

Assessing Learners' Pragmatic Ability in the Classroom

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Classroom-based assessment of learners' pragmatic competence is an indispensable component of instruction, but it is no simple task. First, pragmatic norms of the target language that we might intend to use are dynamic and vary across individuals, so the range of acceptable behavior is not always clear-cut or accurately identifiable, threatening the reliability in the assessment. Second, in assessing learners' pragmatics, teachers need to be aware that pragmatic choice is intertwined with subjectivity (e.g., identity, values, beliefs, morals, and personal principles). Second language speakers are found to sometimes intentionally diverge from native-like pragmatic language use for assertion of their identity and maintenance of an optimal distance from the target community (Ishihara, 2009; LoCastro, 1998; Siegal, 1996). In addition, second language speakers' pragmatic behavior is sometimes assessed and interpreted differently from that of native speakers (Iino, 1996; McNamara & Roever, 2006). Thus, classroom assessment of learners' pragmatic ability warrants cultural sensitivity. A further validity issue that arises is how authentically language teachers could or should assess learners' socially and interactionally constructed language use in the classroom, with imagined, often unfamiliar situations and assigned roles. How authentic is a learner's imagined conversation with a spouse if he or she has never experienced marriage, for instance?

This chapter presents a set of classroom-based assessment strategies designed not only to assess learners' pragmatic language use and awareness, but also to provide constructive feedback to learners, leading them to self-reflection and language development. Some of the tasks capture learner language in action, directly evaluating it while learners perform the tasks. Other assessment examples are built on teacher-learner collaboration, taking learners' intent into consideration and using it as a basis of evaluation.

Because teacher feedback can focus on what learners are able to do, rather than what they are not yet able to, classroom-based assessment can be especially helpful in supporting learners' development of pragmatic competence over time. And because assessment can be diagnostic in nature, it can be useful to teachers in determining their next instructional move.

CONTEXT

The assessment tools in this chapter were originally constructed for intermediate to advanced English as a second language (ESL) learners with varying levels of exposure to different languages and cultures. The target audience is preacademic adult university ESL or English as a foreign language (EFL) learners with high literary and general language awareness. These instruments have been designed as part of everyday instruction and not as a one-shot test; so it is important that learners become familiar with their principles and instructions and are accustomed to the format prior to assessment. The assessment instruments were pilot-tested with a small number of ESL and EFL learners in a classroom or tutorial setting. Feedback from language teachers who participated in a summer institute on teaching pragmatics in 2006–2008 at the University of Minnesota in the United States was also incorporated into the assessment tools.

What to Assess

The following are possible pragmatics-related areas for which classroom assessment may be necessary. This list includes some of the evaluative foci associated with speech acts that classroom teachers might select to align with their instructional goals. Each area can be utilized singly or in combination with others depending on the learners' needs and capacities, instructional time, and other factors. (Ideally, the list will eventually be expanded beyond speech acts to include areas such as implicature, epistemic stance markers, and conversational management.)

- The extent to which the speaker's intentions (i.e., how they want to present themselves) match the hearer's most probable interpretation
- The extent to which the speaker's language use is likely to achieve his or her goal (e.g., what they want to achieve through the language use)
- Organization and discourse structure (e.g., introduction, body, closing)
- Directness, politeness, and formality
- Grammar structures (e.g., language form of requests)
- Semantic moves (e.g., a series of acts to realize a request such as *apologizing, requesting, thanking, leave-taking*)

- Word choice (e.g., request softeners such as *just a second, a bit, discourse markers such as by the way, speaking of*)
- Tone (e.g., level of sincerity through verbal and nonverbal cues)
- Sociocultural norms in the target culture
- Cultural reasoning behind pragmatic norms

How to Assess

Different areas for pragmatic-focused assessment may be assessed in a variety of ways in the classroom setting. This chapter will focus on the following types of assessment:

