



Avant – TEKS Credit-By-Exam Rubric (non-logographic languages)

Developed in accordance to [Chapter 114](#) of the [Texas Administrative Code](#)

Examples of
point calculations for **non-logographic** languages

Has prior instruction in the language?	TEKS level tested for:	STAMP Reading	STAMP Writing	STAMP Listening	STAMP Speaking	CBE Percentage/Points	CBE Result
Yes	Level I	Level2 (17 pts)	Level2 (17 pts)	Level2 (17 pts)	Level4 (25 pts)	76 points/percent	PASS
No	Level II	Level3 (17 pts)	Level3 (17 pts)	Level3 (17 pts)	Level4 (23 pts)	74 points/percent	NOT PASS
No	Level III	Level3 (-5 pts)	Level6 (25 pts)	Level6 (25 pts)	Level7 (25 pts)	70 points/percent	NOT PASS
Yes	Level IV	Level7 (25 pts)	Level5 (17 pts)	Level6 (23 pts)	Level6 (23 pts)	88 points/percent	PASS
No	Level V	Level 8 (25 pts)	Level 6 (17 pts)	Level 7 (23 pts)	Level 6 (17 pts)	82 points/percent	PASS

STAMP – STAMP WS SCALE:

STAMP/WS level 1 = Novice-Low, STAMP/WS level 2 = Novice-Mid, STAMP/WS level 3 = Novice-High,
STAMP/WS level 4 = Intermediate-Low, STAMP/WS level 5 = Intermediate-Mid, STAMP/WS level 6 =
Intermediate-High, STAMP/WS level 7 = Advanced-Low, STAMP/WS level 8 = Advanced-Mid,
STAMP/WS level 9 = Advanced-High.

Rubric for Level I (Novice-Mid to Novice-High on ACTFL/STAMP scale) for Romance, Germanic, or Non-Logographic Languages*

Interpretive and Presentational Modes of Communication

	Does not meet level I requirements (Novice-Low)	Minimally meets level I requirements (Novice-Mid)	Adequately meets level I requirements (Novice-High)	Exceeds level I requirements (Intermediate- Low)
Interpretive Mode of Communication (Reading)	Does not comprehend sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I.	Minimally comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level I.	Adequately comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I.	Adequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II.
Interpretive Mode of Communication (Listening)	Does not comprehend sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I.	Minimally comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level I.	Adequately comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I.	Adequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II.
Presentational Mode of Communication (Speaking)	Does not present information orally using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I.	Presents information orally using a minimal mixture of words and phrases and some simple sentences with minimally appropriate and minimally applicable grammar structures and processes at level I.	Adequately presents information orally using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I.	Adequately presents information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II.
Presentational Mode of Communication (Writing)	Does not present information in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I.	Presents information in writing using a minimal mixture of words and phrases and some simple sentences with minimally appropriate and minimally applicable grammar structures and processes at level I.	Adequately presents information in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I.	Adequately presents information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II.
Points per box	- 5 points per box	17 points per box	23 points per box	25 points per box
Total sum of points (percentage score):	STAMP 4S Level 1	STAMP 4S Level 2	STAMP 4S Level 3	STAMP 4S Level 4 (or higher)

*These include English, French, German, Italian, Spanish, Filipino, Portuguese, Polish, Somali Maay, Somali Maxaa, Vietnamese, Yup'ik and others.

Rubric for Level II (Novice-High to Intermediate-Low on ACTFL/STAMP scale) for Romance, Germanic, or Non-Logographic Languages*

Interpretive and Presentational Modes of Communication

	Does not meet level II requirements (Novice-Mid)	Minimally meets level II requirements (Novice-High)	Adequately meets level II requirements (Intermediate-Low)	Exceeds level II requirements (Intermediate- Mid)
Interpretive Mode of Communication (Reading)	Does not comprehend simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II.	Minimally comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level II.	Adequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III.
Interpretive Mode of Communication (Listening)	Does not comprehend simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II.	Minimally comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level II.	Adequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III.
Presentational Mode of Communication (Speaking)	Does not present information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II.	Presents information orally using a minimal mixture of phrases and sentences with minimally appropriate and minimally applicable grammar structures and processes at level II.	Adequately presents information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II.	Adequately presents information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III.
Presentational Mode of Communication (Writing)	Does not present information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II.	Presents information in writing using a minimal mixture of phrases and sentences with minimally appropriate and minimally applicable grammar structures and processes at level II.	Adequately presents information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II.	Adequately presents information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III.
Points per box	- 5 points per box	17 points per box	23 points per box	25 points per box
Total sum of points (percentage score):	STAMP 4S Level 2 (or lower)	STAMP 4S Level 3	STAMP 4S Level 4	STAMP 4S Level 5 (or higher)

*These include English, French, German, Italian, Spanish, Filipino, Portuguese, Polish, Somali Maay, Somali Maxaa, Vietnamese, Yup'ik, and others.

