

Novice Mid 2	Novice Mid 3	Novice High 1	Novice High 2	Novice High 3
<i>Understood, Often With Difficulty, By A Sympathetic Speaker</i>	<i>Understood, With Some Difficulty, By A Sympathetic Speaker</i>	<i>Generally Understood By A Sympathetic Speaker, With Some Interpretation</i>	<i>Generally Understood By A Sympathetic Speaker</i>	<i>Understood By A Sympathetic Speaker</i>
Some practiced vocabulary from a limited range of topics.	Practiced vocabulary from a limited range of topics.	Practiced vocabulary from a few everyday topics or themes.	Practiced vocabulary from several everyday topics or themes.	Practiced vocabulary from a range of everyday topics or themes
Limited control of practiced structures, word order, spelling and mechanics (punctuation, accent and tone marks).	Emerging control of practiced structures, word order, spelling and mechanics.	Emerging control of practiced structures, word order, spelling and mechanics.	Some control of practiced structures, word order, spelling and mechanics.	Control of practiced structures and word order, spelling and mechanics, with few errors.
Pronunciation may impede communication, due to influence from native language.	Pronunciation may require interpretation, even with practiced language.	Pronunciation may require some interpretation.	Mostly comprehensible pronunciation, with some native-like sounds.	Comprehensible pronunciation, with some native-like sounds.
Speaks at an uneven rate that may often interfere with communication.	Speaks slowly but at a consistent rate when using practiced language.	Speaks slowly, with some stumbling over new words or structures.	Speaks slowly, with some unnatural hesitations over new language.	Speaks slowly but at a consistent rate, with occasional hesitations.
<i>Conveys The Message</i>	<i>Conveys The Message</i>	<i>Partially Conveys The Message</i>	<i>Conveys The Message</i>	<i>Extends The Message</i>
Meets the communicative goal.	Meets the communicative goal.	Partially meets communicative goal.	Meets the communicative goal.	Exceeds the communicative goal.
May support response with limited details. May reference an authentic resource.	Supports response with limited details. May reference an authentic resource.	Supports response with a few simple details. May reference an authentic resource.	Supports response with simple details. May reference an authentic resource.	Extends response with a range of simple details. May reference an authentic resource.
Uses words, lists and memorized phrases in simple sentences.	Uses words, lists and memorized phrases in simple and some compound sentences.	Uses words, lists and memorized phrases in simple and some compound sentences.	Uses simple and compound sentences.	Recombines learned language to create simple, compound and some strings of sentences.
Speech or writing may be organized or logically sequenced.	Speech or writing is somewhat organized or logically sequenced.	Speech or writing is somewhat organized or logically sequenced.	Speech or writing is mostly organized or logically sequenced.	Speech or writing is organized or logically sequenced.
May maintain some audience interest via technology, visuals, content, creativity, or emotions.	Maintains some audience interest via technology, visuals, content, creativity, or emotions.	Maintains some audience interest via technology, visuals, content, creativity, or emotions.	Maintains audience interest via technology, visuals, content, creativity, or emotions.	Maintains high audience interest via technology, visuals, writing style, creativity, content, emotion.
<i>Demonstrates Limited Cultural Competence</i>	<i>Demonstrates Some Cultural Competence</i>	<i>Demonstrates Some Cultural Competence</i>	<i>Demonstrates Cultural Competence</i>	<i>Demonstrates Strong Cultural Competence</i>
Shows limited cultural knowledge through content, gestures, language, or behavior.	Shows some cultural knowledge through content, gestures, language or behavior.	Shows some cultural knowledge through content, gestures, language or behavior.	Shows cultural knowledge through content, gestures, language or behavior.	Shows strong cultural knowledge through content, gestures, language or behavior.
Identifies a limited range of cultural products (<i>songs, currency, school schedules</i>) or practices (<i>formal and informal greetings, expressing time and date as locals do</i>).	Identifies a few cultural products (<i>songs, currency, school schedules</i>) or practices (<i>formal and informal greetings, expressing time and date as locals do</i>).	Identifies some cultural products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>national symbols, religion, appropriate dress</i>).	Identifies and makes simple comparisons between some products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>national symbols, religion, appropriate dress</i>).	Identifies and makes simple comparisons between a variety of products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>national symbols, religion, appropriate dress</i>).

Intermediate Low - 1	Intermediate Low - 2	Intermediate Low -3	Intermediate Mid - 1	Intermediate Mid - 2	Intermediate Mid - 3
Generally Understood By A Sympathetic Speaker	Understood By A Sympathetic Speaker	Easily Understood By A Sympathetic Speaker	Understood By A Native Speaker Accustomed To Language Learners	Easily Understood By A Native Speaker Accustomed To Language Learners	Generally Understood By A Native Speaker
Practiced vocabulary from familiar themes and topics.	Practiced vocabulary from a range of familiar themes and topics.	Practiced vocabulary from a wide range of familiar themes and topics.	Practiced vocabulary from familiar themes, as well as topics of personal interest.	Range of vocabulary from familiar themes, as well as topics of personal interest.	Wide range of vocabulary from familiar themes, as well as topics of personal interest.