- Holistic assessment: Noting the general impression of the learners' pragmatic language use or awareness (encompassing all or most of the areas of pragmatics-focused assessment)
- Analytic assessment: Showing overall assessment with a breakdown of learners' performance in each dimension
- Focused assessment: Targeting one particular area (e.g., primary-trait rubric) or a narrow range of areas (e.g., multitrait rubric; O'Malley & Valdez-Pierce, 1996; Tedick, 2002)
- Peer- and self-assessment: As a means of enhancing learners' pragmatic awareness, metapragmatic analysis, and reflective critical thinking (applicable to holistic, analytic, and focused assessments)

CURRICULUM, TASKS, MATERIALS

This section provides examples of classroom-based assessment using holistic, analytic, primary-trait, or multitrait rubrics, as well as some ideas for peer- and self-evaluation. Each example is structured as a response to a scenario to which students have been instructed to respond or which students have been told to evaluate. Many of the examples utilize teacher-student collaboration in the process of assessment. Samples in this section illustrate how the rubrics can be applied to performance-based and reflective tasks, such as role-plays, skits, writing samples, reflective journals, and teacher observations of authentic learner interactions.

Holistic Assessment

Holistic assessment captures the general impression of the learners' pragmatic language use or awareness as a whole through the use of a single score or a set of descriptions. The following sample set provides a scenario with a quantitative and descriptive rubric.

Quantitative and Descriptive Holistic Assessment

The scenario and the instructions in Worksheet 1 (see Appendix A) prompt learners to imagine a typical (and pragmatically competent) speaker or writer in the target-language community and to demonstrate the language that this character would be expected to use. This way, learners can avoid the issue of how native-like (or nonnative-like) they want to be in their target language use (e.g., whether they want to complain to the professor and if so, how), while teachers evaluate learners' pragmatic awareness and language-focused productive skills.

The teacher can assess the appropriateness of the student's e-mail in Worksheet 1 using a quantitative and descriptive holistic assessment based on a range of target community norms. Rubric 1 (see Appendix B) is an example of such an assessment, which can be shared with learners ahead of time. This rubric may be best suited for intermediate- to advanced-level learners.

Narrative Holistic Assessment

Although teachers are often required to describe students' language performance in numerical terms, more informal everyday assessment can be provided in a narrative. Worksheet 2 (see Appendix A) provides a place for the teacher to respond with a holistic narrative assessment of the student's productive pragmatic skills. Because teacher feedback is an integral part of assessment, this worksheet includes samples of learner production (in bold italics) and teacher response (in bold). Blank versions of all worksheets (those with sample responses) are available at <http://www.tesolmedia.com/books/pragmatics>.

In this type of assessment, the expression of learners' intentions and teacher feedback may end up being more extensive than learners' actual language production. Feedback can be given orally in a teacher-student conference or woven into a whole-class discussion. The section on learners' intentions may first appear complex but can be explained ahead of time and recycled so that learners know what is expected here (also see Worksheet 3, in Appendix A, for another way of eliciting learners' intentions).

Note that the use of written responses does not reflect the effect of tone of voice, intonation, facial expression, use of space, gestures, posture, and the like, which greatly affect the meaning constructed in interactive discourse. Paired role-plays (see Worksheet 4),¹ observation or reflection of role-plays (see Worksheet 5),² or even multiturn discourse completion tasks (see "Sample Scenario, Learner Language, and Teacher Assessment for Rubric 3" at <http://www.tesol.com/books/pragmatics> or in Ishihara & Cohen, 2010) may be more advantageous in stressing the importance of nonverbal features and the nature of spontaneous discourse often stretched over more than just a few turns.

¹For more details on Worksheet 4, see the Peer- and Self-Assessment section.

²For more details on Worksheet 5, see the Peer- and Self-Assessment section.

