**INTERPERSONAL RUBRICS**

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|  | Exceeds Standards (5) | Meets Standards (3) | Below Standards (1) |
| Content | Address all aspects of the content of the prompt in detail using the target language.  Student is able to justify ideas. | Address most aspects of the content of the prompt using the target language. Student is able to list ideas. | Address the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language. |
| Grammar | Employs sophisticated grammar to enhance the meaning of the message. | Employs appropriate grammar that enhances the meaning of the message most of the time. | Employs inadequate grammar that impedes understanding. |
| Vocabulary | Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content. | Uses adequate vocabulary correctly. First language minimally influences communication. | Uses inadequate vocabulary. First language inhibits language production throughout the response. |
| Conversational Skills | Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation. | Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas. | Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy. |
| Organization/  Fluency | Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth. | Organizes and develops ideas that contain: introduction, body and conclusions. Oral production is comprehensible. | Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear. |
| Use of Questions and Answers | Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors. | Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time. | Lacks use of questions and answers that elicit meanings from partner. Response demonstrates little or no negotiation of meaning between interlocutors. |

Source: Glastonbury Public Schools Foreign Language Department <https://www.glastonburyus.org/curriculum/foreignlanguage/foreignlanguagecurriculum/rubrics/Pages/default.aspx>