# **Reclassification Language Use Inventories**

## Grade: Kindergarten

**Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory**

Student:

PASID:

Date:

Evaluator’s name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student’s use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students’ language use in enough time to develop a firm evaluation before completing this inventory.

**Interaction:**

| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| --- | --- | --- | --- |
| Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. | Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. | Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. |  |

**Listening:**

| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| --- | --- | --- | --- |
| Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. | Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. |  |

**Speaking:**

| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| --- | --- | --- | --- |
| Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics. | Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics. | Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary. |  |

**Reading:**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability. | Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. | Can apply grade-level phonics and word analysis skills in decoding. |  |

**Total Points:**

**Grade: Kindergarten**

**Rubric 2 - Written Expression Language Use Inventory**

**Expansion of Repertoires: Cohesion**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can use drawings and/or labels to link some or most details in a story. | Can use drawings OR words to link details in a story. | Can use drawings, words AND simple phrases to link details in a story. |  |

**Accuracy: Word/ Phrase**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences. | Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences. | Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences. |  |

**Accuracy: Grammar/**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Consistent errors that may hinder the meaning of the writing regarding grammar. | Regularly contains some grammatical inaccuracy in either capitalization of “I” and beginning of sentence, people names, ending punctuation. | Maintains some grammatical accuracy in capitalization of “I” and beginning of sentence, people names, ending punctuation. |  |

**Accuracy: Genre Narratives**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Draw a picture with some labels to describe the picture or story. | Draw a picture and write labels or simple phrases to describe the picture or story. | Draw a picture and write several connected sentences to describe the picture or story. |  |

**Accuracy: Genre Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration. | Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration. | Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function. |  |

**Accuracy: Genre Arguments**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Draw and label to explain likes or dislikes about a familiar topic. | Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as “because” to support their opinion. | Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as “because” to support their opinion. |  |

**Total Points:**

## Grade: 1

**Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory**

Student:

PASID:

Date:

Evaluator’s name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student’s use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students’ language use in enough time to develop a firm evaluation before completing this inventory.

**Interaction**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. | Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. | Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. |  |

**Listening**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **LOW (0)** | | **MODERATE (.3)** | | **HIGH (.5)** | | **Value** | |
| Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. | | Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. | | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. | |  | |

**Speaking**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **LOW (0)** | | **MODERATE (.3)** | | **HIGH (.5)** | | **Value** | |
| Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics. | | Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics. | | Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary. | |  | |

**Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability. | Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding. | Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose and understanding. |  |

**Total Points:**

**Grade 1**

**Rubric 2 - Written Expression Language Use Inventory**

**Expansion of Repertoires: Cohesion**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can produce groups of words with little to no structure and little to no use of organizational patterns. | Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like “and” and “because”. | Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors. |  |

**Accuracy: Word/ Phrase**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations. | Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions. | Can select language to express him/ herself clearly using content-specific vocabulary. |  |

**Accuracy: Grammar/ Sentence**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Frequent grammatical errors that may hinder the meaning of the writing. | May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or “I …”). | Maintains a high degree of grammatical accuracy (capitalization of “I”, beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures. |  |

**Accuracy: Genre Narratives**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration. | Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end. | Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story. |  |

**Accuracy: Genre Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration. | Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic. | Can present connected factual information with an introduction using details from a source on an academic topic. |  |

**Accuracy: Genre Arguments**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons. | Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as “because”. | Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as “because” to support their opinion. |  |

**Total Points:**

## Grades 2-3

**Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory**

Student:

PASID:

Date:

Evaluator’s name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student’s use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students’ language use in enough time to develop a firm evaluation before completing this inventory.

**Interaction**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. | Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. | Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. |  |

**Listening**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. | Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. |  |

**Speaking**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary. | Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics. | Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary. |  |

**Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings. | Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings. | Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings. |  |

**Total Points:**

**Grade: 2-3**

**Rubric 2 - Written Expression Language Use Inventory**

**Expansion of Repertoires: Cohesion**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can produce groups of words with little to no structure and little to no use of organizational patterns. | Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like “and”, “but”, and “because”. | Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative). |  |

**Accuracy: Word/ Phrase**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations. | Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions. | Can select language to express him/ herself clearly using content-specific vocabulary. |  |

**Accuracy: Grammar/ Sentence**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Frequent grammatical errors that may hinder the meaning of the writing. | May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or “I …”). | Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures. |  |

**Accuracy: Genre Narratives**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration. | Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end. | Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end. |  |

**Accuracy: Genre Informative**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure. | Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources. | Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words. |  |

**Accuracy: Genre Opinion/Argument**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words. | Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details. | Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details. |  |

**Total Points:**

## Grades: 4-12

**Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory**

Student:

PASID:

Date:

Evaluator’s name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student’s use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students’ language use in enough time to develop a firm evaluation before completing this inventory.

