

### Novice High Interpersonal Rubric

I express myself in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.

Score	Message and Language Functions	Language Variety and Control	Audience Consideration
-	<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>
This is a goal	<ul style="list-style-type: none"> <li>I struggle to ask highly predictable and formulaic questions and respond to such questions.</li> </ul>	<ul style="list-style-type: none"> <li>I am difficult to understand, even by audiences used to dealing with language learners.</li> <li>High-frequency vocabulary and basic structures are non-existent in my interactions or unrecognizable.</li> <li>I struggle to comprehend and produce highly practiced and basic messages even when I am supported by visual or contextual clues, redundancy or restatement.</li> </ul> <p>Written interaction: My errors in spelling, punctuation, and other writing conventions interrupt communication throughout.</p> <p>Spoken interaction: My errors with pronunciation cause frequent lapses in the interaction.</p>	<ul style="list-style-type: none"> <li>My message shows little awareness of my audience.</li> <li>I am unaware of cues indicating miscommunication.</li> </ul>
Can almost do	<ul style="list-style-type: none"> <li>I sometimes ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying.</li> </ul>	<ul style="list-style-type: none"> <li>I am sometimes understood by audiences used to dealing with language learners.</li> </ul>	<ul style="list-style-type: none"> <li>My message shows some awareness of my audience.</li> <li>I am aware of some cues indicating miscommunication in my interaction.</li> </ul>

		<ul style="list-style-type: none"> <li>• I use high-frequency vocabulary and familiar structures in my interactions with minimal success.</li> <li>• I can sometimes comprehend and produce highly practiced and basic messages when I am supported by visual or contextual clues, redundancy or restatement.</li> </ul> <p>Written interaction: My errors in spelling, punctuation, and other writing conventions sometimes impede communication.</p> <p>Spoken interaction: My errors in pronunciation cause some lapses in the interaction.</p>	<ul style="list-style-type: none"> <li>• I attempt to incorporate some culturally appropriate gestures in my interaction.</li> </ul>
Can do	<ul style="list-style-type: none"> <li>• I can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying.</li> </ul>	<ul style="list-style-type: none"> <li>• I am usually understood by audiences used to dealing with language learners.</li> <li>• Familiar structures and a limited variety of vocabulary are incorporated in my interactions with general success.</li> <li>• I can usually comprehend and produce highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement.</li> </ul> <p>Written interaction: My errors in spelling, punctuation, and other writing conventions rarely impede communication.</p>	<ul style="list-style-type: none"> <li>• My message shows awareness of my audience.</li> <li>• I am aware of cues indicating miscommunication in my interaction.</li> <li>• I choose the appropriate register to use, though it is sometimes inconsistently implemented.</li> <li>• I sometimes succeed at incorporating culturally appropriate gestures in my interaction.</li> </ul>

		<p>Spoken interaction: My errors in pronunciation rarely cause lapses in the interaction.</p>	
<p>Can do well</p>	<ul style="list-style-type: none"> <li>• I can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying.</li> <li>• I show an emerging ability to engage in simple conversations related to basic needs or other simple, personally relevant topics.</li> </ul>	<ul style="list-style-type: none"> <li>• I am almost always understood by audiences used to dealing with language learners.</li> <li>• Familiar structures, a considerable variety of vocabulary and high-frequency words are incorporated in my interactions with overall success.</li> <li>• I comprehend and produce highly practiced and basic messages even without the support of visual or contextual clues, redundancy, or restatement.</li> </ul> <p>Written interaction: My errors in spelling, punctuation, and other writing conventions are few. These errors do not impede communication.</p> <p>Spoken interaction: My errors in pronunciation, if present, do not interfere with the interaction.</p>	<ul style="list-style-type: none"> <li>• My message shows awareness of my audience.</li> <li>• I am aware of cues indicating miscommunication in my interaction.</li> <li>• I choose the appropriate register to use and implement it with only a few lapses.</li> <li>• I use culturally appropriate gestures in my interaction that contribute to meaning making.</li> </ul>