

**ADLAI E. STEVENSON HIGH SCHOOL – WORLD LANGUAGES
INTERPERSONAL SPEAKING RUBRIC**



SPANISH 3-4x – Semester 1

	Intermediate high	Intermediate mid	Intermediate low	
COMMUNICATION STRATEGIES	INTERACTION	Can understand, ask & answer a variety of relevant, open-ended questions in a familiar context. Probes and checks for understanding. Emerging evidence of communication in an unfamiliar context.	Appropriately creates and responds to a variety of simple questions in a familiar context. Consistently follows up with thoughtful questions that extend beyond self and aim to rephrase and clarify when necessary.	Creates and responds to simple, original questions in a familiar context (limited to topic at hand). Presence of consistent, relevant follow-up within familiar contexts.
	ELABORATION	Responds with complete sentences, which include detailed reasoning, concrete examples and/or personal connections in a familiar context. Ideas are connected with transitions and/or culturally appropriate fillers.	Responds with detailed, complete sentences, making personal connections and/or providing listed reasoning and/or brief examples within a familiar context. May begin to connect ideas with simple transitions (first, also, after, next, etc.).	Responds with complete sentences and may provide simple reasoning for ideas using basic conjunctions (because, and, but, etc.). Includes memorized phrases to continue conversation.
LANGUAGE CONTROL	WORD CHOICE	Incorporates more specific/advanced vocabulary with occasional errors from a variety of thematic groups. Demonstrates increased control of idiomatic expressions.	Attempts to incorporate vocabulary from a wide variety of thematic groups to support ideas. Some use of common idiomatic expressions. Strings of sentences. May use false cognates.	Limited creation of original simple sentences. Some circumlocution when having difficulty with word choice. Signs of native language may appear through direct translations or invented words in target language.
	STRUCTURES	Can narrate across tenses and moods in a familiar context with some accuracy. Some errors may be present, but generally do not interfere with comprehensibility. Developing use of register.	Can narrate with strings of simple sentences and a few compound sentences. Consistent accuracy in the present time and some accuracy in other time frames. Emerging use of register	Produces simple sentences with some accuracy in the present time. Limited narration across other times as sentences grow in length and complexity. Structures from native language influence communication and may impede comprehensibility. Awareness of register.
	DELIVERY	Demonstrates varied intonation. Errors in pronunciation are infrequent. Intonation and pacing make the response mostly comprehensible. May hesitate when topic is unfamiliar.	Demonstrates some intonation, but may not always be appropriate to the situation. Occasional errors in pronunciation, intonation and pacing are present; however, overall response is comprehensible. May hesitate when creating original ideas in a familiar context.	Limited use of intonation. Occasional errors in pronunciation, intonation and pacing may interfere with comprehension. Few hesitations when creating original ideas in a familiar context. Sporadic self-correction.

COMMENTS:

SCORE: 15 + _____ = _____ /30
27-30 = A 24-26 = B 21-23 = C 18-20 = D