

## Language Outcome Rubric

Criteria	Advanced 4	Proficient 3	Developing 2	Beginning 1
<b>Oral Expression</b>	Student has perfect pronunciation. Uses the phonology of the target language. Native-like pronunciation.	Student has good pronunciation. Uses the phonology of the target language with a very slight accent. Near-native pronunciation.	Student has mediocre pronunciation. Uses some of the phonology of the target language. Has a noticeable accent.	Student has a very poor pronunciation. Does not use the phonology of the target language. Heavily accented speech.
	Student has perfect intonation. Follows all of the intonational patterns of the target language. (statements, yes-no questions, questions with interrogative words)	Student has good intonation. Follows most of the intonational patterns of the target language.	Student has mediocre intonation. Follows some of the intonational patterns of the target language.	Student has very poor intonation. <b>Does not follow any</b> of the intonational patterns of the target language.
<b>Listening Comprehension</b>	Student captures main idea and identifies all key words appropriately within the context.	Student captures most of main ideas and identifies the majority of key words appropriately within the context.	Student captures some of the main idea and identifies half of key words appropriately within the context.	Student captures little of the main ideas and identifies a few key words appropriately within the context.
	Student infers and interprets the meaning in a highly plausible manner.	Student infers and interprets the meaning in a partially plausible/complete manner.	Student makes a few plausible inferences.	Inferences and interpretations are largely incomplete and not plausible.
	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>

<b>Reading Comprehension</b>	Student answered all (100%) comprehension questions correctly. Student fully demonstrates comprehension of main idea from the reading.	Student answered 75% of comprehension questions correctly. Student comprehends main idea of the reading.	Student answered at least half of the comprehension questions correctly.	Student did not complete assignment and/or did not answer more than half of questions correctly.
<b>Written Expression</b>	Student writing is easily understood by a native speaker demonstrating superior vocabulary and control of time frames	Student writing is understood by a native speaker demonstrating accurate vocabulary and control of time frames	Student writing is mostly understood often demonstrating accurate vocabulary and control of time frames	Student is generally not understood by a native speaker often demonstrating inaccurate vocabulary and weak control of time frames
	Conveys message fully and effectively; references authentic resources	Conveys message effectively; mostly referencing authentic resources	Conveys message partially/incompletely; not always referencing authentic resources	Message is not conveyed effectively and/or few authentic references
	Demonstrates superior intercultural competence with appropriate register, content, language and/or behavior	Demonstrates intercultural competence with mostly appropriate register, content, language and/or behavior	Demonstrates partial intercultural competence with incomplete register, content, language and/or behavior	Does not demonstrate intercultural competence

Notes:

### Rubric Development Process:

The Language Rubric was developed collaboratively in Spring 2017 with the Curriculum Committee and the Assessment Committee, adapting parts from the original General Studies Language rubric.

*Developed Spring 2017*