



Novice Presentational Rubric

Communicates information on familiar topics using a variety of words, phrases, and sentences that have been practiced.

Score	Message	Language Variety and Control	Context and Format
0	<ul style="list-style-type: none"> <li>Work does not meet the criteria described below.</li> </ul>	<ul style="list-style-type: none"> <li>Work does not meet the criteria described below.</li> </ul>	<ul style="list-style-type: none"> <li>Work does not meet the criteria described below.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>Struggles to produce simple, basic information on very familiar topics even when using formulaic, highly practiced, and memorized language.</li> </ul>	<ul style="list-style-type: none"> <li>Language produced requires a sympathetic audience to be understood.</li> <li>Basic structures are non-existent or unrecognizable.</li> <li>High-frequency words and formulaic expressions are limited or not evident.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is unclear.</li> <li>Message shows little awareness of context and audience.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Sometimes produces simple, basic information on very familiar topics. Uses formulaic, highly practiced, and memorized language.</li> <li>Attempts to support ideas with some detail and/or examples.</li> </ul>	<ul style="list-style-type: none"> <li>Language produced requires a sympathetic audience to be understood at times.</li> <li>Basic structures are incorporated with minimal success.</li> <li>High-frequency words and formulaic expressions are incorporated with some success.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message shows little awareness of audience.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>Produces simple, basic information on very familiar topics. Language is usually formulaic, highly practiced, and memorized.</li> <li>Supports ideas with some details and/or examples.</li> </ul>	<ul style="list-style-type: none"> <li>Language produced sometimes requires a sympathetic audience to be understood.</li> <li>Basic structures are incorporated with general success.</li> <li>A limited variety of vocabulary is incorporated in addition to high-frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message usually shows awareness of audience.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>Produces simple, basic information on familiar topics. Shows an emerging ability to express own thoughts and preferences in addition to formulaic, highly practiced, and memorized language.</li> </ul>	<ul style="list-style-type: none"> <li>Language produced rarely requires a sympathetic audience to be understood.</li> <li>Basic structures are incorporated with overall success.</li> <li>A considerable variety of vocabulary is incorporated in addition to a number of high-frequency words and formulaic expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message shows awareness of audience though register and/or voice are inconsistently implemented.</li> </ul>





	<ul style="list-style-type: none"><li>• Ideas are supported with details and/or examples and are and well-organized.</li></ul>		
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Intermediate Presentational Rubric

Communicates information and expresses own thoughts about familiar and some unfamiliar topics using complete ideas.

Score	Message	Language Variety and Control	Context and Format
0	<ul style="list-style-type: none"> <li>Work does not meet the criteria described below</li> </ul>	<ul style="list-style-type: none"> <li>Work does not meet the criteria described below.</li> </ul>	<ul style="list-style-type: none"> <li>Work does not meet the criteria described below.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>Produces simple, basic information on familiar topics. Rarely expresses own thoughts and preferences in familiar contexts. Language is formulaic and highly practiced or memorized.</li> <li>There are few details or examples included to support the message.</li> </ul>	<ul style="list-style-type: none"> <li>Language is sometimes understood by audiences accustomed to language produced by language learners.</li> <li>Basic structures are incorporated with considerable success. There is difficulty with or no attempt of more advanced or complex structures.</li> <li>Vocabulary features little variety.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message shows awareness of audience but register and/or voice are inconsistently implemented.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Produces simple, basic information on familiar topics. Sometimes expresses own ideas and thoughts by creating with language in familiar contexts. Language may be highly practiced.</li> <li>Ideas are supported with details and/or examples.</li> </ul>	<ul style="list-style-type: none"> <li>Language is usually understood by audiences accustomed to language produced by language learners.</li> <li>Basic structures are incorporated with success; some advanced or complex structures are incorporated with limited success.</li> <li>Attempts to communicate in multiple timeframes in ways that are usually appropriate to context.</li> <li>There is some variety in vocabulary dealing with familiar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message shows considerable awareness of audience, and consistent register and voice are usually maintained.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>Expresses own thoughts and preferences by creating with language in familiar contexts. Reliance on highly practiced language is limited or non-existent.</li> </ul>	<ul style="list-style-type: none"> <li>Language is understood by audiences accustomed to language produced by language learners.</li> <li>Basic structures are incorporated with success; advanced and complex structures are incorporated with some success.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message shows considerable awareness of audience, and consistent register and voice are maintained with few lapses.</li> </ul>





