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**What can I do?**

**What are my goals?**

### Comprehensibility: Was I understood?

- I use vocabulary from topics of personal interest, literature and current events.
- I often use practiced structures and past, present and future time accurately on familiar topics or in prepared presentations.
- I use vocabulary from topics of social, academic, and professional interest.
- I accurately use past, present and future time and frequently-used structures when I present on familiar and some unfamiliar topics.

### Quality of Communication: How well did I communicate?

- I meet the communication goal.
- I begin to develop a topic or narrate an event or experience, often using organized paragraph-style speech and references to authentic resources.
- I clarify meaning by paraphrasing, rephrasing or circumlocution. I may be able to self-edit or self-correct.
- I keep my audience interested via technology, visuals, writing style, content, creativity, or voice.
- I meet the communication goal.
- I develop a topic in detail or support a personal viewpoint by referencing authentic resources.
- I narrate events and experiences using details and organized paragraph-style speech.
- I begin to polish my presentation using self-editing and self-correction.
- I keep my audience interested via technology, creativity, writing style, and elaboration on the topic or event.

### Interculturality: Did I show intercultural understanding?

- I begin to explain perspectives (family or cultural values) by comparing familiar products (literary or historical figures) and practices (social norms, celebrations) in my own and other cultures.
- I use culturally appropriate language, register, content or behavior.
- I explain relationships between familiar products (national identity, educational systems), practices (environment, globalized practices), and perspectives (societal or political values).
- I use culturally appropriate language, register, content or behavior.
- I notice some subtle cultural differences in familiar situations.

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

*Adapted from ACTFL Proficiency Guidelines and Performance Descriptors (2012) and NCSSFL-ACTFL Can-Do Statements.*
### Advanced Low

#### Comprehensibility
- Is easily understood by a native speaker.
  - Uses vocabulary from some concrete academic, social and professional topics of interest.
  - Shows consistent control of major time frames and frequently-used structures, in familiar and some unfamiliar contexts.

#### Quality of Communication
- Conveys the message fully and effectively.
  - Meets the communication goal by developing a topic in detail, supporting a viewpoint using evidence, or narrating an event or experience.
  - Uses paragraph-style discourse and references authentic resources.
  - Begins to polish a presentation using self-editing and self-correction.
  - Maintains audience interest via technology, creativity, writing style, and elaboration on the topic or event.

#### Interculturality
- Demonstrates emerging Advanced intercultural competence
  - Begins to analyze and explain relationships between familiar products (national identity, educational systems), practices (environment, globalized practices) and perspectives (societal or political values) in their own and other cultures.
  - Incorporates intercultural knowledge into presentations via language, register, content or behavior.

### Intermediate High

#### Comprehensibility
- Is generally understood by a native speaker.
  - Uses a range of vocabulary from topics of personal interest, literature, and concrete researched topics.
  - Shows control of past, present and future time and practiced structures in familiar or prepared contexts.

#### Quality of Communication
- Conveys and elaborates on the message.
  - Meets the communication goal by developing a topic, supporting a viewpoint or narrating an event or experience using paragraph-style discourse and referencing authentic resources.
  - May begin to self-edit or self-correct.
  - Maintains audience interest via technology, visuals, writing style, content, creativity or voice.

#### Interculturality
- Demonstrates Intermediate intercultural competence
  - Begins to explain perspectives (family or cultural values) by comparing familiar products (literary or historical figures) and practices (social norms, celebrations) in their own and other cultures.
  - Incorporates intercultural knowledge into presentations via language, register, content or behavior.