Rubric for Level III (Intermediate-Low to Intermediate-Mid on ACTFL/STAMP scale) for Romance, Germanic, or Non-Logographic Languages*

Interpretive and Presentational Modes of Communication

	Does not meet level III requirements (Novice-High)	Minimally meets level III requirements (Intermediate-Low)	Adequately meets level III requirements (Intermediate-Mid)	Exceeds level III requirements (Intermediate- High)
Interpretive Mode of Communication (Reading)	Does not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III.	Minimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level III.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.
Interpretive Mode of Communication (Listening)	Does not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III.	Minimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level III.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.
Presentational Mode of Communication (Speaking)	Does not present information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III.	Presents information orally using a minimal mixture of phrases, sentences, and strings of sentences with minimally appropriate and applicable grammar structures and processes at level III.	Adequately presents information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III.	Adequately presents information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.
Presentational Mode of Communication (Writing)	Does not present information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III.	Presents information in writing using a minimal mixture of phrases, sentences, and strings of sentences with minimally appropriate and applicable grammar structures and processes at level III.	Adequately presents information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III.	Adequately presents information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.
Points per box	- 5 points per box	17 points per box	23 points per box	25 points per box
Total sum of points (percentage score):	STAMP 4S Level 3 (or lower)	STAMP 4S Level 4	STAMP 4S Level 5	STAMP 4S Level 6 (or higher)

*These include English, French, German, Italian, Spanish, Filipino, Portuguese, Polish, Somali Maay, Somali Maxaa, Vietnamese, Yup'ik, and others.

Rubric for Level IV (Intermediate-Mid to Intermediate-High on ACTFL/STAMP scale) for Romance, Germanic, or Non-Logographic Languages*

Interpretive and Presentational Modes of Communication

	Does not meet level IV requirements (Intermediate-Low)	Minimally meets level IV requirements (Intermediate-Mid)	Adequately meets level IV requirements (Intermediate-High)	Exceeds level IV requirements (Advanced-Low)
Interpretive Mode of Communication (Reading)	Does not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.	Minimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level IV.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.	Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at level V.
Interpretive Mode of Communication (Listening)	Does not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.	Minimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level IV.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.	Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at level V.
Presentational Mode of Communication (Speaking)	Does not present information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.	Presents information orally using a minimal mixture of sentences and connected discourse with minimally appropriate and applicable grammar structures and processes at level IV.	Adequately presents information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.	Adequately communicates orally using appropriate and applicable grammatical structures and processes in the target language at level V.
Presentational Mode of Communication (Writing)	Does not present information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.	Presents information in writing using a minimal mixture of sentences and connected discourse with minimally appropriate and applicable grammar structures and processes at level IV.	Adequately presents information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.	Adequately communicates in writing using appropriate and applicable grammatical structures and processes in the target language at level V.
Points per box	- 5 points per box	17 points per box	23 points per box	25 points per box
Total sum of points (percentage score):	STAMP 4S Level 4 (or lower)	STAMP 4S Level 5	STAMP 4S Level 6	STAMP 4S Level 7 (or higher)

*These include English, French, German, Italian, Spanish, Filipino, Portuguese, Polish, Somali Maay, Somali Maxaa, Vietnamese, Yup'ik, and others.

Rubric for Level V (Intermediate-High to Advanced-Mid on ACTFL/STAMP scale) for Romance, Germanic, or Non-Logographic Languages*

Interpretive and Presentational Modes of Communication

	Does not meet level V requirements (Intermediate-Mid)	Minimally meets level V requirements (Intermediate-High)	Adequately meets level V requirements (Advanced-Low)	Successfully meets level V requirements (Advanced- Mid)
Interpretive Mode of Communication (Reading)	<p>Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.</p> <p>Does not comprehend main ideas and identify some supporting details in the target language adequately.</p>	<p>Minimally uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.</p> <p>Comprehends main ideas and identifies some supporting details in the target language in a minimally appropriate manner.</p>	<p>Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.</p> <p>Comprehends main ideas and identifies some supporting details in the target language in an adequate and appropriate manner.</p>	<p>Successfully uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.</p> <p>Comprehends main ideas and identifies some supporting details in the target language in a successful and complete manner.</p>
Interpretive Mode of Communication (Listening)	<p>Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.</p> <p>Does not comprehend main ideas and identify some supporting details in the target language adequately.</p>	<p>Minimally uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.</p> <p>Comprehends main ideas and identifies some supporting details in the target language in a minimally appropriate manner.</p>	<p>Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.</p> <p>Comprehends main ideas and identifies some supporting details in the target language in an adequate and appropriate manner.</p>	<p>Successfully uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V.</p> <p>Comprehends main ideas and identifies some supporting details in the target language in a successful and complete manner.</p>
Presentational Mode of Communication (Speaking)	<p>Does not communicate orally using appropriate and applicable grammar structures and processes at level V.</p>	<p>Communicates orally using minimally appropriate and applicable grammar structures and processes at level V.</p>	<p>Adequately communicates orally using appropriate and applicable grammar structures and processes at level V.</p>	<p>Successfully communicates orally using appropriate and applicable grammar structures and processes at level V.</p>
Presentational Mode of Communication (Writing)	<p>Does not communicate in writing using appropriate and applicable grammar structures and processes at level V.</p>	<p>Communicates in writing using minimally appropriate and applicable grammar structures and processes at level V.</p>	<p>Adequately communicates in writing using appropriate and applicable grammar structures and processes at level V.</p>	<p>Successfully communicates in writing using appropriate and applicable grammar structures and processes at level V.</p>
Points per box	- 5 points per box	17 points per box	23 points per box	25 points per box
Total sum of points (percentage score):	STAMP 4S Level 5 (or lower)	STAMP 4S Level 6	STAMP 4S Level 7	STAMP 4S Level 8 (or higher)

*These include English, French, German, Italian, Spanish, Filipino, Portuguese, Polish, Somali Maay, Somali Maxaa, Vietnamese, Yup'ik and others.