Analytic Assessment

Unlike holistic assessment, which yields just one score or a set of descriptions for each instance of pragmatic language, analytic assessment evaluates various dimensions, providing more detailed feedback to learners on each area. Rubric 2 (see Appendix B) can be used for assessing pragmatics in learners' writing. The same scenario used in Worksheet 1 (see Appendix A) can be used with Rubric 2. Note that Rubric 2 weighs categories differently: the categories of semantic moves and directness, politeness, and formality are given 4 points, while the others are assigned 3 points. These categories can be collapsed, reorganized, or weighed differently according to the teacher's purposes. This type of detailed and comprehensive assessment may be more suitable for assessing extensive production (rather than a short single-turn response), such as first drafts for rewriting and completed versions for final grading.

Focused Assessment: Primary-Trait

Primary-trait assessment centers on one particular dimension of pragmatic language use. Therefore, it may be suitable for focused instruction and assessment, particularly for lower level or younger learners, or for instruction constrained by limited time. For example, assessment of learners' requests can center on the choice of grammatical structures (e.g., *would you mind —ing, I was wondering if you —ed*) or request softeners (e.g., "Can you hurry up a little?" "Can you *perhaps* buy this for me?"). The teacher's evaluation at the bottom of Worksheet 3 (see Appendix A) is a primary-trait assessment for the match between the learner's own goals and intentions and the hearer's interpretation.

Teachers' comments can touch on the sociocultural norms or general level of politeness that is likely to influence the hearer's interpretation. It is important that teachers highlight learners' awareness of the consequences of their own language use. Classroom discussion could cover how the dialogue might expand in authentic discourse.

Focused Assessment: Multitrait

Multitrait assessment allows teachers to focus on and assess several areas of pragmatic competence. Clearly, areas selected for assessment should align with the teacher's goals of instruction.

Multitrait Assessment of Productive Skills

In Rubric 3 (see Appendix B), four areas—the level of formality, semantic moves ("strategies of apologizing"), word choice, and tone—of a student's response are selected for assessment. See <http://www.tesolmedia.com/books/pragmatics> or Ishihara & Cohen (2010) for an additional worksheet "Sample Scenario, Learner Language, and Teacher Assessment for Rubric 3."

Multitrait Assessment of Receptive Skills

The majority of rubrics presented so far center on the assessment of learners' pragmatic production. In Worksheet 6 (see Appendix A), the focus shifts to receptive pragmatic skills. The sample teacher's assessment in Worksheet 6 focuses on the learner's analysis of (a) contextual factors in the situation, (b) hearer's interpretation, and (c) ways to improve pragmatic use of language.

Alternatively, the teacher might wish to suggest that learners take a closer look at the content of Michelle's explanation and offer of repair and think about their appropriateness in this situation. Learners could also consider what elements of her language make Michelle's apology more or less sincere. (See Ishihara, 2009, and Ishihara & Maeda, 2010, for activities focusing on student receptive skills through observation and journal writing of language used in the community.)

Multitrait Collaborative Assessment

A more-detailed collaborative assessment incorporating learner goals and intentions is provided in Worksheet 7 (see Appendix A). This worksheet—with sample learner response and teacher assessment—includes both a place for the student's response and a section for the teacher's comments. A detailed assessment such as that in Worksheet 7 may require metapragmatic awareness and linguistic ability that is already highly developed. In a foreign language context, some of the assessment and discussion could be done in the learners' first language.

Peer- and Self-Assessment

Given the complex and dynamic nature of pragmatic norms, it is neither possible nor desirable to teach learners pragmatic language use for every situation in every language variety and register that they may need or want to know. Instead, instruction and assessment can ultimately aim for pragmatic awareness raising. In this approach, teachers support learners in assessing their own language use, sometimes through their peers' eyes. The assessment may not necessarily be accurate or impartial, but the evaluative process itself can help enhance learners' pragmatic awareness, metapragmatic analysis, and reflective critical thinking. Peer- and self-assessment can be realized using any of the holistic, analytic, or focused assessment types previously discussed. The following sections introduce two multitrait assessments designed to be implemented by peers and learners themselves.

