

1 - LISTENING	Weak 0-5 Points	Limited 6-10 Points	On-Target 11-15 Points	Exceeding 16-20 Points	Points
<p>Novice Levels</p> <p>Complexity of tasks should increase with each sub-level based on the scope of sub-level expectations.</p> <p>Novice Low</p> <p>Novice Mid</p> <p>Novice High</p>	Recognizes minimal vocabulary, has difficulty staying focused on speaker.	Recognizes much of vocabulary, and is usually able to focus attention on speaker.	Recognizes most vocabulary, and is usually able to focus attention on speaker.	Recognizes all vocabulary, and is able to fully focus on speaker and interactions.	A:
	Is seldom able to answer questions or responding accordingly to directions or guided instructions.	Occasionally is correct when answering questions or responding accordingly to directions or guided instructions.	Most often is correct when answering questions or responding accordingly to directions or guided instructions.	Answers questions correctly and responds accordingly to directions or guided instructions.	B:
	Is usually unable to derive meaning, grasp main topic, or rarely able to infer meaning not explicitly stated.	Is sometimes able to derive meaning, grasp main topic, and infer meaning not explicitly stated.	Is usually able to derive meaning, grasp main topic, and infer meaning not explicitly stated.	Is able to accurately derive meaning, grasp main topic, and infer meaning not explicitly stated.	C:
	Seldom responds appropriately to teacher ideas communicated such as dramatic, humorous, inquisitive.	Occasionally responds appropriately with body language, silence, laughter...to teacher ideas communicated such as dramatic, humorous, inquisitive.	Usually responds appropriately with body language, silence, laughter...to teacher ideas communicated such as dramatic, humorous, inquisitive.	Regular responds appropriately with body language, silence, laughter...to teacher ideas communicated such as dramatic, humorous, inquisitive.	D:
NOTES:					TOTAL
					LEVEL

2 - SPEAKING	Weak 0-5 Points	Limited 6-10 Points	On-Target 11-15 Points	Exceeding 16-20 Points	Points
<p data-bbox="113 467 315 769">Complexity of tasks should increase with each sub-level based on the scope of sub-level expectations.</p> <p data-bbox="130 850 298 883">Novice Low</p> <p data-bbox="163 932 264 997">Novice Mid</p> <p data-bbox="130 1045 298 1078">Novice High</p>	<p data-bbox="352 250 695 396">Struggles to pronounce vocabulary correctly, is unaware of errors, sounds are inconsistent.</p>	<p data-bbox="737 217 1079 428">Pronunciation is fair, often struggles to get it correct, is usually unaware of mispronunciation, often over-enunciates.</p>	<p data-bbox="1121 217 1463 428">Pronunciation is good to very good, is usually aware of any errors and self-corrects, occasionally over-enunciates.</p>	<p data-bbox="1505 250 1848 396">Pronunciation is very good, self-corrects errors, possesses ability toward natural inflection.</p>	A:
	<p data-bbox="352 542 695 656">Speech is choppy, very limited to isolated words or short phrases.</p>	<p data-bbox="737 477 1079 721">Speech often has good flow and rhythm, especially in familiar contexts, avoids attempts at new or recently learned vocabulary and phrases.</p>	<p data-bbox="1121 493 1463 704">Speech mostly has good flow and rhythm, especially in familiar contexts, often attempts new or recently learned vocabulary and phrases.</p>	<p data-bbox="1505 493 1848 704">Speech has very good flow, rhythm and intonation, in familiar contexts and often in new or recently learned vocabulary and phrases.</p>	B:
	<p data-bbox="373 850 674 915">Student lacks speech ability, unable</p>	<p data-bbox="737 769 1079 980">Is mostly understood by teacher and peers, but often requires more than one attempt and needs support, clarification, or guidance.</p>	<p data-bbox="1121 802 1463 948">Is usually understood by teacher and peers, occasionally requiring more than one attempt.</p>	<p data-bbox="1505 769 1848 980">Is understood by teacher and peers, and would likely be understood by fluent speakers accustomed to language learners.</p>	C:
	<p data-bbox="373 1094 674 1192">Is unable to connect words, can only recite memorized strands.</p>	<p data-bbox="737 1062 1079 1208">Is able to produce broken, poorly connected speech with significant grammatical errors.</p>	<p data-bbox="1121 1045 1463 1224">Is usually able to use relevant language and can speak in full sentences, often with grammatical errors.</p>	<p data-bbox="1505 1029 1848 1240">Is able to use relevant language, speak in full sentences and in appropriate contexts, with minimal grammatical errors.</p>	D:
NOTES:					TOTAL
					LEVEL