Avant Assessment *Where Assessment Creates Proficiency*

Avant – TEKS Credit-By-Exam Rubric

(logographic languages)

Developed in accordance to [Chapter 114](#) of the [Texas Administrative Code](#)

Examples of
point calculations for **logographic** languages

Has prior instruction in the language?	TEKS level tested for:	STAMP Reading	STAMP Writing	STAMP Listening	STAMP Speaking	CBE Percentage/Points	CBE Result
Yes	Level I	Level 2 (20.5 pts)	Level 2 (20.5 pts)	Level 2 (19 pts)	Level 4 (25 pts)	85 points/percent	PASS
No	Level II	Level 3 (21 pts)	Level 2 (16 pts)	Level 3 (18.5 pts)	Level 4 (24.5 pts)	80 points/percent	PASS
Yes	Level III	Level 3 (16 pts)	Level 6 (25 pts)	Level 4 (18.5 pts)	Level 4 (18.5 pts)	78 points/percent	PASS
Yes	Level IV	Level 3 (-5 pts)	Level 5 (21 pts)	Level 6 (24.5 pts)	Level 6 (24.5 pts)	65 points/percent	NOT PASS
No	Level V	Level 6 (21 pts)	Level 6 (21 pts)	Level 6 (18.5 pts)	Level 5 (-5 pts)	55.5 pts/percent	NOT PASS

STAMP – STAMP WS SCALE:

STAMP/WS level 1 = Novice-Low, STAMP/WS level 2 = Novice-Mid, STAMP/WS level 3 = Novice-High,
 STAMP/WS level 4 = Intermediate-Low, STAMP/WS level 5 = Intermediate-Mid, STAMP/WS level 6 =
 Intermediate-High, STAMP/WS level 7 = Advanced-Low, STAMP/WS level 8 = Advanced-Mid,
 STAMP/WS level 9 = Advanced-High.

Rubric for Level I for Logographic, Non-Romance, or Non-Germanic Languages*

Listening/Speaking requirement: Novice-Mid to Novice-High on ACTFL/STAMP scale

Reading/Writing requirement: Novice-Mid on ACTFL/STAMP scale

Interpretive and Presentational Modes of Communication

	Does not meet level I requirements (Novice-Low) – Out of Proficiency Range	Minimally meets level I requirements (Novice-Mid)	Adequately meets level I requirements (Novice-High)	Exceeds level I requirements (Intermediate- Low)
Interpretive Mode of Communication (Reading)	Does not comprehend sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. - 5 points	Minimally comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level I. 20.5 points	Adequately comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. 24.5 points	Adequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. 25 points
Interpretive Mode of Communication (Listening)	Does not comprehend sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. - 5 points	Minimally comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level I. 19 points	Adequately comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level I. 24.5 points	Adequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. 25 points
Presentational Mode of Communication (Speaking)	Does not present information orally using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. - 5 points	Presents information orally using a minimal mixture of words and phrases and some simple sentences with minimally appropriate and minimally applicable grammar structures and processes at level I. 19 points	Adequately presents information orally using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. 24.5 points	Adequately presents information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. 25 points
Presentational Mode of Communication (Writing)	Does not present information in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. - 5 points	Presents information in writing using a minimal mixture of words and phrases and some simple sentences with minimally appropriate and minimally applicable grammar structures and processes at level I. 20.5 points	Adequately presents information in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at level I. 24.5 points	Adequately presents information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. 25 points
Total sum of points (percentage score)	STAMP 4S Level 1	STAMP 4S Level 2	STAMP 4S Level 3	STAMP 4S Level 4 (or higher)

*These include Arabic, Hebrew, Hindi, Japanese, Russian, Chinese, and others. For these languages, a proficiency level in the lower level of the range noted above is sufficient to meet the requirements in Reading and Writing for this level.

Rubric for Level II for Logographic, Non-Romance, or Non-Germanic Languages*

Listening/Speaking requirement: Novice-High to Intermediate-Low on ACTFL/STAMP scale
Reading/Writing requirement: Novice-Mid to Novice-High on ACTFL/STAMP scale

Interpretive and Presentational Modes of Communication

	Out of proficiency range (Novice-Low)	Does not meet level II requirements (Novice-Mid)	Minimally meets level II requirements (Novice-High)	Adequately meets level II requirements (Intermediate-Low)	Exceeds level II requirements (Intermediate- Mid)
Interpretive Mode of Communication (Reading)	Out of proficiency range - 5 points	Does not comprehend simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. 16 points	Minimally comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level II. 21 points	Adequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. 24.5 points	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. 25 points
	Out of proficiency range - 6 points	Does not comprehend simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. - 5 points	Minimally comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level II. 18.5 points	Adequately comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level II. 24.5 points	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III. 25 points
Presentational Mode of Communication (Speaking)	Out of proficiency range - 6 points	Does not present information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. - 5 points	Presents information orally using a minimal mixture of phrases and sentences with minimally appropriate and minimally applicable grammar structures and processes at level II. 18.5 points	Adequately presents information orally using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. 24.5 points	Adequately presents information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. 25 points
	Out of proficiency range - 5 points	Does not present information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. 16 points	Presents information in writing using a minimal mixture of phrases and sentences with minimally appropriate and minimally applicable grammar structures and processes at level II. 21 points	Adequately presents information in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at level II. 24.5 points	Adequately presents information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III. 25 points
Total sum of points (percentage score):	STAMP 4S Level 1	STAMP 4S Level 2	STAMP 4S Level 3	STAMP 4S Level 4	STAMP 4S Level 5 (or higher)

