Level 1 Interpersonal Writing

Novice Mid

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| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **How involved am I in the conversation?** | I can participate in short, familiar written correspondence. I regularly respond to questions and statements using words and short phrases. | I can communicate on familiar topics. When prompted, I can answer questions or respond to statements using single or disjointed words. | I can communicate on very familiar topics of personal interest to me. When prompted, I can answer most questions or respond to statements using single or disjointed words. | I have difficulty participating in simple written communication. I rarely can answer questions or respond to statements. I struggle to complete, or do not complete, my thoughts. |
| **How do I demonstrate that I can correctly use the target structures to complete the task?** | I use a moderate number of the target structures to complete the task. While my writing is difficult for native speakers to understand, it can be understood with minimal effort by a world language instructor. | I use a few of the target structures to complete the task. While native speakers cannot understand my writing, a world language instructor can understand it with some effort. | I use a limited number of the target structures to complete the task. My writing is difficult to understand, even for someone accustomed to working with language learners. | I rely on simple and very familiar vocabulary or my first language to complete the task. I repeat frequently. I am extremely difficult to understand. My errors interfere with communication. |
| **How do I enhance the conversation?** | I might ask one or two relevant questions to keep the conversation going. Though my responses are short, I respond largely in the target language. | I do not ask relevant questions to keep the conversation going, but I give responses mostly in the target language with little interference from my first language. | I do not ask relevant questions to keep the conversation going, and my responses are mostly in the target language, with some interference from my first language. | My participation is minimal. I frequently resort to my first language. |
| **What communicative strategies do I use?** | I use a moderate number of modeled words to formulate my responses. My writing adequately responds to the prompts. | I use some of the modeled words to formulate my responses. Most of my writing adequately responds to the prompts. | I use very few modeled words to help me formulate my responses, and my responses are therefore very short and/or incomplete. | I do not use written communication strategies. |
| **What cultural knowledge and understanding do I demonstrate?** | I add some basic relevant information about the target culture. | I refer to very little relevant information about the target culture. | I make limited or no references to the target culture. | I respond only from my personal point of view or my own perspective, without taking the target culture into consideration. |

Level 2 Interpersonal Writing

Novice High

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|  | 4 | 3 | 2 | 1 |
| **How involved am I in the conversation?** | I can participate in basic practical written correspondence on common topics. I regularly respond to questions and statements with simple sentences, though I frequently revert to words and short phrases. | I can participate in short, familiar written correspondence. I regularly respond to questions and statements using words and short phrases. | I can communicate on familiar topics. When prompted, I can answer questions or respond to statements using single or disjointed words. | I can communicate on very familiar topics of personal interest to me. When prompted, I can answer most questions or respond to statements using single or disjointed words. |
| **How do I demonstrate that I can correctly use the target structures to complete the task?** | I correctly use many of the target structures to complete the task. Although my writing may be difficult for a native speaker to understand, it can be easily understood by a world language instructor. | I use a moderate number of the target structures to complete the task. While my writing is difficult for native speakers to understand, it can be understood with minimal effort by a world language instructor. | I use a few of the target structures to complete the task. While native speakers cannot understand my writing, a world language instructor can understand it with some effort. | I use a limited number of the target structures to complete the task. My writing is difficult to understand, even for someone accustomed to working with language learners. |
| **How do I enhance the conversation?** | I ask very few relevant questions to keep the conversation going. My responses are mostly short, but I consistently make an effort to respond in the target language. | I might ask one or two relevant questions to keep the conversation going. Though my responses are short, I respond largely in the target language. | I do not ask relevant questions to keep the conversation going, but I give responses mostly in the target language, with little interference from my first language. | I do not ask relevant questions to keep the conversation going, and my responses are mostly in the target language, with some interference from my first language. |
| **What communicative strategies do I use?** | I use many modeled words to formulate my response, and I can indicate a lack of understanding. My writing satisfactorily responds to the prompts. | I use a moderate number of modeled words to formulate my responses. My writing adequately responds to the prompts. | I use some of the modeled words to formulate my responses. Most of my writing adequately responds to the prompts. | I use very few modeled words to help me formulate my responses, and my responses are therefore very short and/or incomplete. |
| **What cultural knowledge and understanding do I demonstrate?** | I add a moderate amount of basic relevant information about the target culture. | I add some basic relevant information about the target culture. | I refer to very little relevant information about the target culture. | I make limited or no references to the target culture. |

