new vocabulary and structures, the rate of speech will be interrupted by pauses, hesitations, stumbling and occasionally reversion to native language. As learners gain more control over structures and vocabulary, their flow of speech will show fewer interruptions.

- 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.
- Spontaneous speech will have more hesitations than a prepared presentation.
- Stumbling occurs when the learner verbalizes different forms or words while trying to express the message.

Quality of Communication

How well did the student convey the message?

Quality of Communication 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

Intermediate learners support their message with a range of details, description and explanation.

- The communicative requirements of the task are met.
- A range of descriptions, explanations and details are used.
- An authentic resource may be referenced to support the response but should not be the only source of language.

Maintaining the Conversation

Intermediate learners maintain and advance the conversation.

- Learners initiate, continue, advance and end the conversation.
- Learners present information, meet basic needs and express personal thoughts or opinions.
- Learners understand, ask and answer a variety of questions.
- At the lower range, learners may be primarily reactive. They begin to ask for clarification and self-correct or restate when not understood.
- At the upper range, learners converse with ease and begin to narrate events or develop a topic. They begin to paraphrase or circumlocute for clarification.

Text Type

Intermediate learners produce sentences and strings of sentences. They begin to use complex sentences and paragraph-length discourse.

- Text type is the quality and organization of language, ranging from individual words → memorized phrases → simple sentences → compound sentences → series of sentences → complex sentences → paragraphs.
- 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.
- Complex sentences contain an independent clause and at least one dependent clause. An example is: “Although I am tired, I still want to go to the movies tonight.”
- A paragraph is a group of sentences that support one main idea. Sentences are arranged in a logical manner, follow a definite plan for development, and include details and supporting evidence.

Negotiation of Meaning

Intermediate learners use a variety of techniques to negotiate and clarify meaning.

- At the lower range, intermediate learners may use word substitution, rephrase or ask questions to clarify meaning.
- As the upper range, intermediate learners may ask probing questions, paraphrase or begin to circumlocute to negotiate meaning.

Interculturality

Did the student show cultural understanding?

Interculturality is the ability to use the language and to 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 way that 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

Intermediate learners compare and contrast products of other cultures and their own culture in order to understand perspectives.

- Learners compare and contrast cultural products such as art, cuisine, music, literature, system of government and education to understand the attitudes toward these in their own and other cultures.
- Learners compare and contrast cultural practices such as how families interact, use of space, distribution of class time and use of social media in order to understand the attitudes toward these in their own and other cultures.
- Learners describe some basic cultural viewpoints such as the importance of religion, how other cultures view major historical events, the importance of academics vs. sports, and the importance of time vs. money in their own and other cultures.
- Learners tell how and why the options for sports and leisure activities vary depending on cultural attitudes.

Behavior

Intermediate learners demonstrate, compare and contrast culturally appropriate behaviors.

- Learners use appropriate actions when eating, shopping and socializing and avoid major social blunders.
- Learners compare and contrast cultural behaviors such as eating habits, celebrations, humor, how people buy and sell, and how peers socialize in order to understand the values represented in their own and other cultures.

Language

Intermediate learners communicate with others from the target culture in familiar or researched situations creating sentences and series of sentences and showing cultural awareness.

- Learners use idiomatic expressions such as expressing obligation or surprise.
- Learners use polite vs. informal language in appropriate situations.
- Learners know appropriate ways to offer and receive gifts, request assistance, agree, and take turns.