*These include Arabic, Hebrew, Hindi, Japanese, Russian, Chinese, and others. For these languages, a proficiency level in the lower level of the range noted above is sufficient to meet the requirements in Reading and Writing for this level.

Rubric for Level III for Logographic, Non-Romance, or Non-Germanic Languages*
 Listening/Speaking requirement: Intermediate-Low to Intermediate-Mid on ACTFL/STAMP
 scale Reading/Writing requirement: Novice-High to Intermediate-Low on ACTFL/STAMP scale

Interpretive and Presentational Modes of Communication

	Out of proficiency range (Novice-Mid or lower)	Does not meet level III requirements (Novice-High)	Minimally meets level III requirements (Intermediate-Low)	Adequately meets level III requirements (Intermediate-Mid)	Exceeds level III requirements (Intermediate- High)
Interpretive Mode of Communication (Reading)	Out of proficiency range	Does not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III.	Minimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level III.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.
	- 5 points	16 points	21 points	24.5 points	25 points
Interpretive Mode of Communication (Listening)	Out of proficiency range	Does not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III.	Minimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level III.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level III.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.
	- 6 points	- 5 points	18.5 points	24.5 points	25 points
Presentational Mode of Communication (Speaking)	Out of proficiency range	Does not present information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III.	Presents information orally using a minimal mixture of phrases, sentences, and strings of sentences with minimally appropriate and applicable grammar structures and processes at level III.	Adequately presents information orally using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III.	Adequately presents information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.
	- 6 points	- 5 points	18.5 points	24.5 points	25 points
Presentational Mode of Communication (Writing)	Out of proficiency range	Does not present information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III.	Presents information in writing using a minimal mixture of phrases, sentences, and strings of sentences with minimally appropriate and applicable grammar structures and processes at level III.	Adequately presents information in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at level III.	Adequately presents information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.
	- 5 points	16 points	21 points	24.5 points	25 points
Total sum of points (percentage score):	STAMP 4S Level 2 (or lower)	STAMP 4S Level 3	STAMP 4S Level 4	STAMP 4S Level 5	STAMP 4S Level 6 (or higher)

*These include Arabic, Hebrew, Hindi, Japanese, Russian, Chinese, and others.

Rubric for Level IV for Logographic, Non-Romance, or Non-Germanic Languages*
 Listening/Speaking requirement: Intermediate-Mid to Intermediate-High on ACTFL/STAMP scale
 Reading/Writing requirement: Intermediate-Low to Intermediate-Mid on ACTFL/STAMP scale

Interpretive and Presentational Modes of Communication

	Out of proficiency range (Novice-High or lower)	Does not meet level IV requirements (Intermediate-Low)	Minimally meets level IV requirements (Intermediate-Mid)	Adequately meets level IV requirements (Intermediate-High)	Exceeds level IV requirements (Advanced-Low)
Interpretive Mode of Communication (Reading)	Out of proficiency range	Does not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.	Minimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level IV.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.	Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at level V.
	- 5 points	16 points	21 points	24.5 points	25 points
Interpretive Mode of Communication (Listening)	Out of proficiency range	Does not comprehend connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.	Minimally comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with minimally appropriate and applicable grammatical structures and processes at level IV.	Adequately comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. Uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level IV.	Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at level V.
	- 6 points	- 5 points	18.5 points	24.5 points	25 points
Presentational Mode of Communication (Speaking)	Out of proficiency range	Does not present information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.	Presents information orally using a minimal mixture of sentences and connected discourse with minimally appropriate and applicable grammar structures and processes at level IV.	Adequately presents information orally using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.	Adequately communicates orally using appropriate and applicable grammatical structures and processes in the target language at level V.
	- 6 points	- 5 points	18.5 points	24.5 points	25 points
Presentational Mode of Communication (Writing)	Out of proficiency range	Does not present information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.	Presents information in writing using a minimal mixture of sentences and connected discourse with minimally appropriate and applicable grammar structures and processes at level IV.	Adequately presents information in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at level IV.	Adequately communicates in writing using appropriate and applicable grammatical structures and processes in the target language at level V.
	- 5 points	16 points	21 points	24.5 points	25 points
Total sum of points (percentage score):	STAMP 4S Level 3 (or lower)	STAMP 4S Level 4	STAMP 4S Level 5	STAMP 4S Level 6	STAMP 4S Level 7 (or higher)

*These include Arabic, Hebrew, Hindi, Japanese, Russian, Chinese, and others.