Peer-Assessment

To make peer-assessment an effective part of instruction, learners need varying levels of guidance in how to engage in systematic peer-evaluation. Learners can be given a set of prompts as in Worksheet 5 (see Appendix A) or a checklist (eliciting yes or no answers) to direct attention to important pragmatic features.

Self-Assessment

While engaging in self-assessment tasks, learners could draw on their knowledge of pragmatics or compare their work with a model dialogue to evaluate the key features. This approach might require substantial scaffolding or varying levels of guidance from the teacher according to the learners' characteristics and learning style preferences. Teachers might give learners individual comments or provide more collective feedback in a class-wide debriefing. Worksheet 4 (see Appendix A) provides an example of a multitrait assessment designed to facilitate self-evaluation of various key pragmatic aspects.

This chapter has included examples of holistic, analytic, primary-trait, and multitrait assessment specifically designed to assess learners' pragmatic competence. The examples in this section are primarily for illustrative purposes. Readers are invited to adapt these examples according to their needs and expand the collective repertoire of assessments by contributing their own to teachers' resources such as this one.

REFLECTIONS

Successful instruction of pragmatics cannot be complete without assessing learners' pragmatic competence. When classroom-based assessment is grounded in sound pedagogy, it can be a powerful tool for reflective thinking and independent learning. In reality, assessment of pragmatic competence is no simple task, as demonstrated in many of the examples in this chapter. Pragmatic norms are fluid and diverse, often used under the level of speakers' consciousness, and intertwined with learner subjectivity. A dilemma for language teachers may be simplifying what cannot readily be simplified; a challenge for learners may be the necessity of living with the complexity of pragmatic norms that allow a variety of possibly appropriate answers.

Classroom-based assessment is compatible with experiential learning and can be widely applied to various instructional contexts ranging from K-16 ESL to EFL. For young or lower level learners, the instructional language in this chapter may need to be simplified and the instructional foci narrowed. Scenarios should be appropriate for learners' age and communicative needs. For further resources, numerous books and websites on second language assessment in general are available. One of them is an assessment site by the Center for Advanced Research on Language Acquisition (<http://www.carla.umn.edu/assessment/>), which provides an abundance of background information, practical resources, and links related to the design of language assessment. Although it is beyond the scope of this chapter, it might be useful in the future to have a curriculum or at least some guidelines for a set of instructional and evaluative goals for various proficiency levels or instructional contexts (e.g., ESL, EFL, adult literacy, K-12, and university). It is hoped that the assessment attempts introduced in this chapter will be a

springboard for further discussion and assist in the development of effective and culturally sensitive assessment practices in language education.

ACKNOWLEDGMENTS

I would like to thank Andrew D. Cohen and Gloria Park for their valuable insights during the development of this chapter. An earlier version of this chapter was included in Ishihara and Cohen's (2010) teachers' guide, *Teaching and Learning Pragmatics: Where Language and Culture Meet* (Pearson Education). I am also grateful to the ESL and EFL learners for their collaboration and participation in the pilot testing.

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APPENDIX A: WORKSHEETS

Worksheet 1: Complaining

Jack received a final grade of C from Professor Mill when he expected at least a B. Her class was hard but interesting, and Jack thinks he worked pretty hard on the projects and the final paper. He decides to write an e-mail to the professor so that she would reconsider his grade. Write an e-mail below, drafting what Jack would probably produce in this situation. Think of what Jack could say and couldn't say in this situation.

Note: Instructions might also be phrased as follows:

- What would most English speakers say in this situation?
- What would be a typical response in this situation?
- What could Jack say? What couldn't he say?

Worksheet 2: Responding to Compliments

1. Scenario: Your friend is giving you praise. Write your response as if you were talking to her.

Kate: *I like your hat.*

You: *Keep liking.*

Indicate your intention as a speaker.

- I want to respond in a way most preferred in the community.
- I would want my response to sound a little more (formal/informal), (polite/impolite), or _____ than normal but still within the range of acceptable behavior.
- I want to communicate (or not communicate) my intention in my own way. In this situation, I choose not to behave like most people. (Specify what common behavior you decide against using and why you do not want to use it: _____.)
- Other (specify: _____.)

