

# Interpersonal Writing

## Performance Rubric

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

NL NM NH IL IM IH AL

Targeted performance level for this assessment.

STRONG	GOOD	DEVELOPING	EMERGING	Low
--------	------	------------	----------	-----

What are my strengths?	What can I do?	What are my goals?
	<b>Comprehensibility</b> <i>Was I understood?</i>	
	<b>Vocabulary:</b> I use a variety of appropriate vocabulary for this task.	
	<b>Language Control:</b> I am mostly accurate when I use structures, time frames and word order that we practiced.	
	<b>Mechanics:</b> My spelling, capitalization, punctuation, accents or tone marks, and abbreviations are mostly accurate and appropriate for this task.	
	<b>Interaction</b> <i>How well did I communicate?</i>	
	<b>Content:</b> I meet the communication goal, using details or authentic resource(s) for support.	
	<b>NOVICE Interaction:</b> I use simple sentences, phrases and words. I ask questions that I have practiced, to keep the conversation going. I clarify using some different words.	
	<b>INTERMEDIATE Interaction:</b> I use strings of simple and connected sentences. I ask questions to continue the conversation. I clarify by rephrasing or giving more details.	
	<b>Interculturality</b> <i>Did I show intercultural understanding?</i>	
	<b>Intercultural Competence:</b> My language shows intercultural knowledge or understanding for this task. <i>(cultural content, register, daily life, idiomatic expressions, greetings, closings, intercultural similarities and differences).</i>	

January 2017

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

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

# Interpersonal Writing

## Performance Rubric

Full rubric for chapter or unit assessments and IPAs

NL NM NH IL IM IH AL

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 speaker</b>	<b>Is generally understood by a sympathetic speaker</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><b>Good range of appropriate vocabulary.</b></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><b>Some errors when using practiced structures, time frames and word order.</b></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>Mechanics</b>	<ul style="list-style-type: none"> <li>Accurate spelling, punctuation, capitalization, accents or tone marks, and abbreviations as appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mostly accurate spelling and mechanics.</b></li> </ul>	<ul style="list-style-type: none"> <li>Some accurate spelling and mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling or mechanics often impede communication.</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><b>Communicative goal met with frequent use of details or authentic resource(s).</b></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>	
<b>NOVICE Interaction</b>	<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><b>Appropriate responses using simple sentences, phrases, words.</b></li> <li><b>Some practiced questions used to continue the conversation.</b></li> <li><b>Word substitution used to clarify.</b></li> </ul>	<ul style="list-style-type: none"> <li>Some appropriate responses with phrases and words.</li> <li>Few questions asked.</li> <li>Repetition 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>	
<b>INTERMEDIATE Interaction</b>	<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><b>Appropriate responses using strings of simple and connected sentences.</b></li> <li><b>Good use of questions to continue the conversation.</b></li> <li><b>Rephrasing used to clarify.</b></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 intercultural competence</b>	<b>Demonstrates intercultural competence</b>	<b>Demonstrates some intercultural competence</b>	<b>Demonstrates limited intercultural competence</b>	Low
<b>Intercultural Competence</b>	<ul style="list-style-type: none"> <li>Language shows strong intercultural knowledge or understanding<sup>3</sup>(<i>cultural content, register, idiomatic expressions, greetings, closings, daily life, intercultural similarities/differences</i>).</li> </ul>	<ul style="list-style-type: none"> <li><b>Language shows general intercultural knowledge or understanding<sup>3</sup>.</b></li> </ul>	<ul style="list-style-type: none"> <li>Language shows some intercultural knowledge or understanding<sup>3</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>Language shows limited intercultural knowledge or understanding<sup>3</sup>.</li> </ul>	

January 2017

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