Rubric for Level V for Logographic, Non-Romance, or Non-Germanic Languages*
 Listening/Speaking requirement: Intermediate-High to Advanced Low on ACTFL/STAMP scale
 Reading/Writing requirement: Intermediate-Mid to Intermediate-High on ACTFL/STAMP scale

Interpretive and Presentational Modes of Communication

	Out of proficiency range (Novice-High or lower)	Does not meet level V requirements (Intermediate-Mid)	Minimally meets level V requirements (Intermediate-High)	Adequately meets level V requirements (Advanced-Low)	Exceeds level V requirements (Advanced-Mid)
Interpretive Mode of Communication (Reading)	Out of proficiency range - 5 points	Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V. Does not comprehend main ideas and identify some supporting details in the target language adequately. 16 points	Minimally uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V. Comprehends main ideas and identifies some supporting details in the target language in a minimally appropriate manner. 21 points	Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V. Comprehends main ideas and identifies some supporting details in the target language in an adequate and appropriate manner. 24.5 points	Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level VI. Comprehends main ideas and identifies some supporting details in the target language. 25 points
	Out of proficiency range - 6 points	Does not use the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V. Does not comprehend main ideas and identify some supporting details in the target language adequately. - 5 points	Minimally uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V. Comprehends main ideas and identifies some supporting details in the target language in a minimally appropriate manner. 18.5 points	Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level V Comprehends main ideas and identifies some supporting details in the target language in an adequate and appropriate manner. 24.5 points	Adequately uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at level VI. Comprehends main ideas and identifies some supporting details in the target language. 25 points
Presentational Mode of Communication (Speaking)	Out of proficiency range - 6 points	Does not communicate orally using appropriate and applicable grammar structures and processes at level V. - 5 points	Communicates orally using minimally appropriate and applicable grammar structures and processes at level V. 18.5 points	Adequately communicates orally using appropriate and applicable grammar structures and processes at level V. 24.5 points	Adequately communicates orally using appropriate and applicable grammatical structures and processes in the target language at level VI. 25 points
	Out of proficiency range - 5 points	Does not communicate in writing using appropriate and applicable grammar structures and processes at level V. 16 points	Communicates in writing using minimally appropriate and applicable grammar structures and processes at level V. 21 points	Adequately communicates in writing using appropriate and applicable grammar structures and processes at level V. 24.5 points	Adequately communicates in writing using appropriate and applicable grammatical structures and processes in the target language at level VI. 25 points
Total sum of points (percentage score):	STAMP 4S Level 4	STAMP 4S Level 5	STAMP 4S Level 6	STAMP 4S Level 7	STAMP 4S Level 8 (or higher)

*These include Arabic, Hebrew, Hindi, Japanese, Russian, Chinese, and others. For these languages, a proficiency level in the lower level of the range noted above is sufficient to meet the requirements in Reading and Writing for this level.



Avant – TEKS Credit-By-Exam Rubric

(American Sign Language – ASL)

Developed in accordance to [Chapter 114](#) of the [Texas Administrative Code](#)

Examples of point calculations for ASL

Has prior instruction in the language?	TEKS level tested for:	STAMP Receptive	STAMP Expressive	CBE Percentage/Points	CBE Result
Yes	Level I	Level 2 (29 pts)	Level 3 (41 pts)	70 points/percent	PASS
No	Level II	Level 4 (41 pts)	Level 5 (41 pts)	82 points/percent	PASS
No	Level III	Level 4 (41 pts)	Level 6 (29 pts)	70 points/percent	NOT PASS
Yes	Level IV	Level 8 (26 pts)	Level 8 (50 pts)	76 points/percent	PASS

STAMP ASL SCALE:

STAMP/ASL level 1 = Novice-Low, STAMP/ASL level 2 = Novice-Mid, STAMP/ASL level 3 = Novice-High, STAMP/ASL level 4 = Intermediate-Low, STAMP/ASL level 5 = Intermediate-Mid, STAMP/ASL level 6 = Intermediate-High, STAMP/ASL level 7 = Advanced-Low, STAMP/ASL level 8 = Advanced-Mid, STAMP/ASL level 9 = Advanced-High.

Rubric for Level I for ASL

Interpretive Receptive/Presentational Expressive requirement: Novice-High
on ACTFL/STAMP scale

Interpretive and Presentational Modes of Communication

	Does not meet Level I requirements (Novice-Low)	Starting to approach Level I requirements (Novice-Mid)	Adequately meets Level I requirements (Novice-High)	Exceeds Level I requirements (Intermediate- Low)
Interpretive Mode of Communication (Receptive)	<p>Does not demonstrate, at level I, an understanding of basic ASL such as simple stories, everyday commands, and brief instructions when dealing with familiar topics.</p> <p>- 5 points</p>	<p>Incipiently demonstrates, at level I, an understanding of basic ASL such as simple stories, everyday commands, and brief instructions when dealing with familiar topics.</p> <p>29 points</p>	<p>Adequately demonstrates, at level I, an understanding of basic ASL such as simple stories, everyday commands, and brief instructions when dealing with familiar topics.</p> <p>41 points</p>	<p>Demonstrates an understanding, above level I, of basic ASL such as simple stories, everyday commands, and brief instructions when dealing with familiar topics.</p> <p>50 points</p>
Presentational Mode of Communication (Expressive)	<p>Does not convey information in ASL, at level I, using familiar words, concepts, classifiers, phrases, and sentences to others without voice.</p> <p>Does not demonstrate, at level I, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics.</p> <p>- 5 points</p>	<p>Incipiently conveys information in ASL, at level I, using familiar words, concepts, classifiers, phrases, and sentences to others without voice.</p> <p>Incipiently demonstrates, at level I, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics.</p> <p>29 points</p>	<p>Adequately conveys information in ASL, at level I, using familiar words, concepts, classifiers, phrases, and sentences to others without voice.</p> <p>Adequately demonstrates, at level I, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics.</p> <p>41 points</p>	<p>Conveys information, above level I, in ASL using familiar words, concepts, classifiers, phrases, and sentences to others without voice.</p> <p>Demonstrates usage, above level I, of ASL phonology, morphology, syntax, semantics, and pragmatics.</p> <p>50 points</p>
<i>Corresponding STAMP levels</i>	STAMP Level 1	STAMP Level 2	STAMP Level 3	STAMP Level 4 (or higher)

