Interpersonal Task Rubric

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|  | **Exceeds Expectations** | **Meets Expectations** | **Emerging**  **Skills** | **Does Not Meet Expectations** |
| **COMPREHENSIBILITY**  *Am I understood?* | Teacher/partner understands me without difficulty. Pronunciation enhances communication | Teacher/partner understands me with rare difficulty. Pronunciation does not interfere with communication | Teacher/partner frequently does not understand me. Pronunciation interferes with communication. | Teacher/partner only understands me with great difficulty. Pronunciation greatly impairs communication. |
| **COMPREHENSION**  *Do I understand?* | I understand my teacher/partner without difficulty. | I understand my teacher/partner but sometimes need repetition or pause to think. | I often clarification but eventually understand. | Most of the time I do not understand my teacher/partner. |
| **VOCABULARY USE**  *How well do I use targeted vocabulary?* | I use familiar vocabulary with ease and without error.  I am able to creatively use language. | I use most of the vocabulary correctly.  I am mostly correct with memorized language. | I inconsistently use a limited amount of vocabulary. | I can only use a limited number of words or phrases. I can only communicate at the word level. |
| **LANGUAGE CONTROL**  *How well do I use grammatical structures?* | I am able to correctly use grammar consistently. | I am able to use grammar correctly but not consistently. | I am able to use correct grammar occasionally. | I am not able to use grammar correctly most of the time. |
| **FLUENCY**  *How well do I keep the conversation going?* | My speech is continuous with few pauses or stumblings. I can ask for repetition and/or clarification. | My speech is hesitant but I am able to complete my thoughts. I can ask for clarification or state that I do not understand. | My speech is choppy or slow with frequent pauses. I am able to complete my thoughts. | My speech is halting with long pauses and incomplete thoughts. I am not able to ask for repetition. |