3 - READING	Weak 0-5 Points	Limited 6-10 Points	On-Target 11-15 Points	Exceeding 16-20 Points	Points
<p data-bbox="163 380 264 451">Novice Levels</p> <p data-bbox="113 496 315 797">Complexity of tasks should increase with each sub-level based on the scope of sub-level expectations.</p> <p data-bbox="134 878 294 911">Novice Low</p> <p data-bbox="163 956 264 1027">Novice Mid</p> <p data-bbox="128 1070 300 1102">Novice High</p>	<p data-bbox="361 261 684 407">Struggles with reading and pronunciation, is unable to accurately sound out most words.</p>	<p data-bbox="730 204 1083 464">Pronunciation is fairly accurate and clear, is sometimes able to sound out and pronounce new vocabulary, is often unaware of mispronunciation.</p>	<p data-bbox="1113 240 1465 427">Pronunciation is mostly accurate and clear, is usually able to sound out and pronounce new vocabulary.</p>	<p data-bbox="1495 220 1848 448">Pronunciation is accurate and clear, sound is natural, is able to sound out and pronounce new vocabulary often with appropriate inflection.</p>	A:
	<p data-bbox="344 545 705 691">Pace, flow and pauses are very choppy, sound is monotone and/or artificial.</p>	<p data-bbox="722 526 1083 712">Pace, flow and pauses are choppy, is unable to maintain adequate speed, tone or emphasis, frequent hesitations.</p>	<p data-bbox="1108 488 1461 748">Pace and flow is usually appropriate and consistent, pauses are natural, is able to maintain adequate speed, tone or emphasis but often hesitates.</p>	<p data-bbox="1495 508 1848 735">Pace and flow is excellent, pauses are natural, is able to maintain adequate speed, tone or emphasis with minimal hesitation.</p>	B:
	<p data-bbox="344 792 705 979">Is unable to recognize much of the vocabulary, is rarely able to translate key words, is confused with any new vocabulary.</p>	<p data-bbox="722 773 1083 992">Is often able to recognize vocabulary, is often able to translate key words, occasionally identifies and attempts to define new words.</p>	<p data-bbox="1113 773 1465 992">Is usually able to recognize vocabulary, is usually able to translate key words, often identifies and attempts to define new words.</p>	<p data-bbox="1495 789 1848 976">Is able to recognize vocabulary, is able to translate key words, usually can identify and define new words.</p>	C:
	<p data-bbox="352 1057 697 1284">Is unable to understand majority of content or main topics, does not recognize supporting detail, inferred meaning, cultural contexts.</p>	<p data-bbox="722 1021 1083 1321">Is often able to understand majority of content and main topics, occasionally recognizes supporting detail, inferred meaning, cultural contexts, and new structures.</p>	<p data-bbox="1113 1021 1465 1321">Is usually able to understand majority of content and main topics, is often able to recognize supporting detail, inferred meaning, cultural contexts, and new structures.</p>	<p data-bbox="1495 1021 1848 1321">Is able to understand content and main topics, is able to recognize supporting detail, inferred meaning, cultural contexts, and new structures as well as uncommon inflections.</p>	D:
NOTES:					TOTAL
					LEVEL

4 - WRITING	Weak 0-5 Points	Limited 6-10 Points	On-Target 11-15 Points	Exceeding 16-20 Points	Points
<p>Novice Levels</p> <p>Complexity of tasks should increase with each sub-level based on the scope of sub-level expectations.</p> <p>Novice Low</p> <p>Novice Mid</p> <p>Novice High</p>	Is often unable to correctly spell familiar words.	Is often able to correctly spell familiar words and occasionally new vocabulary.	Is usually able to correctly spell familiar vocabulary, and sometimes new vocabulary.	Excellent spelling of familiar and new vocabulary.	A:
	Is usually unable to sound out or spell new words.	Often struggles to sound out and correctly spell new words.	Is usually able to sound out and correctly spell new words.	Is able to sound out and correctly spell new words.	B:
	Is unable to use a wide range of vocabulary,	Is usually able to appropriately use a wide range of vocabulary.	Is able to appropriately use a wide range of vocabulary.	Is able to appropriately use a wide range of vocabulary, is often able to incorporate new vocabulary.	C:
	Is unable to combine and exchange vocabulary to make meaningful sentences, is unable to connect vocabulary, is usually unable to apply basic grammar structures.	Is often able to combine and exchange vocabulary to make meaningful sentences, is occasionally able to connect vocabulary, with frequent errors in grammar.	Is usually able to combine and exchange vocabulary to make meaningful sentences, is often able to connect vocabulary with only occasional errors in grammar.	Is able to combine and exchange vocabulary to make meaningful sentences, is able to connect vocabulary with minimal grammar error.	D:
NOTES:					TOTAL
					LEVEL