Rubric for Level II for ASL

Interpretive Receptive requirement: Intermediate-Low
 Presentational Expressive requirement: Intermediate-Mid
 on ACTFL/STAMP scale

Interpretive and Presentational Modes of Communication

	Level II (Novice-Mid)	Level II (Novice-High)	Level II (Intermediate-Low)	Level II (Intermediate-Mid)	Level II (Intermediate-High)
Interpretive Mode of Communication (Receptive)	Does not demonstrate, at level II, an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics. -5 points	Incipiently demonstrates, at level II, an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics. 29 points	Adequately demonstrates, at level II, an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics. 41 points	Demonstrates, above level II, an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics. 45 points	Demonstrates, substantially above level II, an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics. 50 points
Presentational Mode of Communication (Expressive)	Does not convey information in ASL, at level II, using concepts, classifiers, phrases, and sentences to others without voice. Does not demonstrate, at level II, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. - 6 points	Does not convey information in ASL, at level II, using concepts, classifiers, phrases, and sentences to others without voice. Does not demonstrate, at level II, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. - 5 points	Incipiently conveys information in ASL, at level II, using concepts, classifiers, phrases, and sentences to others without voice. Incipiently demonstrates, at level II, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. 29 points	Adequately conveys information in ASL, at level II, using concepts, classifiers, phrases, and sentences to others without voice. Adequately demonstrates, at level II, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics. 41 points	Conveys information in ASL, above level II, using concepts, classifiers, phrases, and sentences to others without voice. Demonstrates appropriate usage, above level II, of ASL phonology, morphology, syntax, semantics, and pragmatics. 50 points
<i>Corresponding STAMP levels</i>	STAMP Level 2 (or lower)	STAMP Level 3	STAMP Level 4	STAMP Level 5	STAMP Level 6 (or higher)

Rubric for Level III for ASL

Interpretive Receptive requirement: Intermediate-Low
 Presentational Expressive requirement: Advanced-Low
 on ACTFL/STAMP scale

Interpretive and Presentational Modes of Communication

	Level III (Novice-High)	Level III (Intermediate-Low)	Level III (Intermediate-Mid)	Level III (Intermediate-High)	Level III (Advanced-Low)	Level III (Advanced-Mid)
Interpretive Mode of Communication (Receptive)	Does not demonstrate, at level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics. 15 points	Adequately demonstrates, at level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics. 41 points	Demonstrates, above level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics. 43 points	Demonstrates, significantly above level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics. 45 points	Demonstrates, significantly above level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics. 47 points	Demonstrates, significantly above level III, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics. 50 points
Presentational Mode of Communication (Expressive)	Does not convey information in ASL, at level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency. Does not demonstrate, at level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level. - 6 points	Does not convey information in ASL, at level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency. Does not demonstrate, at level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level. - 5 points	Does not convey information in ASL, at level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency. Does not demonstrate, at level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level. 15 points	Incipiently conveys information in ASL, at level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency. Incipiently demonstrates, at level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level. 29 points	Adequately conveys information in ASL, at level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency. Adequately demonstrates, at level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level. 39 points	Conveys information in ASL, above level III, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate level of proficiency. Demonstrates, above level III, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level. 50 points
<i>Corresponding STAMP levels</i>	STAMP Level 3 (or lower)	STAMP Level 4	STAMP Level 5	STAMP Level 6	STAMP Level 7	STAMP Level 8 (or higher)

Rubric for Level IV for ASL

Interpretive Receptive requirement: Intermediate-High
 Presentational Expressive requirement: Advanced-High
 on ACTFL/STAMP scale

