### Intermediate Mid – 3
*Full evidence for this level and some evidence for next level*

<table>
<thead>
<tr>
<th>What are my strengths?</th>
<th>What can I do?</th>
<th>How can I improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensibility:</strong> Was I understood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I use vocabulary from familiar and personal interest topics and topics that I've researched.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I'm mostly accurate when I use present time frame and practiced structures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I'm somewhat accurate when I use past or future time frames.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (Speaking) My pronunciation is mostly accurate, with native sounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (Speaking) I speak at a consistent rate and self-correct if needed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Quality of Communication:</strong> How well did I interact?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I meet the communication goal.</td>
<td></td>
</tr>
<tr>
<td>• I ask follow-up questions to continue the conversation.</td>
<td></td>
</tr>
<tr>
<td>• I use series of sentences, some complex sentences and transitions.</td>
<td></td>
</tr>
<tr>
<td>• I rephrase to clarify, if needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interculturality:</strong> Did I show cultural understanding?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• I describe in detail similarities and differences in cultural products (<em>literature, art</em>), practices (<em>social media, education</em>), or perspectives (<em>values, role of family</em>) in my own and other cultures.</td>
<td></td>
</tr>
<tr>
<td>• I interact using culturally appropriate language, register, gestures, behavior or content and I try to avoid major social blunders.</td>
<td></td>
</tr>
</tbody>
</table>

---

*Used in conjunction with the Intermediate Mid Full Rubric.*

*For students who do not meet Intermediate Mid criteria, refer to Intermediate Low rubric.*

*Adapted from the ACTFL Proficiency Guidelines and Performance Descriptors and the NCSSFL Interculturality Can-Do Statements.*
## Intermediate Mid – 3

**Comprehensibility**

- Is generally understood by a native speaker.
  - Uses vocabulary from a range of familiar themes and some concrete researched topics.
  - Shows control of practiced structures and present time frame.
  - Shows some control of past and future time frames.
  - (Speaking) Uses comprehensible pronunciation and native sounds.
  - (Speaking) Speaks at a consistent rate, with few hesitations.

**Quality of Communication**

- Participates in and advances the conversation
  - Exceeds the communication goal.
  - Asks a variety of follow-up questions to maintain the conversation.
  - Begins to use some complex and connected sentences in short paragraphs.
  - Paraphrases or begins to circumlocute for clarification.

**Interculturality**

- Demonstrates emerging intermediate intercultural competence
  - Describes, explains or makes inferences about the similarities and differences in products (*literature, art*), practices (*social media, education*), or perspectives (*values, role of family*) in their own and other cultures.
  - Converses using appropriate language and behavior and avoids major social blunders.

## Intermediate Mid – 2

**Comprehensibility**

- Is easily understood by a native speaker accustomed to dealing with language learners.
  - Uses vocabulary from familiar themes and some concrete researched topics.
  - Shows control of practiced structures and present time frame.
  - Shows some control of past and future times frames.
  - (Speaking) Uses comprehensible pronunciation and native sounds.
  - (Speaking) Speaks at a consistent rate, with some hesitations or self-corrections.

**Quality of Communication**

- Participates in the conversation
  - Meets the communication goal by exchanging information; interacting to meet needs; or exchanging preferences, feelings, opinions or advice.
  - Asks a variety of follow-up questions to maintain the conversation
  - Uses series of connected sentences, some complex sentences and transitions.
  - Rephrases for clarification.

**Interculturality**

- Demonstrates emerging intermediate intercultural competence
  - Describes and elaborates on the similarities and differences in products (*literature, art*), practices (*social media, education*), or perspectives (*values, role of family*) in their own and other cultures.
  - Converses using appropriate language and behavior and avoids major social blunders.

## Intermediate Mid – 1

**Comprehensibility**

- Is understood by a native speaker accustomed to dealing with language learners.
  - Uses some vocabulary from familiar themes and some concrete researched topics.
  - Shows emerging control of practiced structures and present time frame.
  - (Speaking) Uses comprehensible pronunciation and native sounds.
  - (Speaking) Speaks at a mostly consistent rate with some hesitations or self-corrections.

**Quality of Communication**

- Partially participates in the conversation
  - Partially meets the communication goal.
  - Asks follow-up questions to maintain the conversation.
  - Uses series of connected sentences, some complex sentences and transitions.
  - Rephrases for clarification.

**Interculturality**

- Demonstrates emerging Intermediate intercultural competence
  - Compares and contrasts products (*literature, art*), practices (*social media, education*), or perspectives (*values, role of family*) in their own and other cultures.
  - Converses using appropriate language and behavior and avoids major social blunders.

---

*Refer to Intermediate Low rubric to determine current level*