



STAMP Scoring Rubric

STAMP Scoring Rubric outlines in detail what expectations are placed upon the test takers for performance at any given level. Test takers receive a **score (Benchmark Level)** for each section of the test. **Benchmark Levels** are grouped by **major levels (Novice, Intermediate and Advanced)**. Within each major level are three **sub-levels (low, mid, high)** that are aligned to the ACTFL Proficiency Guidelines. Please refer to *STAMP Benchmarks & Rubric Guide* (<https://avantassessment.com/guides/benchmark-rubric/stamp>) for more information.

LEVEL	TEXT TYPE	LANGUAGE CONTROL		
		Functions/Complexity	Vocabulary	Accuracy/Comprehensibility
Novice-Low (STAMP Level 1)	Words Shows ability to produce individual words that could be related to the prompt.	Use of isolated words that deal with the prompt/task, shows inability to connect words in order to create meaning.	Limited vocabulary which deals with the prompt or situation.	Errors in spelling, word order, word choice and usage limit communication. Language produced can only be understood by the reader /listener with great effort by someone accustomed to a language learner.
Novice-Mid (STAMP Level 2)	Phrases Shows ability to create simple meaning by grammatically connecting words. Specifically, some basic subjects and verbs or verbs and objects, but may be inconsistent at doing this.	Single, isolated connections to verbs. May be inconsistent at connecting words grammatically or have errors throughout. However, the errors must not prevent understanding of what is being said.	Typically limited in their vocabulary to Novice level topics that they experience in every-day life or that they have recently learned.	Errors in grammar, word order and word choice are prevalent and limit communication. Language produced is understood with difficulty by someone accustomed to a language learner.
Novice-High (STAMP Level 3)	Simple Sentences Shows ability to create simple sentences with very basic grammatical control.	Shows the ability to use very simple structures and functions of the language that have just been learned or studied. Extensive use of formulaic sentences, phrases and memorized sayings.	Generally, sentences that are created use basic vocabulary words with limited ability to elaborate.	Errors in grammar, usage, word order, and word choice sometimes limit communication. Language produced is mostly understood by someone accustomed to a language learner with some effort.

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Intermediate-Low (STAMP Level 4)	<u>Strings of Sentences</u> Shows ability to create simple sentences with some added detail. Simple sentences with different forms of added detail are generally produced with no connections or links to each other.	Shows the ability to produce simple sentences that are enhanced by the use of prepositional phrases, adverbs, etc. Independent sentences (ideas) can be moved around without affecting the overall meaning of the response.	Vocabulary is beginning to expand beyond the most frequent words and the ability to elaborate is more evident in the language produced. Drawn from daily life.	Errors in usage, grammar, word order, and word choice continue to be common, but generally do not hinder communication. Language produced is understood by someone accustomed to a language learner with little effort.
Intermediate-Mid (STAMP Level 5)	<u>Connected Sentences</u> Shows ability to create enough language to address a majority of the prompt or situation, showing groupings of ideas. Thoughts are loosely connected and generally cannot be moved around without affecting meaning.	Demonstrates the ability to create enough language that shows the beginning of connectedness. Able to create several sentences with complexity and may use some transition words. Connectedness begins to emerge as they create 'groupings of sentences.' Learners begin to transfer previously learned skills and language to new structures/functions.	Vocabulary use is expanding, and language used is more than just the usual, high frequency or most commonly used vocabulary. May begin to use circumlocution haltingly due to limited vocabulary.	Shows ability to use more than just simple present tense, however errors occur when trying to use other tenses. New skills, such as creating more complex sentence structures or using other tenses, will generate some errors. Language produced is easily understood by someone accustomed to a language learner.
Intermediate-High (STAMP Level 6)	<u>Pre-Paragraph Language</u> Shows ability to create language with a more natural flow. The increased number of complex structures are well constructed. Sentences and ideas are connected with multiple, varied connectors, transitions and other linking strategies.	Shows the ability to use different time frames and just beginning to develop the ability to switch most time frames (present, past and future) with increased accuracy. Complexity and variety of sentence types and structures is increasing, helping move response to a more natural and smooth flow.	Use of transition words and concepts with more ease is evident in language production. Circumlocution is used more effectively. Ability to create new language on less common topics is evident	At this level, good control of the language and confidence is evident with an increasing range of topics. There are still occasional errors in language production, but errors do not hinder ability to communicate. Language produced is generally understood by someone accustomed and those unaccustomed to a language learner.

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Advanced-Low (STAMP Level 7)	<u>Paragraph/Advanced Language</u> Shows ability to address each aspect of the response with Complex structures, which demonstrate an increasing ability to produce a greater depth of meaning with language that effectively and more thoroughly addresses each aspect of the prompt. Able to create a paragraph-length description with a natural flow.	Shows the ability to create a smooth and natural flow by using a variety of added details, complex grammar and descriptive language. Shows ability to switch time frames naturally with a high degree of accuracy. Ability to use a wide variety of sentence structures, patterns and tenses is evident in communications.	Use of advanced vocabulary (less frequent and specialized), advanced structures and/or terms evident. Able to address a wide variety of 'less common' topics. Advanced language is used within the response, which helps demonstrate an increased ability to more effectively demonstrate their language skills.	Majority of language is error-free, creating a smooth and natural flow. However, there may still be occasional errors, but without pattern or causing any breakdown in communication. Language produced is easily understood by those unaccustomed to language learners. Use of correct orthography (elements of writing such as spelling, grammar, punctuation, accents, tonal markers, umlauts etc.) increases in importance – especially if the desire is to reach Advanced levels. Correct orthography is expected to meet basic WORK and/or academic writing needs at the Advanced level.
Advanced-Mid (STAMP Level 8)	<u>Extended Paragraph and Language</u> Shows ability to confidently address each aspect of the prompt with clear organization and a native-like flow. Able to incorporate a significant number of complexities with higher degree of accuracy throughout, giving that depth of meaning expected at Advanced Mid. Shows skill with creating a response that is interwoven with lexical and syntactic density, which one might expect to see at the Advanced level. Increasing ability to extend discourse beyond immediate experience to better address the prompt.	Shows the ability to create sophisticated language with in-depth description and narration interwoven throughout. Syntactic density is evident as well. Ability to switch time frames is natural and generally without error. Complex structures and grammar are used to create linguistic diversity in the language.	Effective use of concise language across a wide variety of topics is evident. Vocabulary helps create Advanced language throughout the response, demonstrating a deeper cultural understanding, adding more clarity and depth of meaning.	Language is almost entirely error free, creating a smooth and natural flow. Any errors in the language are not easily identified and do not occur in any patterned way. Language produced is native-speaker-like and understood by those unaccustomed to language learners. Uses correct orthography throughout the response. Correct orthography is expected to meet basic WORK and/or academic writing needs at the Advanced level.

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