Task performance evaluation: Interpersonal Communication Rubric

Rating category	5 Exceeds Expectations	4 Meets(strongly) Expectations	3 Meets(weakly) Expectations	2 Does not meet expectations	1 Not ratable performance
Language use	Language use is above the task level. Task fulfilled with creative and-or original uses of known elements.	Language use meets or exceeds task level. Task is fulfilled.	Language use is commensurate with task level. Task is fulfilled although with lapses.	Language use is not commensurate with task level. Task is incomplete or not fulfilled.	Student performance produces no ratable sample. No attempt to complete task.
Communication Strategies	Initiates, maintains, responds and elaborates when engaging in conversation. Original use of strategies to accomplish communicative task.	Engages in conversation on known topics with strong attempt to communicate meaning and to understand meaning.	Engages in conversation using known vocabulary on known topics. Conveys and receives messages although with difficulty.	Attempts to use known items to communicate; however, lapses hinder exchanges or impair communication.	Incomplete or no attempt to engage in speaking with others.
Comprehensibility	Relative to task level, message is understood clearly by all receivers.	Message is fully understood by all receivers.	Message is understood, if imperfectly by most receivers.	Message may or may not be understood by many receivers.	Message is generally not understood by any receivers.
Vocabulary and Grammar	Demonstrates full command of known vocabulary, syntax and other structures. Use of it is creative, spontaneous and original to express known and new ideas.	Demonstrates thorough command of known vocabulary and structures. Use is adequate to communicate on topics covered in course to date.	Demonstrate sufficient command of known vocabulary and structures to communicate fully, if imperfectly, on known topics.	Demonstrates some, but incomplete command of vocabulary and grammar introduced to date. Can communicate on known topics, but incompletely.	Demonstrates little or no command of either vocabulary or grammar introduced in recent lessons.
Content	Draws on examples and information from many sources both from course work and from outside sources.	Uses many examples and information from class to support communicative effort.	Uses adequate, but limited sources of examples and information from course work to support conversation.	References some basic information or examples from limited sources. These do not fully support conversation.	Does not access enough sources of information to support communication adequately.