Teacher's comments:

- Because you and Kate are friends, your level of formality is appropriate.
- Your response, *keep liking*, is uncommon in American English, but it will probably communicate your intention.
- Most fluent English speakers would say, "Thanks," or "I'm glad you like it."

2. Scenario: Your friend is complimenting you on your class presentation. Write your response as if you were talking to him.

Steve: *Nice job!*

You: *No, I didn't do well.*

Indicate your intention as a speaker.

- I want to respond in a way most preferred in the community.
- I would want my response to sound a little more (formal/informal), (polite/impolite), or (*humble*) than normal but still within the range of acceptable behavior.
- I want to communicate (or not communicate) my intention in my own way. In this situation, I choose not to behave like most people. (Specify what common behavior you decide against using and why you do not want to use it: _____.)
- Other (specify: _____.)

Teacher's comments:

- Because you and Steve are friends, your level of formality is appropriate.
- Steve may understand your response if he knows you well, but other people might feel rejected because direct refusal of compliments can be taken as impolite.
- Most fluent English speakers express humility this way: "Do you really think so?" "Well, I didn't think so myself, but thanks," or "I think it could have been better."

Note: This worksheet includes samples of learner production (in bold italics) and teacher response (in bold).

Worksheet 3: Making a Request of a Professor

Scenario: You are a university student and want to apply for jobs after graduation. To do so, you need letters of recommendation from one of your professors. You go to him or her after class and ask:

Learner 1: [learner writes]

You: *When you have time, I would really appreciate if you could write letters of recommendation for me because I have started my job research.*

- a) Your intention and goal as a speaker: How do you want to sound, and what do you want to achieve through your request? [learner writes]

Nice, polite, and not pushy to get a nice recommendation through this polite conversation.

- b) Most probable hearer's interpretation: [teacher writes]

- You made a fairly polite request using various strategies. However, the way you start with the request may sound a bit too forward.
- Your professor will probably ask you more questions about the job, the deadline and format of the letter, etc., and agree to write the letter.
- Your professor may expect more background information before the request.

Match between a) and b): [teacher evaluates]

excellent good fair poor

Learner 2: [learner writes]

You: *I have a favor of you. I'm going to apply for jobs after graduation. I'd like to ask you to write a recommendation letter for me.*

- a) Your intention and goal as a speaker: How do you want to sound, and what do you want to achieve through your request? [learner writes]

My goal is to get the recommendation letter from him, so I will say it very eagerly, seriously to show him how much I need the letter from him.

- b) Most probable hearer's interpretation: [teacher writes]

- If this professor knows you well enough to write a supportive letter, he or she will probably do it for you.
- This seems a bit abrupt; you could add more strategies of politeness (e.g., *I'd like to ask you if you could write . . .*)
- A fluent English speaker might add something like, "You've known me for two years and I'd be honored if you would support me."

- c) Match between a) and b): [teacher evaluates]

excellent good fair poor

Note: This worksheet includes samples of learner production (in bold italics) and teacher response (in bold).

Worksheet 4: Assessing Your Own Refusal

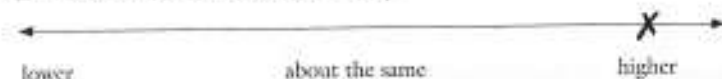
Role-play the following situation with a partner (decide on your gender before you start). Switch your roles. Audio record your dialogue and replay it later for self-analysis as necessary.

Role A (Chris, decide male or female): You are an owner of a large local restaurant. One day, you invite all your employees to a staff appreciation party. It is going to be fun and you heard that most employees will probably attend. However, Terry, an employee about 20 years younger than you, has not RSVP-ed to your e-mail invitation. You are not sure why, and decide to invite him or her personally.

