

USIP Integrated Skills Student Performance Rubric

Criteria	1- Novice	2- Intermediate (Benchmark)	3- Advanced	4- Superior
Interpersonal	Able to express self in conversations, presentations, written assignments, and debates on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	<p>Able to express self in conversations, presentations, written assignments, and debates on familiar topics and some new social topics related to everyday life.</p> <p>Handles short social interactions and writing assignments about everyday situations by asking and answering a variety of questions, but has difficulty with an unexpected complication.</p>	<p>Able to express self fully in conversations, presentations, written assignments, and debates on familiar topics and new social, academic, and work-related topics.</p> <p>Can communicate in speech and writing about self, others, events, and everyday life with detail and organization.</p> <p>Confidently handles situations with an unexpected complication.</p>	Clear ability to communicate with accuracy and fluency in order to participate fully and effectively in conversations and in writing on a variety of topics in formal and informal settings from both concrete and abstract perspectives.
Interpretive	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.	Understands main ideas and some supporting details on familiar topics from a variety of oral or written texts.	Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex oral and written texts that have a clear, organized structure.	<p>Fully understands oral and written texts from many genres and contexts dealing with a wide range of subjects, both familiar and unfamiliar.</p> <p>Able to draw inferences from conversational, textual and extralinguistic clues.</p>
Presentational	Communicates information on very familiar topics in speaking and writing using a variety of words, phrases, and sentences that have been practiced and memorized.	Communicates information and expresses own thoughts about familiar topics in speaking and writing using sentences and series of sentences.	Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraph-length written and spoken responses.	Confidently communicates information and opinions on a number of issues, such as social and political issues, and provides structured arguments using paragraph-length written and spoken responses to support these opinions.
Language Control	<p>Can control speaking and writing memorized language sufficient to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.</p> <p>Strong influence of language patterns other than those of the target language.</p>	<p>Can control and understand straightforward language in speaking and writing that contains mostly familiar structures.</p> <p>Control of language in speaking and writing is sufficient to be understood by those accustomed to dealing with language learners.</p> <p>Clear influence of language patterns other than those of the target language</p>	<p>Language control in speaking and writing is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners.</p> <p>Consistent control of basic high-frequency structures facilitates comprehension and production.</p> <p>Some influence of language patterns other than those of the target language.</p>	<p>No pattern of error in the use of basic structures.</p> <p>Errors, if they do occur, are typically low-frequency language constructions and do not distract the native interlocutor or interfere with communication.</p> <p>May still be influenced by language patterns other than those of the target language, but intelligibility is not affected.</p>

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Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.	Communicates using high frequency and personalized vocabulary within familiar themes of topics.	Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.	Strong control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.
Communication Strategies	<p>May use some or all of the following strategies to communicate:</p> <ul style="list-style-type: none"> • Rely on a practiced format • Repeat words • Rely on multiple drafts and feedback • Support writing and speaking with visuals 	<p>May use some or all of the following strategies to communicate:</p> <ul style="list-style-type: none"> • Awareness of errors and attempt to self-correct or edit • Use known language to compensate for missing vocabulary • Use reference resources appropriately. 	<p>May use some or all of the following strategies to communicate:</p> <ul style="list-style-type: none"> • Conscious efforts at self-editing and correcting. • Elaborate and clarify • Use cohesion, chronology and details to explain • Circumlocute 	<p>Uses a variety of interactive and discourse strategies as described in previous levels.</p> <p>In addition, is able to clearly and effectively separate main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.</p>
Cultural Awareness	<p>May use culturally appropriate gestures and formulaic expressions in highly practiced applications, but may also misinterpret or fail to use them.</p> <p>May show awareness of the most obvious cultural differences or prohibitions, but may often misunderstand more subtle and low-frequency cultural differences and practices.</p>	<p>Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and contexts.</p> <p>Recognizes that differences exist in cultural behaviors and perspectives, but shows little ability to reflect on differences.</p>	<p>Understands and uses cultural knowledge to communicate linguistically and behaviorally in most social and work-related interactions.</p> <p>Increasingly conscious and reflective of authentic cultural practices, differences and perspectives.</p>	<p>Effectively adapts and applies cultural knowledge to communicate in a variety of social and work-related interactions.</p> <p>Able to articulate, examine, and reflect on multiple worldviews and experiences in the face of multiple and even conflicting positions (i.e. cultural and ethical).</p>