

RUBRICS for Integrated Performance Assessment GER 1101
 “Kultur in Deutschland, eine weitere Perspektive”

My target proficiency levels are Intermediate Low for Interpretive Reading, Novice High for Interpersonal Communication, and Intermediate Low for Presentational Writing. However, I will use the “Novice learner” rubrics for all three task. The reason is that students should be only just arriving at the Intermediate Low level at the end of the semester, so I think the Novice rubrics will provide a fair and reasonable assessment of their proficiency.

Interpretive Task Rubric

Criteria	Exceeds Expectations	Meets Expectations		Does not meet expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
Literal Comprehension				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main idea detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting detail detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
Interpretive Comprehension				
Organizational features	Identifies the organizational feature(s) of the text.	Identifies the organizational feature(s) of the text.	Identifies in part the organizational feature(s) of the text.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text.	Infers meaning of unfamiliar words and phrases in the text. Most of the	Infers meaning of unfamiliar words and phrases in the text. Most of the	Inferences of meaning of unfamiliar words and phrases

	Inferences are accurate.	inferences are plausible although some may not be accurate.	inferences are plausible although many are not accurate.	are largely inaccurate or lacking.
Inferences (Reading between the lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural perspectives	Identifies cultural perspectives. Provides a detailed connection of cultural products / practices to perspectives.	Identifies some cultural perspectives. Connects cultural products/ practices to perspectives.	Identifies some cultural perspectives. Provides a minimal connection of cultural products/ practices to perspectives.	Identification of cultural perspectives is mostly superficial or lacking.

Evidence of Strengths:

Examples of Where You Could Improve:

Interpersonal Task Rubric: Novice Learner

Note: I removed "Text Type" from this rubric because it seemed to be a repetition of "Language Function" and "Language Control," and I think "Text Type" is an appropriate category for Presentational Writing, but unnecessary for Interpersonal Communication at this level.

Criteria	Exceeds Expectations	Meets Expectations		Does not meet expectations
		Strong	Minimal	
Language Function The speaker is able to handle language tasks in a consistent, comfortable, sustained, and spontaneous manner	Creates with language by combining and recombining known elements; is able to express personal meaning. Handles successfully a number of communicative tasks in straight-forward concrete exchanges.	Uses mostly memorized language with some attempts to create. Handles a limited number of communicative tasks involving topics related to personal information and preferences.	Uses memorized language only, familiar language.	Has no real functional ability.

<p>Communication Strategies Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning</p>	<p>Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication.</p>	<p>Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words.</p>	<p>Responds to a limited number of formulaic questions. May use repetition or resort to English.</p>	<p>Is unable to participate in a true conversational exchange.</p>
<p>Comprehensibility Who can understand this person's language? Can this person be understood only by listeners used to interacting with nonnatives? Can a native speaker unaccustomed to non-native speech understand this speaker?</p>	<p>Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.</p>	<p>Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.</p>	<p>Is understood, although often with difficulty, by those accustomed to interacting with non-natives.</p>	<p>Most of what is said may be unintelligible or understood only with repetition.</p>
<p>Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	<p>Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.</p>	<p>Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.</p>	<p>Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.</p>	<p>Has little accuracy even with memorized words.</p>

Evidence of Strengths:

Examples of Where You Could Improve:

Presentational Task Rubric: Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does not meet expectations
		Strong	Minimal	
<p>Language Function In language tasks the writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way.	Uses mostly memorized language with some attempts to create.	Uses memorized language only, familiar language.	Has no real functional ability.
<p>Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph)</p>	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
<p>Impact Clarity and organization of end product; degree to which product maintains attention and interest of audience</p>	Presented in a clear and organized manner. Product illustrates originality that captures interest and attention of audience.	Presented in a clear and organized manner. Product illustrates originality and maintains audience's attention and/or interest.	Presented in a clear and organized manner.	Presentation may be either unclear or unorganized.
<p>Comprehensibility Who can understand this person's language? Can this person be understood only by accustomed to the language of non-natives? Can a native speaker unaccustomed to the writing of non-natives understand this speaker/writer?</p>	Is generally understood by those accustomed to the writing of non-natives, although additional effort may be required.	Is understood with occasional difficulty by those accustomed to the writing of non-natives, although additional effort may be required.	Is understood, although often with difficulty, by those accustomed to the writing of non-natives.	Most of written language may be unintelligible or understood only with additional effort.

Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	Is most accurate when producing simple sentences. Vocabulary and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Has little accuracy even with memorized words.
--	--	---	---	--