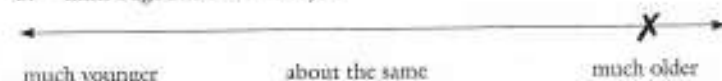
Role B (Terry, decide male or female): You've been working a part-time job at a large local restaurant for 6 months. One day, your boss and the store owner, Chris, who is about 20 years older than you, invites all the employees to a staff appreciation party. You hear that it is going to be fun and most of your coworkers will probably attend, but you are reluctant—you already have a date scheduled that night. You decide to skip the party and tell that to Chris as he or she talks to you.

1. Evaluation of the context: What are the relative social status, age, and level of familiarity with Terry and Chris, and the nature of Chris's invitation? Place an X on the line where you think it best characterizes the situation.

- a. Chris's social status relative to Terry



- b. Chris's age relative to Terry's



- c. Level of familiarity between the two



- d. Nature of the invitation



2. Evaluation of refusal strategies (when you played Role B)

- a. What refusal strategies did Terry use?
give reason, apology, thanking, positive comment
- b. How appropriate was the choice of strategies, considering the context (refer to 1 [a-d] if necessary)? What makes you think so? (Also write any questions you have here.)



- c. Given the context, how appropriate was each strategy used? What makes you think so?

It was OK to say "I already have a plan to do that day" but it may be better to explain the reason more clearly. I wanted to say more clearly to promise that I'm going to attend later [late]. It's OK to say "sorry" to tell her not to go [that I can't go] to the party. I think I should not say "sorry" many times. It may sound a bit weird. I should tell him "thanks" to show appreciation to invite the party although I'm not going there.

3. Tone: How was Terry's tone of refusing? Why makes you think so?

Terry's tone was very apologetic or hesitant. She said so [spoke that way] because appropriate words to refuse Chris's request didn't come up. She had tension when she say "no, I can't go" to her boss.

Teacher's evaluation:

	Language use in role-play	Self-analysis/awareness
Choice and use of refusal strategies	Excellent use of positive comments (friendly and enthusiastic tone of voice) and various other strategies. More details about your excuse would be desirable in order to sound more sincere (as you point out).	Great level of awareness of how the reason was used and how it can be improved. What could Terry actually say in this situation?
Tone		

Note: This worksheet includes samples of learner production (in bold italics) and teacher response (in bold).

Worksheet 5: Assessing Each Other's Role-Plays

Find a partner and exchange your written (or orally recorded) role-play. Read (or listen to) your partner's work carefully and answer the following questions. Remember to be supportive and respectful rather than critical and evaluative in your review. Your review will be part of your grade.

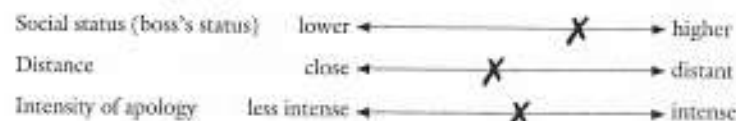
- What makes your partner's language more appropriate for the context?
- What makes it less appropriate and why do you think so?
- What questions or suggestions do you have for your partner?
- What did you learn from this peer-review process?

Teacher Evaluation of Peer-Feedback	
Teacher comments on: <ul style="list-style-type: none"> • Analysis of appropriate and less appropriate language behavior • Tone of peer-feedback and engagement 	Excellent
	Good
	Needs more work

Worksheet 6: Apologizing

Scenario: Michelle completely forgets a crucial meeting at the office with the boss at her new job. An hour later she shows up at his office to apologize. The problem is that this is the second time she's forgotten such a meeting in the short time she has been working at this job. Her boss is clearly annoyed when he asks, "What happened to you this time?"

1. Michelle: "So sorry, Mr. Peterson. I have sleeping problems and then I missed the bus. I can make it up to you."



2. How would the boss interpret Michelle's utterance? [learner responds]

They may feel her utterance simple, short but well explained. She didn't give her boss lots of detail about her mistake, but boss may be able to understand why Michelle was late.