Interpretive and Presentational Modes of Communication

	Level IV (Intermediate-Low)	Level IV (Intermediate-Mid)	Level IV (Intermediate-High)	Level IV (Advanced-Low)	Level IV (Advanced-Mid)	Level IV (Advanced-High)
Interpretive Mode of Communication (Receptive)	Does not demonstrate, at level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics. - 5 points	Incipiently demonstrates, at level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics. 15 points	Adequately demonstrates, at level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics. 20 points	Demonstrates, above level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics. 23 points	Demonstrates, significantly above level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics. 26 points	Demonstrates, significantly above level IV, an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics. 28 points
Presentational Mode of Communication (Expressive)	Does not convey information in ASL, at level IV, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level. Does not demonstrate, at level IV, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level. - 5 points	Does not convey information in ASL, at level IV, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level. Does not demonstrate, at level IV, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level. 15 points	Does not convey information in ASL, at level IV, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level. Does not demonstrate, at level IV, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level. 30 points	Does not convey information in ASL, at level IV, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level. Does not demonstrate, at level IV, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level. 40 points	Incipiently conveys information in ASL, at level IV, using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level. Incipiently demonstrates, at level IV, appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level. 50 points	Not available for Presentational Expressive
<i>Corresponding STAMP levels</i>	STAMP Level 4	STAMP Level 5	STAMP Level 6	STAMP Level 7	STAMP Level 8	STAMP Level 9



Avant – TEKS Credit-By-Exam Rubric (Latin)

Developed in accordance to [Chapter 114](#) of the [Texas Administrative Code](#)

Examples of point calculations for **Latin**

Has prior instruction in the language?	TEKS level tested for:	STAMP Reading	CBE Percentage/Points	CBE Result
Yes	Level I	Level 2 (60 pts)	60 points/percent	NOT PASS
Yes	Level II	Level 4 (70 pts)	70 points/percent	PASS
No	Level III	Level 3 (40 pts)	40 points/percent	NOT PASS
No	Level IV	Level 8 (80 pts)	80 points/percent	PASS

STAMP LATIN SCALE:

STAMP/LATIN level 1 = Novice-Low, STAMP/LATIN level 2 = Novice-Mid, STAMP/LATIN level 3 = Novice-High, STAMP/LATIN level 4 = Intermediate-Low, STAMP/LATIN level 5 = Intermediate-Mid, STAMP/LATIN level 6 = Intermediate-High, STAMP/LATIN level 7 = Advanced-Low, STAMP/LATIN level 8 = Advanced-Mid, STAMP/LATIN level 9 = Advanced-High.

Rubric for Level I for Latin

Reading requirement: Novice-High to Intermediate-Low
on ACTFL/STAMP scale

Interpretive Mode of Communication

	Does not meet Level I requirements (Novice-Low)	Does not meet Level I requirements (Novice-Mid)	Minimally meets Level I requirements (Novice-High)	Adequately meets Level I requirements (Intermediate-Low)	Exceeds Level I requirements (Intermediate-Mid)
Interpretive Mode of Communication (Reading)	<p>The student cannot:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts. * Identify key words and details from fiction or nonfiction texts. * Infer meaning of unfamiliar words or phrases in highly contextualized texts. * Identify cultural practices from authentic print and digital materials. <p style="text-align: center;">50 points</p>	<p>The student cannot:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts. * Identify key words and details from fiction or nonfiction texts. * Infer meaning of unfamiliar words or phrases in highly contextualized texts. * Identify cultural practices from authentic print and digital materials. <p style="text-align: center;">60 points</p>	<p>The student can minimally:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts. * Identify key words and details from fiction or nonfiction texts. * Infer meaning of unfamiliar words or phrases in highly contextualized texts. * Identify cultural practices from authentic print and digital materials. <p style="text-align: center;">70 points</p>	<p>The student can adequately:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts. * Identify key words and details from fiction or nonfiction texts. * Infer meaning of unfamiliar words or phrases in highly contextualized texts. * Identify cultural practices from authentic print and digital materials. <p style="text-align: center;">80 points</p>	<p>The student can, at a level above Level I:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts. * Identify key words and details from fiction or nonfiction texts. * Infer meaning of unfamiliar words or phrases in highly contextualized texts. * Identify cultural practices from authentic print and digital materials. <p style="text-align: center;">100 points</p>
	<i>Corresponding STAMP levels</i>	STAMP Level 1	STAMP Level 2	STAMP Level 3	STAMP Level 4

Rubric for Level II for Latin

Reading requirement: Intermediate-Low to Intermediate-Mid
on ACTFL/STAMP scale

Interpretive Mode of Communication

	Does not meet Level II requirements (Novice-Mid)	Does not meet Level II requirements (Novice-High)	Minimally meets Level II requirements (Intermediate-Low)	Adequately meets Level II requirements (Intermediate-Mid)	Exceeds Level II requirements (Intermediate-High)
Interpretive Mode of Communication (Reading)	<p>The student cannot:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts. * Identify the main idea, theme, and supporting details from fiction or nonfiction texts. * Infer meaning of unfamiliar words or phrases in highly contextualized texts. * Identify cultural practices from authentic print and digital materials. <p style="text-align: center;">50 points</p>	<p>The student cannot:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts. * Identify the main idea, theme, and supporting details from fiction or nonfiction texts. * Infer meaning of unfamiliar words or phrases in highly contextualized texts. * Identify cultural practices from authentic print and digital materials. <p style="text-align: center;">60 points</p>	<p>The student can minimally:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts. * Identify the main idea, theme, and supporting details from fiction or nonfiction texts. * Infer meaning of unfamiliar words or phrases in highly contextualized texts. * Identify cultural practices from authentic print and digital materials. <p style="text-align: center;">70 points</p>	<p>The student can adequately:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts. * Identify the main idea, theme, and supporting details from fiction or nonfiction texts. * Infer meaning of unfamiliar words or phrases in highly contextualized texts. * Identify cultural practices from authentic print and digital materials. <p style="text-align: center;">80 points</p>	<p>The student can, at a level above Level II:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally relevant print and digital materials in classroom contexts. * Identify the main idea, theme, and supporting details from fiction or nonfiction texts. * Infer meaning of unfamiliar words or phrases in highly contextualized texts. * Identify cultural practices from authentic print and digital materials. <p style="text-align: center;">100 points</p>
	<i>Corresponding STAMP levels</i>	STAMP Level 2 <i>(Lower levels decrease incrementally by 10 points)</i>	STAMP Level 3	STAMP Level 4	STAMP Level 5