1 - LISTENING	Weak 0-5 Points	Limited 6-10 Points	On-Target 11-15 Points	Exceeding 16-20 Points	Points
Intermediate Levels Complexity of tasks should correlate with each sub-level based on the scope, contexts, content, and expectations of the sub-level.	Recognizes minimal vocabulary or key phrases, has difficulty focusing on speaker.	Recognizes much of vocabulary and key phrase, is challenged to understand connected narratives, is usually able to focus attention on speaker.	Recognizes most vocabulary, key phrases and connected narratives, is usually able to focus attention on speaker.	Recognizes all vocabulary, key phrases and connected narratives, is able to fully focus on speaker and interactions.	A:
	Is seldom able to answer questions or responding accordingly to directions or guided instructions.	Occasionally is correct when answering questions or responding accordingly to directions or guided instructions.	Most often is correct when answering questions or responding accordingly to directions or guided instructions.	Answers questions correctly and responds accordingly to directions or guided instructions.	B:
Intermediate Low Intermediate Mid	Is usually unable to derive meaning or clearly identify main ideas, is rarely able to make inferences to meaning not explicitly stated.	Often able to derive meaning and clearly identify main ideas, struggles to comprehend supporting details, is occasionally able to make inferences to meaning not explicitly stated.	Is usually able to derive meaning, clearly identify main ideas and supporting details, is usually able to make inferences to meaning not explicitly stated.	Is able to derive meaning, clearly identify main ideas and supporting details, is able to make inferences to meaning not explicitly stated.	C:
Intermediate High	Seldom responds appropriately to teacher ideas communicated such as dramatic, humorous, inquisitive.	Occasionally responds appropriately with body language, silence, laughter...to teacher ideas communicated such as dramatic, humorous, inquisitive.	Usually responds appropriately with body language, silence, laughter...to teacher ideas communicated such as dramatic, humorous, inquisitive.	Regularly responds appropriately with body language, silence, laughter...to teacher ideas communicated such as dramatic, humorous, inquisitive.	D:
NOTES:					TOTAL
					LEVEL

2 - SPEAKING	Weak 0-5 Points	Limited 6-10 Points	On-Target 11-15 Points	Exceeding 16-20 Points	Points
<p>Intermediate Levels</p> <p>Complexity of tasks should correlate with each sub-level based on the scope, contexts, content, and expectations of the sub-level.</p> <p>Intermediate Low</p> <p>Intermediate Mid</p> <p>Intermediate High</p>	Often struggles to pronounce vocabulary correctly, is unaware of errors, limited use of vocabulary.	Pronunciation is fair, sometimes struggles for correct, is often unaware of mispronunciation, uses much learned vocabulary, avoids new or recent vocabulary.	Pronunciation is good to very good, is usually aware of any errors and self-corrects, uses wide variety of learned vocabulary, attempt new, recent vocabulary.	Pronunciation is very good, self-corrects errors, uses wide variety of learned and often newly formulated vocabulary, possesses ability toward natural inflection.	A:
	Speech is choppy, limited vocabulary, in unable to string phrases together.	Speech has fair flow and rhythm within familiar contexts, frequent pauses to search for vocabulary, is unable to appropriately start or close topics or ideas.	Speech mostly has good flow and rhythm, especially in familiar contexts, often pauses to search for vocabulary, is occasionally able to start and close topics or ideas.	Speech has very good flow, rhythm and intonation, sometimes needs to pause in search of vocabulary, usually is able to start and close topics or ideas.	B:
	Is mostly understood only with effort by listener, usually unable to convey target idea, frequent misunderstandings.	Is mostly understood by teacher and peers, often struggles for ways to convey target, often requires more than one attempt and needs support or guidance.	Is usually understood by teacher and peers, is often able to convey target ideas, often needs to rephrase or requires more than one attempt.	Is understood by teacher and peers, would be understood by fluent speakers accustomed to language learners, conveys target ideas, little hesitation.	C:
	Is unable to connect words, can only recite memorized strands.	Is often able to use relevant language, with some variety of grammatical structures, with significant errors and poorly connected speech.	Is usually able to use a variety of grammatical structures, often with grammatical errors, is sometimes able to create and convey ideas using new language.	Is able to use relevant language in a variety of grammatical structures, with minimal grammatical errors, is often able to create and convey ideas using new language.	D:
NOTES:					TOTAL
					LEVEL

