

RUBRICS FOR PRESENTATIONAL SPOKEN AND WRITTEN RESPONSES

THE RATING PROCESS

Each student response is evaluated using the following process and guidelines:

Step 1 – Overall evaluation of the student text to assess for Ratability, i.e., is the response on topic and appropriate for the given prompt/task. If the response is off topic, contains any profanity or includes any menacing or threatening language, the response will be treated as **unresponsive** or **not ratable** and the student will receive a “0” score for that task.

Step 2 – Evaluation of the response using each of the following criteria is applied for different levels of proficiency (rubrics outlined below). Novice-Low through Pre-Advanced will be evaluated using, **Text Type**, **Comprehensibility** and **Language Control**.

Step 3 – The system will then calculate the scores for each student response and post a final rating for each of the tasks and an overall rating based upon an average of all individual task scores. 20% of all student scores are rated by a second rater to assist in tracking grader accuracy and reliability.

RUBRICS:

Novice-Low

Text Type Characteristics		Comprehensibility		Language Control
Student language production at this level is identified by samples that are written/spoken mostly at the word/list of words level. The student demonstrates that they do not have the extended vocabulary or the ability necessary to formulate even simple phrases to address the prompt. Topics of control include those common topics of daily life such as, school, time, weather, self, etc... (This is not a complete list.)	S+	Easily comprehended by even a non-sympathetic reader/listener, little or no influence of L1 on L2.	S+	Errors in grammar, spelling, word order or punctuation are rare and do not interfere with meaning.
	S	Easily comprehended by a sympathetic reader/listener, occasional influence of L1 on L2.	S	Errors in grammar, spelling, word order or punctuation, while present, do not interfere with overall meaning.
	W	Comprehended with some effort from a sympathetic reader/listener, heavy influence of L1 on L2.	W	Errors in grammar, spelling, word order and punctuation occur often and demonstrate set patterns of errors throughout the text.
	W-	Mostly incomprehensible even by a sympathetic reader, extreme influence of L1 on L2.	W-	Errors in grammar, spelling, word order and punctuation are prevalent and show clear lack of control of even basic structures.

Key: S+ = Very Strong, S = Strong, W = Weak, W- = Very Weak
 L1 = Learners First Language, L2 = Learners Second Language

RUBRICS AND TOPICS

Text Type Characteristics (Comprehensibility and Language Control are the same for each level)

Novice-Mid	Novice-High	Intermediate-Low
<p>Student language production at this level is identified by samples that are written/ spoken mostly at the phrase level. Language production is beyond simple words, but clearly shows the lack of ability to construct complete sentences. Oftentimes this will be demonstrated by the use of the verb in infinitive form e.g. to run, to play, to watch etc... Topics of control consist of those common topics of daily life, including all earlier topics plus: community shopping/stores, daily routines, places, etc... (This is not a complete list.)</p>	<p>Student language production at this level is identified by samples that are written/ spoken mostly at the formulaic sentence or simple sentence level. Language production at this level is generally exemplified by short, common expressions or memorized phrases that may be combined together to create simple sentences. Topics of control consist of those common topics of daily life, including all earlier topics plus: community shopping/stores, daily routines, places, etc... (This is not a complete list.)</p>	<p>Student language production at this level is identified by samples that are written/spoken mostly at the strings of sentence level with occasional connected sentences. Strings of sentences indicates that the response may contain a variety of sentences that utilize different verbs to create independent thoughts -mostly composed of a recombination of learned simple sentences with some added detail. Topics of control consist of those common topics of daily life, including all earlier topics plus: health, holidays, travel, shopping, occupations, transportation, etc... (This is not a complete list.)</p>

Intermediate-Mid	Pre-Advanced
<p>Student language production at this level is identified by samples that are written/spoken mostly at the linked or connected sentences level with some occasional paragraph structure. Connected sentences indicate a logical organization of ideas and flow of sentences or statements. Topics of control consist of those common topics of daily life, including all earlier topics plus: future plans, culture, current events, contemporary issues, etc... (This is not a complete list.)</p>	<p>Student language production at this level is identified by samples that are written/spoken mostly at the structured paragraph level with occasional linked or connected paragraphs. There is a connectedness and a flow within the text that includes linking and transitional words and/or phrases. Demonstrates a connection of thoughts that create a coherent and extended discourse. Topics of control consist of those common topics of daily life, including all earlier topics, however, the topics are addressed in greater depth and detail.</p>

Common Topics Found on the STAMP

<ul style="list-style-type: none"> •Calendar / Time •Clothing •Colors / Shapes •Community •Culture / Contemporary Issues •Daily Routines •Family •Food / Beverage 	<ul style="list-style-type: none"> •Friends •Future Plans •Health •Holidays / Celebrations •Home •Leisure / Activities •Occupations / Professions •Pets / Animals 	<ul style="list-style-type: none"> •Places / Geography •Schedule •School / Classroom •Self •Shopping / Stores •Transportation •Travel / Vacations •Weather / Seasons
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