Arlington Public Schools:
Interpersonal Communication Rubric
Global Rubric Mapped to ACTFL Proficiency Levels

	Novice High Strong Meets Expectations	Intermediate Low Strong Meets Expectations	Intermediate Mid Strong Meets Expectations	Intermediate High Strong Meets Expectations	Advanced Low Strong Meets Expectations
Language Function *What kind of interactions can you have using the language?*	Mostly memorized language with some attempts to create with language.	Creates with language and is able to express own meaning in a basic way.	Creates with language; ability to express own meaning expands in quantity and quality.	Language beginning to expand toward narration and description that includes connectednes, cohesiveness, and different time frames.	Language expands toward narration and description that includes connectednes, cohesiveness, and different time frames.
Text Type *How can you put the language together using words, sentences, or paragaphs?*	Simple sentences and memorized phrases.	Simpe sentences and some strings of sentences.	Strings of sentences; some connected to sentence-level discourse (with cohesive devices), some may be complex (multi-clause) sentences.	Mostly connected sentences and beginning to use some paragraph-like discourse.	Mostly connected sentences and some paragraph-like discourse.
Communication Strategies *How do you keep the conversation going?*	Responds to basic direct questions. Asks a few formulaic questions (primarily reactive). Clarifies by occasionally selecting substitute words.	Maintains simple conversation; asks and answers some basic questions (but may still be reactive). Clarifies by asking and answering questions.	Maintains more complex conversations by asking and answering questions. Clarifies by asking and answering questions.	Sometimes initiates and maintains conversation using a variety of strategies. Attempts to clarify by paraphrasing.	Initiates and maintains conversation using a variety of strategies. Clarifies by paraphrasing.
Comprehensibility *Who can understand you?*	Understood with occasional difficulty by those accustomed to interacting with language learners.	Generally understood by those accustomed to interacting with language learners.	Generally understood by those accustomed to interacting with language learners.	Although there may be some confusion about the message, generally understood by those accustomed to interacting with language learners.	Although there may be some confusion about the message, generally understood by those not accustomed to interacting with language learners.
Language Control *How well do you use your knowledge of grammar and vocabulary to communicate?*	Most accurate with memorized language, including phrases. Accuracy decreases when creating with language or when trying to express own meaning.	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.	Most accurate with connected sentence-level discourse in present time. Accuracy descreases as language becomes more complex.	Most accurate with connected discourse in present time. Accuracy almost always decreases when narrating and describing in time frames other than the present.	Accurate with connected discourse in present time. Accuracy decreases when narrating and describing in time frames other than the present.