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|  | Exceeds Expectations  Advanced Low | Meets Expectations  Intermediate High | Approaches Expectations  Intermediate Low | Below Expectations  Novice High |
| Comprehensibility  **How well do others understand me?** | I can be easily understood by native speakers.  The message is clear. | I can be easily understood by someone unaccustomed to language learners.  The message is mostly clear. | I can be somewhat understood by someone unaccustomed to language learners.  The message is partially clear | I can be understood with great effort by someone unaccustomed to language learners.  The message is not clear. |
| Comprehension  **How well do I understand others?** | I understand sentences, questions and paragraph-length information on familiar and some unfamiliar topics. I understand the main idea and most supporting details.  I sometimes need repetition. | I understand sentences, questions and paragraph-length information on familiar and some unfamiliar topics. I understand the main idea and most supporting details.  I often need repetition. | I understand sentences and questions on a wide variety of familiar topics that help me understand the main idea and some supporting details.  I often need repetition. | I generally understand sentences and questions on familiar topics, but may need repetition/rephrasing and/or slowed speech. Sometimes I can understand the main idea and a few supporting details. Understanding may be uneven as the topics become less familiar to me. |
| Vocabulary Use  **How extensive and applicable is my vocabulary?** | I use paragraphs and connected sentences with cohesive devices.  I use extensive vocabulary that accomplishes the task, including specialized and precise vocabulary. These may include culturally appropriate idiomatic expressions. | I create with language; use strings of sentences and sometimes use connected discourse of paragraph-length.  I consistently use a wide range of vocabulary that accomplishes the task and some specialized and precise vocabulary. | I create with language (do not rely on memorized chunks); connect simple sentences to create longer sentences; and routinely use strings of sentences.  I use a wide range of vocabulary that accomplishes the task. | I create with language (does not rely on memorized chunks); uses simple sentences and some strings of sentences.  I use a range of vocabulary that accomplishes the task. However, I occasionally may be unable to find the appropriate vocabulary. |
| Language Control  **How accurate is my language?** | I narrate and describe in all three major time frames ( present, past and future); my errors do not interfere with comprehension. | I am very accurate in the present tense but make errors when I use past and future | I may make errors but they rarely interfere with communication. | I may make errors and they may sometimes interfere with communication. |
| Fluency/Communication Strategies  **How well do I keep the conversation going?** | I start, continue and/or redirect conversation and am able to circumlocute. | I start and maintain the conversation by asking and answering questions. I am able to circumlocute at times. | I keep the conversation going by asking and answering simple questions and clarifying meaning. At times, I may paraphrase to clarify meaning. | I keep the conversation going by responding to questions, creating some simple questions, and asking for clarification when needed. |