3. Imagine that Michelle is your friend. What suggestions would you give her about the way she spoke? [learner responds]

I'll say to her that she can say more excuse and apology to her boss. Michelle's utterance sounds little bit cold (too simple) so it will be better if she adds more expression into her utterance.

Teacher's evaluation:

	Excellent	Comments: <ul style="list-style-type: none"> • Good point about the level of detail in Michelle's response; what would Michelle actually say? • Fluent English speakers would consider their boss at a much greater distance. Fluent speakers would make the apology more intense (I am really sorry . . .). Michelle could be put on observation or possibly fired if this happens frequently.
	Good	
✓	Needs more work	

Note: This worksheet includes samples of learner production (in bold italics) and teacher response (in bold).

Worksheet 7: Making a Request of a Peer

Scenario: You are trying to do some homework but your roommate, Jenny, is watching a television comedy and has the volume up so loud that it is distracting you and making it hard to concentrate. Write what you would say to her, if you decide to speak to her about this.

- a) What would most speakers say?

Jenny, would you mind turning the volume down a little bit? Thanks.

- b) Your intention

- (1) I want to make the request in a way most preferred in the community.
 — (2) I would want my response to sound a little more (formal/informal), (polite/impolite), or _____ than normal but still within the range of acceptable behavior.

- X (3) I choose not to use common behavior because I want to communicate my intentions (or not communicate them at all) in my own way. Specify what community norms you decide not to use and why you don't want them:

They will mention that it's loud but I don't want her to take what I said as a criticism. So, I don't say anything but I will study somewhere else instead.

- (4) Other (specify: _____)

- c) You say (if different from [a] above):

- d) How does your roommate most likely interpret your behavior c)?

- Don't notice about my action and continue watching with loud volume.*
- Reading between the lines. It means she finds out I felt it was noisy.*
- She takes that I'm very indifferent toward her or I'm cold. She feels it's a good sit-com and she wants me to watch it together.*

Teacher's evaluation:

1. Linguistic ability to use community norms (a and d)	4 very fluent	3 proficient	2 fair	1 poor
2. Awareness of most probable hearer's interpretation (d)	4 highly aware	3 aware	2 less aware	1 unaware
3. Match between (b) learner goal and intention and most probable hearer's interpretation	4 excellent	3 good	2 fair	1 poor
Total Score	11/12			
Teacher's comments: <ul style="list-style-type: none"> • You made a nice analysis of how Jenny might interpret your action. • About (a): your suggested request is polite. • You decide not to say anything for now. What would you do if this situation continues? 				

Note: This worksheet includes samples of learner production (in bold italics) and teacher response (in bold).

APPENDIX B: RUBRICS

Rubric 1: Holistic Assessment Rubric—Quantitative and Descriptive

4: appropriate	Reflects a fine-tuned awareness of sociocultural norms and/or understanding of the cultural reasoning of the norms in the community; well-organized and coherent; appropriate in the levels of politeness, directness, and formality; contains an appropriate range of grammar structures, semantic moves, and word choice with minor errors (if any) that do not cause misinterpretation; carries a tone that is preferred in the community.
3: somewhat appropriate	Reflects some awareness of sociocultural norms and/or understanding of the cultural reasoning of the norms in the community; adequately organized and coherent; reasonably appropriate in the levels of politeness, directness, and formality; good or average use of grammar structures, semantic moves, and word choice with some errors that do not usually cause misinterpretation; carries a tone that is moderately appropriate in the community.
2: somewhat inappropriate	Reflects little awareness of sociocultural norms and/or understanding of the cultural reasoning of the norms in the community; some problems with organization and coherence; sometimes problematic in the levels of politeness, directness, and formality; fair use of grammar structures, semantic moves, and word choice with some major errors that can at times cause misinterpretation; carries a tone that may sometimes be perceived as inappropriate in the community.
1: inappropriate	Reflects very little awareness of sociocultural norms and/or understanding of the cultural reasoning of the norms in the community; lacks organization and coherence; inappropriate in the levels of politeness, directness, and formality; poor use of grammar structures, semantic moves, and word choice with some major errors that can often cause misinterpretation; carries a tone that can most likely be perceived as inappropriate in the community.

