

# SHELBY COUNTY SCHOOLS

## Interpretative Assessment Rubric

### Novice - Intermediate Range

	INTERMEDIATE High	INTERMEDIATE MID	INTERMEDIATE LOW	NOVICE HIGH	NOVICE MID
How well am I understood doing the text or listening passage?	<ul style="list-style-type: none"> <li>I can use fully understand with ease main ideas and supporting facts in short passages, simple narratives and descriptive passages on familiar topics.</li> <li>I can understand some more complex passages on less familiar topics.</li> <li>I may need to read/hear complex passages more than once.</li> <li>Your knowledge of the language, your ability to tell the difference between a main idea and a detail, and your ability to use context clues and inferencing may help you understand what you read/hear.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand main ideas and supporting facts in short passages on familiar topics.</li> <li>Context clues or prior knowledge may help me understand what I read.</li> <li>I may need to read/hear complex passages more than once.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the main idea and some supporting facts in short texts on very familiar topics.</li> <li>I rely on visual cues, context cues, and prior knowledge to understand what I read.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the main idea in short passages on very familiar topics but rarely the supporting facts.</li> <li>I can understand information from advertisements, brochures, lists, menus, schedules, or other highly predictable texts.</li> <li>I need visual cue such as pictures, my own knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what I read.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand words, phrases and an occasional short simple sentence to provide basic information.</li> <li>I may need to read or listen to something more than once to understand the message.</li> <li>I need visual cue such as pictures, my own knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what I read.</li> </ul>

### LANGUAGE CONTROL

How well do I use the language?

I don't make any errors in grammar, word order or word choice that prevent communication.	My errors in grammar, word order, and word choice <u>do not</u> prevent communication	My errors in grammar, word order, and word choice <u>sometimes</u> prevent communication.	My errors in grammar, word order, and word choice <u>often</u> prevent communication.	My errors in grammar, word order, and word choice prevent communication.
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### TASK COMPLETION

How much language did I deliver?

I completed <u>more</u> than I was asked to do.	I completed <u>everything</u> I was asked to do.	I completed <u>most</u> <u>everything</u> I was asked to do.	I completed <u>some</u> of what I was asked to do.	I completed <u>little</u> of what I was asked to do.
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## REFLECTION

What have I learned about myself from this performance? What activities helped me be successful on this performance?