Rubric for Level III for Latin

Reading requirement: Intermediate-High to Advanced-Low
on ACTFL/STAMP scale

Interpretive Mode of Communication

	Does not meet Level III requirements (Intermediate-Low)	Does not meet Level III requirements (Intermediate-Mid)	Minimally meets Level III requirements (Intermediate-High)	Adequately meets Level III requirements (Advanced-Low)	Exceeds Level III requirements (Advanced-Mid)
Interpretive Mode of Communication (Reading)	<p>The student cannot:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally authentic print and digital materials in a variety of contexts. * Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts. * Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audiences, or metrics. * Infer meaning of unfamiliar words or phrases in contextualized texts. * Compare and contrast cultural practices from authentic print and digital materials. <p style="text-align: center;">50 points</p>	<p>The student cannot:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally authentic print and digital materials in a variety of contexts. * Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts. * Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audiences, or metrics. * Infer meaning of unfamiliar words or phrases in contextualized texts. * Compare and contrast cultural practices from authentic print and digital materials. <p style="text-align: center;">60 points</p>	<p>The student can minimally:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally authentic print and digital materials in a variety of contexts. * Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts. * Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audiences, or metrics. * Infer meaning of unfamiliar words or phrases in contextualized texts. * Compare and contrast cultural practices from authentic print and digital materials. <p style="text-align: center;">70 points</p>	<p>The student can adequately:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally authentic print and digital materials in a variety of contexts. * Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts. * Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audiences, or metrics. * Infer meaning of unfamiliar words or phrases in contextualized texts. * Compare and contrast cultural practices from authentic print and digital materials. <p style="text-align: center;">80 points</p>	<p>The student can, at a level above Level III:</p> <ul style="list-style-type: none"> * Demonstrate an understanding of culturally authentic print and digital materials in a variety of contexts. * Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts. * Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audiences, or metrics. * Infer meaning of unfamiliar words or phrases in contextualized texts. * Compare and contrast cultural practices from authentic print and digital materials. <p style="text-align: center;">100 points</p>
	<i>Corresponding STAMP levels</i>	<p>STAMP Level 4 <i>(Lower levels decrease incrementally by 10 points)</i></p>	STAMP Level 5	STAMP Level 6	STAMP Level 7

Rubric for Level IV for Latin

Reading requirement: Advanced-Low to Advanced-Mid
on ACTFL/STAMP scale

Interpretive Mode of Communication

	Does not meet Level IV requirements (Intermediate-Mid)	Does not meet Level IV requirements (Intermediate-High)	Minimally meets Level IV requirements (Advanced-Low)	Adequately meets Level IV requirements (Advanced-Mid)	Exceeds Level IV requirements (Advanced-High)
Interpretive Mode of Communication (Reading)	The student cannot:	The student cannot:	The student can minimally:	The student can adequately:	The student can, at a level above Level IV:
	<ul style="list-style-type: none"> * Analyze culturally authentic print and digital materials in a variety of contexts. * Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared. * Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics. * Infer meaning of unfamiliar words or phrases in texts. * Compare and contrast cultural practices and perspectives from authentic print and digital materials. <p style="text-align: center;">50 points</p>	<ul style="list-style-type: none"> * Analyze culturally authentic print and digital materials in a variety of contexts. * Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared. * Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics. * Infer meaning of unfamiliar words or phrases in texts. * Compare and contrast cultural practices and perspectives from authentic print and digital materials. <p style="text-align: center;">60 points</p>	<ul style="list-style-type: none"> * Analyze culturally authentic print and digital materials in a variety of contexts. * Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared. * Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics. * Infer meaning of unfamiliar words or phrases in texts. * Compare and contrast cultural practices and perspectives from authentic print and digital materials. <p style="text-align: center;">70 points</p>	<ul style="list-style-type: none"> * Analyze culturally authentic print and digital materials in a variety of contexts. * Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared. * Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics. * Infer meaning of unfamiliar words or phrases in texts. * Compare and contrast cultural practices and perspectives from authentic print and digital materials. <p style="text-align: center;">80 points</p>	<ul style="list-style-type: none"> * Analyze culturally authentic print and digital materials in a variety of contexts. * Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared. * Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics. * Infer meaning of unfamiliar words or phrases in texts. * Compare and contrast cultural practices and perspectives from authentic print and digital materials. <p style="text-align: center;">100 points</p>
<i>Corresponding STAMP levels</i>	STAMP Level 5 <i>(Lower levels decrease incrementally by 10 points)</i>	STAMP Level 6	STAMP Level 7	STAMP Level 8	STAMP Level 9