Note: This rubric was adapted from Tedick (2002).

Rubric 2: Analytic Assessment Rubric

1. Sociocultural norms: 3 total points		
Score	Criteria	Comments
3	(Excellent): Shows fine-tuned awareness of sociocultural norms and/or well-developed understanding of the cultural reasoning of the norms in the community	
2	(Good): Shows adequate awareness of sociocultural norms and/or good understanding of the cultural reasoning of the norms in the community	
1	(Needs more work): Shows little awareness of sociocultural norms and/or poor understanding of the cultural reasoning of the norms in the community	

2. Organization: 3 total points		
Score	Criteria	Comments
3	(Excellent): Well-organized and coherent; tightly connected and fluid; cohesive; excellent use of discourse markers (if any)	
2	(Good): Mostly organized and somewhat coherent; loosely connected and somewhat fluid; somewhat cohesive; good use of discourse markers	
1	(Needs more work): Poorly organized and lacks coherence; disconnected and confusing; lacks cohesion; little or no appropriate use of discourse markers	
3. Directness, politeness, and formality: 4 total points		
Score	Criteria	Comments
4	(Excellent): Appropriate and effective in the level of directness, politeness, and formality; appropriate and effective register	
3	(Good): Adequately appropriate in the level of directness, politeness, and formality; mostly appropriate and effective register	
2	(Fair): Somewhat inappropriate in the level of directness, politeness, and formality; at times somewhat inappropriate and ineffective register	
1	(Needs more work): Often inappropriate in the level of directness, politeness, and formality; often inappropriate and ineffective register	
4. Grammar strategies: 3 total points		
Score	Criteria	Comments
3	(Excellent): Contains a great range of grammar structures; grammar used to communicate appropriately; minor errors (if any) that do not cause misinterpretation	
2	(Good): Contains a range of grammar structures; grammar used to communicate appropriately; some errors that hardly cause misinterpretation	
1	(Needs more work): Shows limited range of grammar structures; grammar used ineffectively or inappropriately; some major errors that can at times cause misinterpretation	

5. Semantic moves: 4 total points		
Score	Criteria	Comments
4	(Excellent): Contains an excellent range of semantic moves used to communicate appropriately	
3	(Good): Contains a range of semantic moves used to communicate mostly appropriately	
2	(Fair): Contains a limited range of semantic moves used to communicate somewhat ineffectively or inappropriately	
1	(Needs more work): Contains few (or no) semantic moves used to communicate ineffectively or inappropriately	
6. Word choice: 3 total points		
Score	Criteria	Comments
3	(Excellent): Sophisticated and appropriate register; effectively and appropriately used; extensive variety of words	
2	(Good): Not very sophisticated but appropriate register; mostly effective and appropriate; some variety in word choice	
1	(Needs more work): Not sophisticated and often inappropriate register; at times ineffective or inappropriate; limited range of words	
7. Tone: 3 total points		
Score	Criteria	Comments
3	(Excellent): Sophisticated and excellent range of verbal and nonverbal tone; appropriately and effectively used	
2	(Good): Not very sophisticated but a range of verbal and nonverbal tone; mostly appropriately and effectively used	
1	(Needs more work): Basic and very limited range of verbal and nonverbal tone; often inappropriately or ineffectively used	

Note: This rubric was adapted from Tedick (2002).

Rubric 3: Apologizing

Teacher's evaluation: 4—very appropriate; 3—somewhat appropriate; 2—less appropriate; 1—inappropriate				
1. Level of formality	4	3	2	1
2. Strategies of apologizing (e.g., expressing apology, acknowledging responsibility, giving explanation, offering repair, promising nonrecurrence)	4	3	2	1
3. Word choice	4	3	2	1
4. Tone (e.g., facial expression, tone of voice, gestures)	4	3	2	1
Teacher's comments:				