



## FLACS Checkpoint A/B INTERPERSONAL Task Rubric for Category 1-2 languages

	Non-Communicative	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Score
<b>Checkpoint A Score</b>	<b>0 pts</b>	<b>1.5 pts</b>	<b>2.5 pts</b>	<b>3 pts</b>	<b>3 pts</b>	<b>3 pts</b>	<b>15 pts</b>
<b>Checkpoint B Score</b>	<b>0 pts</b>	<b>0 pts</b>	<b>0 pts</b>	<b>1 pt</b>	<b>1.5 pts</b>	<b>2 pts</b>	<b>10 pts</b>
<b>Communication*</b>	Does not attempt to complete the task	Attempts to complete the task but is not successful or does not use the targeted language function.	Partially completes the task using the targeted language function.	Completes the task using the targeted language function.	Completes the task by exchanging information with some detail. May ask follow-up questions.	Completes the task by exchanging detailed information, opinions, and preferences. Asks appropriate follow-up questions.	
<b>Discourse Type and Vocabulary</b>	Does not respond.	Uses single words exclusively OR vocabulary is unrelated to task completion.	Uses single words and some memorized expressions.	Uses simple sentences that include memorized expressions and high-frequency vocabulary.	Consistently uses familiar vocabulary in complete sentences and questions. May use circumlocution.	Consistently uses a variety of vocabulary to form complete sentences and strings of sentences with elaboration. Asks follow-up questions. Uses circumlocution when necessary.	
<b>Expression</b>	Does not respond.	Responds to conversation partner with difficulty OR in ways that do not advance task completion.	Responds to conversation partner.	Responds and reacts to conversation partner. May ask questions.	Expresses original ideas. Responds and reacts in conversations. Asks questions and initiates conversation with partial control of present time.	Expresses original ideas on familiar topics in conversations. Asks a variety of questions and maintains the conversation with full control of present time.	
<b>Comprehensibility and Control</b>	Not comprehensible.	Somewhat comprehensible; errors interfere with comprehensibility.	Understood with effort by someone used to communicating with novice language learners (pronunciation, signing). Accurate with memorized language chunks.	Usually understood by someone used to communicating with novice language learners (pronunciation, signing). Accurate with memorized language, but accuracy decreases when expressing original ideas.	Understood with some effort by those accustomed to communicating with developing language learners. (pronunciation, signing). Accurate with original complete sentences in present time.	Easily understood by those accustomed to communicating with developing language learners (pronunciation, signing). Accurate in the present, but accuracy decreases when using other time frames.	
<b>Understanding</b>	Does not understand conversation partner.	Understands conversation partner with frequent repetition and rephrasing.	Understands conversation partner with some repetition and rephrasing.	Understands conversation partner with minimal repetition.	Understands questions and statements. May need messages repeated.	Understands questions and statements in conversations.	
<p><i>*If the student scores a zero (0) for Communication, stop scoring and assign a score of zero (0) for the entire task.</i></p>							<b>TOTAL SCORE</b>



## FLACS Checkpoint A/B PRESENTATIONAL Task Rubric for Category 1-2 languages

	Non-Communicative	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Score
<b>Checkpoint A Score</b>	<b>0 pts</b>	<b>1 pt</b>	<b>1.5 pts</b>	<b>2 pts</b>	<b>2 pts</b>	<b>2 pts</b>	<b>10 pts</b>
<b>Checkpoint B Score</b>	<b>0 pts</b>	<b>0 pts</b>	<b>0 pts</b>	<b>1 pt</b>	<b>1.5 pts</b>	<b>2 pts</b>	<b>10 pts</b>
<b>Communication*</b>	Does not attempt to complete the task or responds with unrelated information.	Attempts to complete the task but is not successful or does not use the targeted language function.	Partially completes the task using the targeted language function.	Completes the task using the targeted language function.	Completes the task using the targeted language function with some detail.	Completes the task using the targeted language function with detail and elaboration.	
<b>Discourse Type</b>	Does not attempt to complete the task.	Uses single words exclusively.	Uses single words and some phrases.	Uses simple sentences that include memorized expressions and high-frequency vocabulary.	Uses a combination of sentences and strings of sentences.	Uses strings of sentences to organize ideas in a logical sequence.	
<b>Vocabulary</b>	Does not attempt to complete the task.	Uses some memorized words or phrases OR uses vocabulary unrelated to the task.	Uses mostly memorized words and formulaic phrases.	Uses a variety of high frequency vocabulary that advances completion of the task.	Uses a blend of high frequency and topic-specific vocabulary. May use circumlocution.	Uses a variety of vocabulary related to the topic, including words, phrases and expressions that add detail and description. May use circumlocution.	
<b>Comprehensibility</b>	Is not comprehensible.	Is somewhat comprehensible; errors interfere with comprehensibility.	Understood with effort by someone used to communicating with novice language learners (e.g., attempt pronunciation, signing, spelling, accentuation).	Usually understood by someone used to communicating with novice language learners (e.g., pronunciation, signing, spelling, accentuation).	Understood with some effort by those accustomed to communicating with developing language learners (e.g., pronunciation, signing, spelling, accentuation).	Easily understood by those accustomed to communicating with developing language learners (e.g., pronunciation, signing, spelling, accentuation).	
<b>Control</b>	Is not comprehensible.	Shows limited accuracy, even with memorized language chunks and expressions.	Accurate using memorized language chunks.	Accurate with memorized language; uses basic language structures.	Generally accurate in present time with original complete sentences.	Accurate in present time, but accuracy decreases in other time frames.	
<b>*If the student scores a zero (0) for Communication, stop scoring and assign a score of zero (0) for the entire task.</b>							<b>TOTAL SCORE 10 POINTS MAX</b>