**Interaction**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. | Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. | Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. |  |

**Listening**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. | Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. |  |

**Speaking**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics. | Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans. | Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion. |  |

**Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **LOW (0)** | **MODERATE (.3)** | **HIGH (.5)** | **Value** |
| Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus). | Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings. | Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style. |  |

**Total Points:**

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric that follows can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

**Grades: 4-12**

**Rubric 2 - Written Expression Language Use Inventory**

**Expansion of Repertoires: Cohesion**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** |
| Can link groups of words with simple connectors like “and,” “but,” and “because.” | Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional). | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices. |  |

**Accuracy: Word/ Phrase**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **LOW (0)** | | **MODERATE (.2)** | **HIGH (.3)** | | **Value** | |
| Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations. | Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics. | | Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say. |  | |

**Accuracy: Grammar/ Sentence**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **LOW (0)** | | **MODERATE (.2)** | **HIGH (.3)** | **Value** | |
| Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure. | Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences. | | Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures. |  |

**Accuracy: Genre Narratives**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **LOW (0)** | | **MODERATE (.2)** | **HIGH (.3)** | **Value** | |
| Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences. | Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text. | | Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader |  |

**Accuracy: Genre Reports & Essays**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **LOW (0)** | **MODERATE (.2)** | **HIGH (.3)** | **Value** | |
| Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena. | Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format. | Can present information on complex subjects in clear, well structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples. |  |

**Accuracy: Genre Arguments**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **LOW (0)** | | **MODERATE (.2)** | **HIGH (.3)** | **Value** | |
| Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences. | Can pass on routine factual information and state reasons for actions in brief text following a standardized format. | | Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples. |  |

**Total Points:**

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the rubric in the follows can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

**Grades: 4-12 Extension Rubric for Interaction, Listening, Speaking, and Reading**

*The student’s command of language indicates to most audiences that he/she:*

**Interaction**

| **LOW** | **LOW+** | **MODERATE** | **MODERATE+** | **HIGH** | **HIGH+** |
| --- | --- | --- | --- | --- | --- |
| Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics. | Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. | Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. | Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views. | Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. | Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. |

**Listening**

| **LOW** | **LOW+** | **MODERATE** | **MODERATE+** | **HIGH** | **HIGH+** |
| --- | --- | --- | --- | --- | --- |
| Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly. | Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. | Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. | Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar. | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. | Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed. |

**Speaking**

| **LOW** | **LOW+** | **MODERATE** | **MODERATE+** | **HIGH** | **HIGH+** |
| --- | --- | --- | --- | --- | --- |
| Can use simple phrases and sentences to describe familiar topics. | Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics. | Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans. | Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion. | Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points. |

**Reading**

| **LOW** | **LOW+** | **MODERATE** | **MODERATE+** | **HIGH** | **HIGH+** |
| --- | --- | --- | --- | --- | --- |
| Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads). | Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus). | Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings. | Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction. | Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style. | Can read with ease virtually all forms of written language, including structurally or linguistically complex texts. |

**Grades: 4-12 – Extension Rubric for Writing**

**Expansion of Repertoires: Cohesion**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Low** | **Low+** | **Moderate** | **Moderate+** | **High** | **High+** |
| Can link words or groups of words with very basic linear connectors like “and” or “then.” | Can link groups of words with simple connectors like “and,” “but,” and “because.” | Can link simple and discrete elements into a connected, linear sequence of points.  Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional). | Can use a growing number of cohesive devices to link his/her  statements into clear, coherent discourse, though there may be some “jumpiness” in a longer text. | Can produce clear, smoothly flowing, well- structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices. | Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and wide range of connectors and other cohesive devices. |

**Accuracy: Word/Phrase**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Low** | **Low+** | **Moderate** | **Moderate+** | **High** | **High+** |
| Can use high frequency words and simple phrases related to personal details and particular concrete situations. | Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations. | Can use more varied vocabulary that extends beyond the everyday to include some content- specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics. | Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words. | Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say. | Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions. |

**Accuracy: Grammar/Sentence**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Low** | **Low+** | **Moderate** | **Moderate+** | **High** | **High+** |
| Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire. | Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure. | Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences. | Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences. | Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures. | Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others’ reactions). Uses a range of grammar and sentence structures strategically. |

**Accuracy: Genre Narrative**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Low** | **Low+** | **Moderate** | **Moderate+** | **High** | **High+** |
| Can use simple phrases and sentences about familiar topics. | Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences. | Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text. | Can produce clear, detailed descriptions of experiences and events.  Can follow established genre conventions in marking relationships between ideas and organizing the text. | Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader. | |

**Accuracy: Genre Reports & Essays**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Low** | **Low+** | **Moderate** | **Moderate+** | **High** | **High+** |
| Can use simple phrases and sentences about familiar topics. | Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena. | Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format. | Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources. | Can present information on complex subjects in clear, well- structured text, underlining relevant salient issues.  Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples. | |

**Accuracy: Genre Arguments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Low** | **Low+** | **Moderate** | **Moderate+** | **High** | **High+** |
| Can use simple phrases to express an opinion on a familiar topic. | Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions  to familiar problems using simple linked sentences. | Can pass on routine factual information and state reasons for actions in brief text following a standardized format. | Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources. | Can present arguments on complex subjects in clear, well- structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples. | |

**Notes/Comments:**