	<ul style="list-style-type: none"> <li>Ideas or arguments are supported with details and examples that are organized.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to communicate in multiple timeframes in ways that are appropriate to context.</li> <li>Vocabulary dealing with familiar contexts is varied.</li> </ul>	
7-8	<ul style="list-style-type: none"> <li>Expresses own thoughts and preferences by creating with language in familiar contexts. Shows an emerging ability to create with language in unfamiliar contexts.</li> <li>Ideas or arguments are detailed, well-justified, and organized in a coherent manner.</li> </ul>	<ul style="list-style-type: none"> <li>Errors with high-frequency structures seldom interfere with comprehension by audiences unaccustomed to language produced by language learners.</li> <li>Basic structures are incorporated well with few errors; advanced and complex structures are generally incorporated with success.</li> <li>Communicates in multiple timeframes that are usually relevant to context.</li> <li>Vocabulary dealing with familiar contexts is varied. Vocabulary dealing with unfamiliar contexts is limited.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message shows consistent awareness of audience, and register and voice are consistently maintained.</li> </ul>





Advanced Presentational Rubric

Communicates topics of broad interest by relaying detailed information in a well-justified and organized manner.

Score	Message	Language Variety and Control	Context and Format
0	<ul style="list-style-type: none"> <li>Work does not meet the criteria described below.</li> </ul>	<ul style="list-style-type: none"> <li>Work does not meet the criteria described below.</li> </ul>	<ul style="list-style-type: none"> <li>Work does not meet the criteria described below.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>Expresses own thoughts and preferences by creating with language in familiar contexts.</li> <li>Ideas and arguments are understood but only superficially supported.</li> </ul>	<ul style="list-style-type: none"> <li>Errors with high-frequency structures seldom interfere with comprehension by audiences unaccustomed to language produced by language learners.</li> <li>Communicates in multiple timeframes in ways that are sometimes appropriate to context.</li> <li>Advanced and complex structures are sometimes incorporated with success.</li> <li>Vocabulary dealing with familiar contexts is varied. Vocabulary dealing with unfamiliar context is limited.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message shows consistent awareness of audience, and register and voice are usually maintained.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Expresses own thoughts and preferences by creating with language in familiar contexts and in some unfamiliar contexts.</li> <li>Ideas and arguments are partially supported.</li> </ul>	<ul style="list-style-type: none"> <li>High-frequency structures are implemented almost without error.</li> <li>Communicates in multiple timeframes in ways that are usually appropriate to context.</li> <li>Advanced and complex structures are incorporated with considerable success. Errors only interfere with communication at times.</li> <li>Vocabulary dealing with familiar contexts is varied. Vocabulary dealing with unfamiliar contexts is evident but not varied.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message shows consistent awareness of audience, and register and voice are consistently maintained.</li> <li>Message shows ability to anticipate the needs of the audience.</li> </ul>





<p>5-6</p>	<ul style="list-style-type: none"> <li>Expresses own thoughts and preferences by creating with language in familiar and unfamiliar contexts.</li> <li>Ideas and arguments are detailed, supported and organized.</li> </ul>	<ul style="list-style-type: none"> <li>Language is generally considered understandable by audiences unaccustomed to language produced by language learners.</li> <li>Communicates in multiple timeframes in ways that are appropriate to context.</li> <li>Advanced and complex structures are evident throughout the message and are generally error-free. Errors only rarely interfere with communication.</li> <li>Vocabulary is broad and varied in familiar and unfamiliar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message shows consistent awareness of audience, and register and voice are consistently maintained.</li> <li>Message is tailored to the needs of the audience at times.</li> </ul>
<p>7-8</p>	<ul style="list-style-type: none"> <li>Expresses thoughts and preferences by creating with language in a variety of contexts and timeframes.</li> <li>Ideas and arguments are detailed, well-justified, and organized in a coherent manner.</li> </ul>	<ul style="list-style-type: none"> <li>Language is understood by audiences unaccustomed to language produced by language learners.</li> <li>Communicates in multiple timeframes in ways that are appropriate to context and showcases a sensitivity to the nuances of language.</li> <li>Advanced and complex structures are used seamlessly with only limited errors that do not interfere with comprehension.</li> <li>Vocabulary is broad and varied in all contexts. Some knowledge of vocabulary relating to specific areas of expertise is featured.</li> </ul>	<ul style="list-style-type: none"> <li>Format of message is clear.</li> <li>Message shows consistent awareness of audience, and register and voice are consistently maintained.</li> <li>Message shows consistent treatment and anticipation of the needs of the audience.</li> </ul>

