

WL Interpersonal Speaking Level 1 – Targeted Range-Novice-Mid
Level 2 - Targeted Range Novice-Mid/High

Score : _____

	Exceeds the Standard Novice-High: 4	Meets the Standard Novice-Mid: 3	Approaches the Standard Novice-Low: 2	Not at Standard Novice-Low: 1
Task How well do I complete the task?	• I complete the task by using a variety of learned statements and questions. • I respond fully and appropriately to all or almost all parts of the prompt. • My ideas are supported with examples and elaboration.	• I complete the task by using some simple learned statements and questions. • I respond adequately to most parts of the prompt. • My ideas are supported with some examples.	• I complete the task by using memorized words and high frequency phrases. • I respond inadequately to some parts of the prompt. • My ideas are supported with few examples.	I complete the task by using only a few very basic memorized words. • I respond inadequately to most parts of the prompt. • My ideas are not supported with examples.
Comprehensibility How well do others understand me?	• I can be easily understood. • The message is clear.	• I can be understood. • The message is mostly clear.	• I can be somewhat understood. • The message is partially clear.	• I can be understood only with great effort. • The message is not clear.
Comprehension How well do I understand others?	• I can understand a variety of simple questions and answers. • I sometimes need repetition.	• I can understand some simple questions and answers. • I often need repetition	• I can understand memorized words and some high frequency phrases. • I often need repetition	• I can only understand a few basic memorized words. • I always need repetition.
Vocabulary Use How extensive and applicable is my vocabulary?	• I consistently use extensive vocabulary to complete the task.	• I use adequate vocabulary to complete the task.	• I use limited and/or repetitive vocabulary.	• I use extremely limited and/or repetitive vocabulary.
Language Control How accurate is my language?	• I correctly use grammatical structures appropriate to the task most of the time. • Errors do not interfere.	• I correctly use grammatical structures appropriate to the task some of the time. • Errors occasionally interfere.	• I rarely use grammatical structures appropriate to the task. • Errors frequently interfere.	• I rarely use grammatical structures appropriate to the task. • Errors usually interfere.
Fluency/ Communication Strategies How well do I keep the conversation going?	• I keep the conversation going with a few pauses. • I ask for clarification appropriately when needed.	• I keep the conversation going with some pauses. • I sometimes ask for clarification.	• I have some difficulty keeping the conversation going. • I have frequent pauses.	• I do not keep the conversation going. • I have many long pauses.

WL Interpersonal Speaking Level 3 Targeted Range-Novice-High/Intermediate-Low
Score : _____

	Exceeds the Standard Intermediate-Low: 4	Meets the Standard Novice-High: 3	Approaches the Standard Novice-Mid: 2	Not at Standard Novice-Low: 1
Task How well do I complete the task?	• I complete the task by creating a variety of statements and questions. • I respond fully and appropriately to all or almost all parts of the prompt. • My ideas are supported with examples and elaboration.	• I complete the task by using learned statements and questions. • I respond adequately to most parts of the prompt. • My ideas are supported with some examples.	• I complete the task by using some simple learned statements and questions. • I respond inadequately to some parts of the prompt. • My ideas are supported with a few examples.	• I complete the task by using memorized words and high frequency phrases. • I respond inadequately to most parts of the prompt. • My ideas are not supported with examples
Comprehensibility How well do others understand me?	• I can be easily understood. • The message is clear.	• I can be understood. • The message is mostly clear.	• I can be somewhat understood. • The message is partially clear.	• I can be understood only with great effort. • The message is not clear.
Comprehension How well do I understand others?	• I can easily understand a variety of simple questions and answers. • I rarely need repetition.	• I can understand a variety of simple questions and answers. • I sometimes need repetition	• I can understand some simple questions and answers. • I often need repetition.	• I can understand memorized words and some high frequency phrases. • I often need repetition
Vocabulary Use How extensive and applicable is my vocabulary?	• I consistently use extensive vocabulary to complete the task.	• I use adequate vocabulary to complete the task.	• I use limited and/or repetitive vocabulary.	• I use extremely limited and/or repetitive vocabulary.
Language Control How accurate is my language?	• I correctly use grammatical structures appropriate to the task most of the time. • I demonstrate emerging use of verb tenses and some advanced grammatical structures. • Errors do not interfere	• I use grammatical structures appropriate to the task most of the time. • Errors rarely interfere.	• I use grammatical structures appropriate to the task some of the time. • Errors occasionally interfere	• I rarely use grammatical structures appropriate to the task. • Errors usually interfere.
Fluency/ Communication Strategies How well do I keep the conversation going?	• I keep the conversation going with a few pauses. • I ask for clarification in a variety of ways.	• I keep the conversation going with a few pauses. • I sometimes ask for clarification.	• I keep the conversation going with some pauses • I often ask for clarification.	• I have some difficulty keeping the conversation going. • I have frequent pauses.

WL Interpersonal Speaking Level 4 Targeted Range-Intermediate-Low/Intermediate-Mid Score : _____

	Exceeds the Standard Intermediate-Mid: 4	Meets the Standard Intermediate-Low: 3	Approaches the Standard Novice-High: 2	Not at Standard Novice-Mid: 1
Task How well do I complete the task?	• I complete the task by creating a wide variety of statements and questions and some paragraphs. • I respond fully and appropriately to all or almost all parts of the prompt. • My ideas are supported with examples and elaboration	• I complete the task by creating a variety of statements and questions. • I respond adequately to most parts of the prompt. • My ideas are supported with some examples.	• I complete the task by using a variety of learned statements/questions. • I respond inadequately to some parts of the prompt. • My ideas are supported with few examples.	• I complete the task by using some simple learned statements/questions. • I respond inadequately to most parts of the prompt. • My ideas are not supported with examples
Comprehensibility How well do others understand me?	• I can be easily understood. • The message is clear.	• I can be understood. • The message is mostly clear.	• I can be somewhat understood. • The message is partially clear.	• I can be understood only with great effort. • The message is not clear.
Comprehension How well do I understand others?	• I can easily understand a variety of sentences and questions on a wide variety of familiar topics. • I do not need repetition.	• I can easily understand a variety of sentences and questions. • I rarely need repetition.	• I can understand a variety of simple questions and answers. • I sometimes need repetition.	• I can understand some simple questions and answers. • I often need repetition.
Vocabulary Use How extensive and applicable is my vocabulary?	• I consistently use extensive vocabulary to complete the task.	• I use adequate vocabulary to complete the task.	• I use limited and/or repetitive vocabulary.	• I use extremely limited and/or repetitive vocabulary.
Language Control How accurate is my language?	• I correctly use grammatical structures appropriate to the task most of the time. • I demonstrate emerging control of verb tenses and some advanced grammatical structures. • Errors do not interfere.	• I use grammatical structures appropriate to the task most of the time. • I demonstrate emerging use of verb tenses and some advanced grammatical structures. • Errors rarely interfere.	• I use grammatical structures appropriate to the task some of the time. • Errors occasionally interfere.	• I rarely use grammatical structures appropriate to the task. • Errors frequently interfere
Fluency/ Communication Strategies How well do I keep the conversation going?	• I keep the conversation going with almost no pauses. • I often ask for clarification in a variety of ways.	• I keep the conversation going with very few pauses. • I ask for clarification in a variety of ways.	• I keep the conversation going with a few pauses. • I sometimes ask for clarification.	• I keep the conversation going with some pauses. • I often ask for clarification.