Emerging control of present time frame and practiced structures.	Good control of present time frame and practiced structures. Begins to use past or future time frames, with errors that may impede communication.	Consistent control of present time frame and practiced structures, with few errors. Emerging control of past or future time frames.	Consistent control of present time frame. Emerging control of practiced structures and past or future time frames.	Consistent control of present time frame. Some control of practiced structures and past or future time frames.	Consistent control of present time frame and practiced structures. Some control of past and future time frames.
Mostly comprehensible pronunciation and some native-like sounds.	Mostly comprehensible pronunciation and native-like sounds.	Comprehensible pronunciation and native sounds.	Comprehensible pronunciation and native sounds.	Comprehensible pronunciation and native sounds.	Comprehensible pronunciation and native sounds.
Speaks slowly with some hesitations and stumbling over new words or structures.	Slow but consistent rate of speech, with some hesitations or self-corrections.	Consistent rate of speech, with some hesitations or self-corrections.	Mostly consistent rate of speech with some hesitations or self-corrections.	Consistent rate of speech, with some hesitations or self-corrections.	Consistent rate of speech, with few hesitations.
Partially Conveys Message	Conveys The Message	Extends The Message	Partially Conveys Message	Conveys The Message	Extends The Message
Partially meets the communicative goal.	Meets the communicative goal.	Exceeds the communicative goal.	Partially meets the communicative goal..	Meets the communicative goal.	Exceeds the communicative goal.
Supports response with some details or description. May reference authentic resources.	Supports response with details or description. May reference authentic resources.	Extends response with many details or description. May reference authentic resources.	Supports response with some details or description. May reference authentic resources.	Supports response with details or description. May reference authentic resources.	Extends response with many details or description. May reference authentic resources.
Begins to create new meaning by combining known elements.	Creates new meaning by combining known elements.	Creates new meaning by combining elements. Quantity and quality begin to expand.	Creates new meaning by combining elements. Quantity and quality begin to expand.	Creates new meaning by combining elements. Quantity and quality expands.	Begins to develop a topic or narrate an event.
Organizes language using simple, compound, and some strings of sentences.	Organizes language using transitions, simple, compound, and some strings of sentences.	Organizes language using transitions, simple, compound, and some strings of sentences.	Organizes languages using transitions, strings of sentences and some complex sentences.	Organizes language using transitions, strings of sentences and some complex sentences.	Begins to use some complex and connected sentences in paragraph-length discourse.
Uses word substitution for clarification.	Uses word substitution or may rephrase for clarification.	Sometimes rephrases for clarification.	Sometimes rephrases for clarification.	Rephrases or circumlocutes for clarification.	Paraphrases or circumlocutes for clarification.
Maintains some audience interest via technology, visuals, writing style, content, creativity, voice, or emotions.	Maintains audience interest via technology, visuals, writing style, content, creativity, voice or emotions.	Maintains high audience interest via technology, visuals, writing style, content, creativity, voice, or emotions.	Maintains some audience interest via technology, visuals, writing style, content, creativity, voice, or emotions.	Maintains audience interest via technology, visuals, writing style, content, creativity, voice, or emotions.	Maintains high audience interest via technology, visuals, writing style, content, creativity, voice, or emotions.
Demonstrates Some Cultural Competence	Demonstrates Cultural Competence	Demonstrates Strong Cultural Competence	Demonstrates Some Cultural Competence	Demonstrates Cultural Competence	Demonstrates Strong Cultural Competence
Shows some cultural knowledge through content, gestures, language, or behavior.	Shows cultural knowledge through register, content, gestures, language, or behavior.	Shows strong cultural knowledge through register, content, gestures, language, or behavior.	Shows some cultural knowledge through register, content, gestures, language, or behavior.	Shows cultural knowledge through register, content, gestures, language, or behavior.	Shows strong cultural knowledge through register, content, gestures, language, or behavior.
Identifies and compares products (<i>geography, health, food</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>celebrations, eating habits</i>).	Identifies, compares and describes some products (<i>geography, health, food</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>celebrations, eating habits</i>).	Identifies, compares, and describes a range of products (<i>geography, health, food</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>celebrations, eating habits</i>).	Describes the main similarities and differences in products (<i>literature, art</i>), practices (<i>social media, education</i>), or perspectives (<i>values, roles of family</i>).	Describes and elaborates on similarities and differences in products (<i>literature, art</i>), practices (<i>social media, education</i>), or perspectives (<i>values, roles of family</i>).	Analyzes, explains or makes inferences about the similarities and differences in products (<i>literature, art</i>), practices (<i>social media, education</i>), or perspectives (<i>values, roles of family</i>).