

# 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	Level 2 (17 pts)	Level 2 (17 pts)	Level 2 (17 pts)	Level 4 (25 pts)	76 points/percent	PASS
No	Level II	Level 3 (17 pts)	Level 3 (17 pts)	Level 3 (17 pts)	Level 4 (23 pts)	74 points/percent	NOT PASS
No	Level III	Level 3 (-5 pts)	Level 6 (25 pts)	Level 6 (25 pts)	Level 7 (25 pts)	70 points/percent	NOT PASS
Yes	Level IV	Level 7 (25 pts)	Level 5 (17 pts)	Level 6 (23 pts)	Level 6 (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 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)
<b>Interpretive Mode of Communication (Reading)</b>	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.
<b>Interpretive Mode of Communication (Listening)</b>	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.
<b>Presentational Mode of Communication (Speaking)</b>	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.
<b>Presentational Mode of Communication (Writing)</b>	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	<b>- 5 points per box</b>	<b>17 points per box</b>	<b>23 points per box</b>	<b>25 points per box</b>
Total sum of points (percentage score):	<b>STAMP 4S Level 1</b>	<b>STAMP 4S Level 2</b>	<b>STAMP 4S Level 3</b>	<b>STAMP 4S Level 4 (or higher)</b>

\*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 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)
<b>Interpretive Mode of Communication (Reading)</b>	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.
<b>Interpretive Mode of Communication (Listening)</b>	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.
<b>Presentational Mode of Communication (Speaking)</b>	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.
<b>Presentational Mode of Communication (Writing)</b>	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 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)
<b>Interpretive Mode of Communication (Reading)</b>	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.
<b>Interpretive Mode of Communication (Listening)</b>	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.
<b>Presentational Mode of Communication (Speaking)</b>	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.
<b>Presentational Mode of Communication (Writing)</b>	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	<b>- 5 points per box</b>	<b>17 points per box</b>	<b>23 points per box</b>	<b>25 points per box</b>
Total sum of points (percentage score):	<b>STAMP 4S Level 3 (or lower)</b>	<b>STAMP 4S Level 4</b>	<b>STAMP 4S Level 5</b>	<b>STAMP 4S Level 6 (or higher)</b>

\*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 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)
<b>Interpretive Mode of Communication (Reading)</b>	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.
<b>Interpretive Mode of Communication (Listening)</b>	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.
<b>Presentational Mode of Communication (Speaking)</b>	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.
<b>Presentational Mode of Communication (Writing)</b>	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 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)
<b>Interpretive Mode of Communication (Reading)</b>	<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>
<b>Interpretive Mode of Communication (Listening)</b>	<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>
<b>Presentational Mode of Communication (Speaking)</b>	<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>
<b>Presentational Mode of Communication (Writing)</b>	<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	<b>- 5 points per box</b>	<b>17 points per box</b>	<b>23 points per box</b>	<b>25 points per box</b>
Total sum of points (percentage score):	<b>STAMP 4S Level 5 (or lower)</b>	<b>STAMP 4S Level 6</b>	<b>STAMP 4S Level 7</b>	<b>STAMP 4S Level 8 (or higher)</b>

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