Level 3 Interpersonal Writing

Intermediate Low

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|  | 4 | 3 | 2 | 1 |
| **How involved am I in the conversation?** | I can maintain written correspondence on a variety of familiar topics. I consistently respond to questions and statements with basic sentences and practiced questions. | I can participate in basic practical written correspondence on common topics. I regularly respond to questions and statements with simple sentences, though I frequently revert to words and short phrases. | I can participate in short, familiar written correspondence. I regularly respond to questions and statements using words and short phrases. | I can communicate on familiar topics. When prompted, I can answer questions or respond to statements using single or disjointed words. |
| **How do I demonstrate that I can correctly use the target structures to complete the task?** | I correctly use a variety of the target structures to complete the task. My writing can be easily understood by a world language instructor as well as native speakers who are accustomed to working with language learners. | I correctly use many of the target structures to complete the task. Although my writing may be difficult for a native speaker to understand, it can be easily understood by a world language instructor. | I use a moderate number of the target structures to complete the task. While my writing is difficult for native speakers to understand, it can be understood with minimal effort by a world language instructor. | I use a few of the target structures to complete the task. While native speakers cannot understand my writing, a world language instructor can understand it with some effort. |
| **How do I enhance the conversation?** | I ask a few basic, practiced questions to keep the conversation going. My responses are becoming more detailed with sentence-level writing, and I stay almost entirely in the target language. | I ask very few relevant questions to keep the conversation going. My responses are mostly short, but I consistently make an effort to respond in the target language. | I might ask one or two relevant questions to keep the conversation going. Though my responses are short, I respond largely in the target language, with very little interference from my first language. | I do not ask relevant questions to keep the conversation going, but I give responses mostly in the target language, with little interference from my first language. |
| **What communicative strategies do I use?** | I am beginning to recombine modeled vocabulary to formulate my responses. I can ask a few questions, and my writing gives a somewhat detailed response to the prompts. | I use many modeled words to formulate my response, and I can indicate a lack of understanding. My writing satisfactorily responds to the prompts. | I use a moderate number of modeled words to formulate my responses. My writing adequately responds to the prompts. | I use some of the modeled words to formulate my responses. Most of my writing adequately responds to the prompts. |
| **What cultural knowledge and understanding do I demonstrate?** | I am beginning to use relevant knowledge about the target culture to use culturally appropriate vocabulary and expressions, and I can sometimes adapt to cultural differences in perspectives. | I add a moderate amount of basic relevant information about the target culture. | I add some basic relevant information about the target culture. | I refer to very little relevant information about the target culture. |

Level 4 Interpersonal Writing

Intermediate Mid

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|  | 4 | 3 | 2 | 1 |
| **How involved am I in the conversation?** | I can initiate and maintain written correspondence on a variety of personal and familiar topics. I write simple sentences and strings of sentences to create meaning in response to questions and statements. | I can maintain written correspondence on a variety of familiar topics. I consistently respond to questions and statements with basic sentences and practiced questions. | I can participate in basic practical written correspondence on common topics. I regularly respond to questions and statements with simple sentences, though I frequently revert to words and short phrases. | I can participate in short, familiar written correspondence. I regularly respond to questions and statements using words and short phrases. |
| **How do I demonstrate that I can correctly use the target structures to complete the task?** | I correctly use a wide variety of the target structures to complete the task. My writing can be easily understood by native speakers who are accustomed to working with non-native speakers. | I correctly use a variety of the target structures to complete the task. My writing can be easily understood by a world language instructor as well as native speakers who are accustomed to working with language learners. | I correctly use many of the target structures to complete the task. Although my writing may be difficult for a native speaker to understand, it can be easily understood by a world language instructor. | I use a moderate number of the target structures to complete the task. While my writing is difficult for native speakers to understand, it can be understood with minimal effort by a world language instructor. |
| **How do I enhance the conversation?** | I ask several basic questions to initiate and sustain the conversation. I give detailed responses in sentences and maintain communication entirely in the target language. | I ask a few basic, practiced questions to keep the conversation going. My responses are becoming more detailed with sentence-level writing, and I stay almost entirely in the target language. | I ask very few relevant questions to keep the conversation going. My responses are mostly short, but I consistently make an effort to respond in the target language. | I might ask one or two relevant questions to keep the conversation going. Though my responses are short, I respond largely in the target language with very little interference from my first language. |
| **What communicative strategies do I use?** | I can recombine modeled vocabulary to create personal responses. I can ask questions, restate, and circumlocute to make myself understood. | I am beginning to recombine modeled vocabulary to formulate my responses. I can ask a few questions, and my writing gives a somewhat detailed response to the prompts. | I use many modeled words to formulate my response, and I can indicate a lack of understanding. My writing satisfactorily responds to the prompts. | I use a moderate number of modeled words to formulate my responses. My writing adequately responds to the prompts. |
| **What cultural knowledge and understanding do I demonstrate?** | I draw upon my relevant knowledge of the target culture to use culturally appropriate vocabulary and expressions. I can recognize cultural differences to conform in familiar situations. | I am beginning to use relevant knowledge about the target culture to use culturally appropriate vocabulary and expressions, and I can sometimes adapt to cultural differences in perspectives. | I add a moderate amount of basic relevant information about the target culture. | I add some basic relevant information about the target culture. |