

	low			mid			high		
<b>Is the student understood?</b> (Comprehensibility)	The student is understood only with much difficulty.			The student is understood with occasional difficulty.			The student is understood without difficulty.		
	1	2	3	4	5	6	7	8	9
<b>Does the student understand ?</b> (Comprehension)	Most of the time the student does not understand.			The student understands but sometimes needs repetition or restatement.			The student understands without difficulty.		
	1	2	3	4	5	6	7	8	9
<b>How well does the student use the language?</b>  (Vocabulary Use & Language Control)	<p>The student communicates mostly at the word level. Errors interfere with communication.</p> <p>The student has difficulty recognizing and using appropriate vocabulary.</p>			<p>The student uses mostly words, phrases and an occasional sentence. Errors may be present but do not hamper communication.</p> <p>The student recognizes and mostly uses appropriate vocabulary.</p>			<p>The student uses simple sentences that may contain occasional errors, but they do not hamper communication.</p> <p>The student attempts to create with language.</p> <p>The student recognizes and uses appropriate vocabulary with ease.</p>		
	1	2	3	4	5	6	7	8	9
<b>How well can the student keep the conversation going?</b> (Communication Strategies)	The student cannot keep the conversation going.			<p>The student uses memorized chunks of language to:</p> <ul style="list-style-type: none"> <li>-Ask for repetition</li> <li>-State lack of understanding</li> </ul>			The student can creatively express confusion and/or the need for repetition or clarification.		
	1	2	3	4	5	6	7	8	9



# World Languages Novice

## Interpersonal Rubric

Student Name:

Class

Period:

Unit/Assessment:

Date:

*Adapted from rubrics used by the Consortium for Assessing Performance Standards, a USDE Foreign Language Assistance Program grant to the East Brunswick (NJ) Public Schools, Edison Township (NJ) Public Schools, West Orange (NJ) Public Schools and the West Windsor-Plainsboro (NJ) Public Schools [more information available at <http://flenj.org/CAPS/?page=parent>].*