3 - READING	Weak 0-5 Points	Limited 6-10 Points	On-Target 11-15 Points	Exceeding 16-20 Points	Points
<p>Intermediate Levels</p> <p>Complexity of tasks should correlate with each sub-level based on the scope, contexts, content, and expectations of the sub-level.</p> <p>Intermediate Low</p> <p>Intermediate Mid</p> <p>Intermediate High</p>	<p>Sometimes struggles with pronunciation, is often unable to accurately sound out new words.</p>	<p>Pronunciation is fairly accurate and clear, is sometimes able to sound out and pronounce new vocabulary, is occasionally unaware of mispronunciation.</p>	<p>Pronunciation is usually accurate and clear, is usually able to sound out and pronounce new vocabulary.</p>	<p>Pronunciation is accurate and clear, sound is natural, is able to sound out and pronounce new vocabulary often with appropriate inflection.</p>	A:
	<p>Pace, flow and pauses are very choppy, sound is monotone and/or artificial.</p>	<p>Pace, flow and pauses are fair, is sometimes unable to maintain adequate speed, tone or emphasis, often hesitates.</p>	<p>Pace and flow is usually appropriate and consistent, pauses are natural, maintains adequate speed, tone or emphasis with minimal hesitation.</p>	<p>Pace and flow is excellent, pauses are natural, is able to maintain adequate speed, tone or emphasis without hesitation.</p>	B:
	<p>Is unable to recognize much of the vocabulary, is rarely able to translate key words, is confused with any new vocabulary.</p>	<p>Is often able to recognize vocabulary, is often able to translate key words, occasionally identifies and attempts to define new words.</p>	<p>Is usually able to recognize vocabulary, is usually able to translate key words, often identifies and attempts to define new words.</p>	<p>Is able to recognize vocabulary, is able to translate key words, usually can identify and define new words.</p>	C:
	<p>Is unable to understand majority of content or main topics, does not recognize supporting detail, inferred meaning, cultural contexts.</p>	<p>Is often able to understand majority of content and main topics, occasionally recognizes supporting detail, inferred meaning, cultural contexts, and new structures.</p>	<p>Is usually able to understand majority of content and main topics, is often able to recognize supporting detail, inferred meaning, cultural contexts, and new structures.</p>	<p>Is able to understand content and main topics, is able to recognize supporting detail, inferred meaning, cultural contexts, and new structures as well as uncommon inflections.</p>	D:
NOTES:					TOTAL
					LEVEL

4 - WRITING	Weak 0-5 Points	Limited 6-10 Points	On-Target 11-15 Points	Exceeding 16-20 Points	Points
<p>Intermediate Levels</p> <p>Complexity of tasks should correlate with each sub-level based on the scope, contexts, content, and expectations of the sub-level.</p> <p>Intermediate Low</p> <p>Intermediate Mid</p> <p>Intermediate High</p>	<p>Is often unable to correctly spell, is often unable to sound out and correctly spell new words, uses a limited range and variety of vocabulary.</p>	<p>Is usually able to correctly spell, is often able to sound out and correctly spell new words, often uses a wide range and variety of vocabulary.</p>	<p>Is able to correctly spell, is usually able to sound out and correctly spell new words, often uses a wide range and variety of vocabulary.</p>	<p>Is excellent at spelling, including new words, uses a wide range and variety of vocabulary.</p>	A:
	<p>Is often unable to appropriately choose vocabulary and make connections, is unable to write with a natural flow, or to make meaningful sentences.</p>	<p>Is sometimes unable to appropriately choose vocabulary and make connections, is sometimes able to write with a natural flow, is sometimes able to make meaningful sentences.</p>	<p>Is usually able to appropriately choose vocabulary and make connections, is usually able to write with a natural flow, is usually able to make meaningful sentences.</p>	<p>Is able to appropriately choose vocabulary and make connections, is able to write with a natural flow, is able to make meaningful sentences.</p>	B:
	<p>Is often unable to employ a variety of syntax or complex structures, frequently makes grammatical errors, often struggles to express intended meaning.</p>	<p>Is sometimes unable to employ a variety of syntax or complex structures, often makes grammatical errors, sometimes struggles to express meaning.</p>	<p>Is usually able to employ variety of syntax inclu complex structure, with occasional errors in grammar, is usually able to express intended meaning.</p>	<p>Is able to employ variety of syntax, inclu complex structures, with minimal error in grammar, is able to creatively express intended meaning.</p>	C:
	<p>Is unable to fully develop ideas, is rarely able to provide supporting detail or descriptive vocabulary, is seldom able to be creative or organized.</p>	<p>Is often able to fully develop cohesive ideas, is occasionally able to provide some supporting detail or description, is seldom able to be creative or organized.</p>	<p>Is usually able to fully develop cohesive ideas, is usually able to provide some supporting detail and description, is usually able to be creative and organized.</p>	<p>Provides fully developed, cohesive ideas, and is able to provide supporting detail with descriptive vocabulary, is very creative, organized, engages the reader.</p>	D:
NOTES:					TOTAL
					LEVEL