Appendix F Integrated Performance Assessment (IPA) Rubrics

Interpretive Mode Rubric: A Continuum of Performance*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREH	ENSION			
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 accu- rately 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. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide informa- tion from the text to explain these details.
INTERPRETIVE COM	APREHENSION			
Organizational features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; ratio- nale misses some key points.	Identifies in part the organi- zational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the or- ganizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phras- es are largely inaccurate or lacking.
Inferences (Reading/ listening/viewing between the lines)	Infers and interprets the text's meaning in a highly plausi- ble manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible in- ferences 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 perspec- tives/norms accurately. Pro- vides a detailed connection of cultural products/practic- es to perspectives.	Identifies some cultural per- spectives/norms accurately. Connects cultural products/ practices to perspectives.	Identifies some cultural per- spectives/norms accurately. Provides a minimal connec- tion of cultural products/ practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/ or connection of cultural practices/ products to perspectives is superficial or lacking.

Evidence of Strengths:

Examples of Where You Could Improve:

* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See *Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.