

## Comparison of Pragmatics Rubric and CLB Pragmatics Performance Descriptors<sup>1</sup>

Band/CLB Level	Canadian Content <i>Does this person use language in a way that would be considered culturally- appropriate in the Canadian workplace?</i>	Organization	Directness, Politeness and Formality	Word Choice
Rubric Band 6	Shows <b><u>excellent</u></b> awareness of how Canadians would make this kind of request at work in real life. This person <b><u>would</u></b> be perceived as 'appropriate' by <b><u>the majority (80-100%)</u></b> Canadian-born members of the community	The way this person makes this request is <b><u>excellent</u></b> . It is <b><u>well</u></b> -organized, succinct and coherent.	Shows <b><u>excellent</u></b> awareness of how Canadians would make this kind of request at work in real life. This person <b><u>would</u></b> be perceived as 'appropriate' by <b><u>the majority (80-100%)</u></b> Canadian-born members of the community,	The words this person chooses are <b><u>very effective</u></b> for getting his/her message across. The words are <b><u>very sophisticated</u></b> and there is an <b><u>excellent variety</u></b> . Appropriate use of Idiomatic language structures, common in everyday language use by native speakers is evident.
CLB 9 (Stage III)	Adapts language based on context, relationship and purpose  Adjusts speech style and register to a wide range of different audiences and situations.  Ability to use: Cultural references and figures of speech.	Effectively use cohesive devices to convey logical and functionally coherent messages	Use culturally appropriate strategies to convey politeness and respect	A range of concrete, abstract and idiomatic language suited to context and purpose, which may include some figures of speech and cultural references.

<sup>1</sup> CLB descriptors have been taken from the speaking profiles in the CLB 2012 document. The written assessments were intended to be representations of what a learner might perform in an oral communication context. Writing criteria were therefore not included. Descriptors used from the CLB are combined Level descriptors and stage descriptors. Performance indicators below a CLB 7 were not targeted for this project and were therefore not included in the rubric/CLB comparisons.

	Culturally appropriate and communicatively effective non-verbal communication strategies.			
Rubric Band 5	Shows <b><i>strong</i></b> awareness of how Canadians would make this kind of request at work in real life. This person <b><i>could</i></b> be considered 'appropriate' by <b><i>most (70-80%)</i></b> Canadian-born members of the community	The way this person makes this request is <b><i>strong</i></b> . It is <b><i>mostly well-</i></b> organized, succinct and coherent.	This person has a <b><i>strong</i></b> delivery. S/he has an <b><i>effective</i></b> level of directness, politeness and formality,	The words this person chooses are <b><i>mostly effective</i></b> for getting his/her message across. The words are <b><i>sophisticated</i></b> and there is a <b><i>satisfactory variety</i></b> . Idiomatic language is present but use is somewhat awkward and inappropriate.
CLB 8 (Stage II)	Good use of appropriate non-verbal cues and signals.  Adapts speech style to a range of different audiences and situations. Use interactional and interpersonal communication skills for conversation management and for giving and receiving compliments or invitations etc.	Ability to use:  Cohesion links across utterances and discourse indicators	Ability to use:  Socio-cultural communication norms such as formality/informality and direct/indirect speech cultural references	Ability to use:  An expanded range of idiomatic language including cultural references. Effective strategies to compensate for or prevent communication breakdowns
Rubric Band 4	Shows <b><i>satisfactory</i></b> awareness of how Canadians would make this kind of request at work in real life. This person <b><i>may</i></b> be considered 'appropriate' by <b><i>some (between 50-70%)</i></b> Canadian-born members of the community	This request is <b><i>satisfactory</i></b> . It is <b><i>mostly</i></b> organized, succinct and coherent.	This person has a <b><i>satisfactory</i></b> delivery. S/he has a <b><i>somewhat effective</i></b> level of directness, politeness and formality,	The words this person chooses are <b><i>somewhat effective</i></b> for getting his/her message across. The words are <b><i>somewhat sophisticated</i></b> and there is <b><i>adequate variety</i></b> . Very little idiomatic language use.
CLB 7	Adequate use of appropriate non-verbal cues and signals.  Adapts speech style and register to a range of different audiences and situations	Ability to use:  Cohesion links across utterances and discourse indicators	Ability to use:  Socio-cultural communication norms such as formality/informality and direct/indirect speech cultural	Ability to use:  An expanded range of idiomatic language including cultural references. Effective strategies to compensate for or prevent communication breakdowns

			references	
Rubric Band 3	Shows <b><u>developing</u></b> awareness. This person would be considered 'appropriate' by <b><u>a small number (between 20-30%)</u></b> of the Canadian born-members of the community.	This request is <b><u>somewhat weak</u></b> . It shows developing organization, succinctness and coherence.	This person has a <b><u>somewhat weak</u></b> delivery. S/he shows a <b><u>developing</u></b> level of directness, politeness and formality,	The words this person chooses show a <b><u>developing ability</u></b> for getting his/her message across. The words are <b><u>sophisticated</u></b> and there is a <b><u>somewhat limited range of words</u></b> . No idiomatic language use or if attempted, use is awkward and inappropriate.
Rubric Band 2	Shows <b><u>almost no</u></b> awareness. This person would be considered 'appropriate' by <b><u>very few (between 10-20%)</u></b>	This request is <b><u>weak</u></b> . It is <b><u>dis</u></b> organized, <b><u>not</u></b> succinct and <b><u>in</u></b> coherent.	This person has a <b><u>weak</u></b> delivery. S/he has an <b><u>ineffective</u></b> level of directness, politeness and formality,	The words this person chooses are <b><u>somewhat ineffective</u></b> for getting his/her message across. The words are <b><u>not very sophisticated</u></b> and there is a <b><u>limited range of words</u></b> . No idiomatic language use.
Rubric Band 1	Shows <b><u>no</u></b> awareness. <b><u>No one</u></b> would consider this person to be 'appropriate'	This request is <b><u>unsatisfactory</u></b> . It is <b><u>dis</u></b> organized, <b><u>not</u></b> succinct and <b><u>in</u></b> coherent	This person has an <b><u>unsatisfactory</u></b> delivery. S/he has a <b><u>completely ineffective</u></b> level of directness, politeness and formality,	The words this person chooses are <b><u>ineffective</u></b> for getting his/her message across. The words are <b><u>not sophisticated</u></b> and there is <b><u>no range of words</u></b> . No idiomatic language use.