

## Intermediate High Interpersonal

## Advanced Low Interpersonal

### Student Self-Reflection, Goal-Setting or Teacher Feedback\*

Interpersonal communication in IPAs, exams and pre/post-assessments

<b>Intermediate High</b> <i>Full evidence for this level</i>	<b>Advanced Low</b> <i>Full evidence for this level</i>	<b>Goal Setting</b>
<b>What can I do?</b>	<b>What can I do?</b>	<b>What are my goals?</b>
<b>Comprehensibility: Was I understood?</b>		
<ul style="list-style-type: none"> <li>• I use vocabulary from topics of personal interest, literature and concrete researched topics.</li> <li>• I often use practiced structures and past, present and future time accurately when I discuss familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• I use vocabulary from some concrete academic, social and professional topics of interest.</li> <li>• I accurately use past, present and future time and frequently-used structures when I discuss familiar and some unfamiliar topics.</li> </ul>	
<b>Quality of Communication: How well did I interact?</b>		
<ul style="list-style-type: none"> <li>• I meet the communication goal.               <ul style="list-style-type: none"> <li>➢ I exchange information in conversations and some discussions.</li> <li>➢ I meet my needs in a variety of contexts and I can usually handle a situation with a complication.</li> <li>➢ I explain preferences, opinions, emotions and advice.</li> </ul> </li> <li>• I ask questions to continue the conversation and gather more information.</li> <li>• I use connected sentences that may form paragraphs.</li> <li>• I clarify meaning by paraphrasing or rephrasing. I may begin to circumlocute or self-correct.</li> </ul>	<ul style="list-style-type: none"> <li>• I meet the communication goal.               <ul style="list-style-type: none"> <li>➢ I exchange information and ideas in discussions.</li> <li>➢ I interact and negotiate to resolve an unexpected complication.</li> <li>➢ I provide explanations and comparisons of preferences, opinions and advice.</li> </ul> </li> <li>• I ask relevant questions for deeper information or understanding.</li> <li>• I use connected sentences that form paragraphs.</li> <li>• I clarify my message by using circumlocution, self-correction or elaboration of a topic.</li> </ul>	
<b>Interculturality: Did I show intercultural understanding?</b>		
<ul style="list-style-type: none"> <li>• I begin to explain perspectives (<i>family or cultural values</i>) by comparing familiar products (<i>literary or historical figures</i>) and practices (<i>social norms, celebrations</i>) in my own and other cultures.</li> <li>• I interact appropriately in familiar situations and avoid major social errors.</li> </ul>	<ul style="list-style-type: none"> <li>• I analyze and explain relationships between familiar products (<i>national identity, educational systems</i>), practices (<i>environment, globalized practices</i>), and perspectives (societal or political values) in my own and other cultures.</li> <li>• I interact comfortably in familiar and some unfamiliar situations.</li> <li>• I notice some subtle cultural differences in familiar contexts and may adjust my behavior.</li> </ul>	

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\* Used in conjunction with the Intermediate High – Advanced Low Full Rubric.

\* Adapted from ACTFL Proficiency Guidelines and Performance Descriptors and NCSSFL Can-Do Statements.

## Intermediate High Interpersonal

## Advanced Low Interpersonal

### Interpersonal Speaking and Writing

Full rubric for IPAs, exams and pre/post-assessments

Advanced Low <input type="checkbox"/>	Full evidence for this level	
<b>Comprehensibility</b>	<p><b>Is easily understood by a native speaker.</b></p> <ul style="list-style-type: none"> <li>• Uses vocabulary from some concrete academic, social and professional topics of interest.</li> <li>• Shows consistent control of major time frames and frequently-used structures in familiar and some unfamiliar contexts.</li> </ul>	
<b>Quality of communication</b>	<p><b>Participates in conversations and discussions.</b></p> <ul style="list-style-type: none"> <li>• Meets the communication goal by maintaining extended conversations.               <ul style="list-style-type: none"> <li>➢ Exchanges information and ideas in discussions.</li> <li>➢ Interacts and negotiates to resolve an unexpected complication.</li> <li>➢ Provides explanations and comparisons of preferences, opinions and advice.</li> </ul> </li> <li>• Asks relevant questions for deeper information or understanding.</li> <li>• Uses paragraphs across major time frames.</li> <li>• Uses a range of strategies to clarify meaning, such as circumlocution, self-correction and elaboration of the topic.</li> </ul>	
<b>Interculturality</b>	<p><b>Demonstrates emerging Advanced intercultural competence</b></p> <ul style="list-style-type: none"> <li>• Begins to analyze and explain relationships between familiar products (<i>national identity, educational systems</i>), practices (<i>environment, globalized practices</i>) and perspectives (<i>societal or political values</i>) in their own and other cultures.</li> <li>• Interacts comfortably in familiar and some unfamiliar situations.</li> <li>• Begins to show some awareness of subtle cultural differences and may adjust behavior accordingly in familiar and some unfamiliar situations.</li> </ul>	
Intermediate High <input type="checkbox"/>	Full evidence for this level	
<b>Comprehensibility</b>	<p><b>Is generally understood by a native speaker.</b></p> <ul style="list-style-type: none"> <li>• Uses a range of vocabulary from topics of personal interest, literature and concrete researched topics</li> <li>• Shows control of past, present and future time and practiced structures in familiar contexts.</li> </ul>	
<b>Quality of Communication</b>	<p><b>Participates in conversations and some discussions.</b></p> <ul style="list-style-type: none"> <li>• Meets the communication goal in extended conversations.               <ul style="list-style-type: none"> <li>➢ Exchanges information in conversations and some discussions.</li> <li>➢ Interacts to meet needs in a variety of contexts, sometimes involving a situation with a complication.</li> <li>➢ Explains preferences, opinions and emotions and provides advice.</li> </ul> </li> <li>• Asks questions to continue the conversation and gather more information</li> <li>• Uses connected sentences that often combine to form paragraphs.</li> <li>• Clarifies meaning by paraphrasing or rephrasing. May begin to circumlocute and self-correct.</li> </ul>	
<b>Interculturality</b>	<p><b>Demonstrates Intermediate intercultural competence</b></p> <ul style="list-style-type: none"> <li>• Begins to explain perspectives (<i>family or cultural values</i>) by comparing familiar products (<i>literary or historical figures</i>) and practices (<i>social norms, celebrations</i>) in their own and other cultures.</li> <li>• Converses using appropriate language and behavior and avoids major social blunders</li> </ul>	
<b>Intermediate Mid</b> <input type="checkbox"/>	<p><b>Refer to Intermediate Mid rubric to determine current level</b></p>	

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