



# Ohio

## World Languages Guide to Intermediate Presentational Rubrics

*Evaluating oral and written language proficiency*

# **World Languages**

## **Guide to Intermediate Presentational Rubrics**

*Evaluating oral and written language proficiency*

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## The Presentational Mode

The Presentational Mode refers to the presentation of information, concepts, ideas or viewpoints to an audience. Although a student may react to a request from the audience for more information, there is no direct opportunity for equal interaction or negotiation of meaning. For example, a teacher may ask a student to tell about her family. Whereas there may be some probing by the teacher for further details, if there is no interchange of information, then this is still considered to be a presentation.

There is a distinction in the Presentational Mode between a prepared presentation (performance) and a spontaneous presentation (proficiency). Expectations may be higher for a prepared presentation.

Performance	Proficiency
1. What the learner can do in a familiar context using practiced material.	1. What the learner can do in a spontaneous, unrehearsed context over a sustained period of time.
2. Tasks are based on the current material or curriculum.	2. Tasks are based on real-world situations, using authentic resources*.  *Resources made by native speakers, for native speakers.
3. Performance is assessed at the end of a chapter or unit of study.	3. Classroom proficiency is assessed using exams, comprehensive tasks or pre-/post-assessments.

## Why Do We Use Presentational Rubrics?

The Presentational rubrics from the Ohio Department of Education can be used to evaluate oral or written classroom proficiency on Integrated Performance Assessments (IPAs), exams, pre-/post-assessments or other comprehensive tasks\*. The evaluation language is aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency and Performance Descriptors and the National Council of State Supervisors for Languages (NCSSFL) Interculturality Can-Do Statements. The criteria not only allow students to see where they are on the proficiency continuum, but also where they need to go and how to get there. These rubrics serve several purposes:

- Describe learning goals to students, parents and administrators.
- Define criteria for success at each language proficiency level.
- Establish a baseline of performance at the beginning of instruction.
- Allow for self-reflection and detailed feedback on the student's current level.
- Inform the teacher *and* the student how to close the gap between where the student currently is and where he or she needs to be, based on a targeted learning standard.
- Measure student growth or achievement at the end of a period of instruction.

When using these rubrics, teachers should recognize that they are evaluating a snapshot of a student's classroom proficiency in a familiar context. A student's classroom proficiency level may be higher than the student's true proficiency level. True proficiency would be determined by sustained performance in unpracticed, authentic situations with a native speaker.

To ensure consistency in evaluation, it is recommended that teachers practice scoring student work samples with world language colleagues.

*\*The use of these scoring guidelines is a local decision and is not mandated by the Ohio Department of Education.*

# Student Self-Reflection and Teacher Feedback

**Student self-reflection and teacher feedback are essential to helping students see where they are on the proficiency continuum, where they need to go and how to get there.**

This section of the rubric uses student-friendly language to help learners understand what the desired performance criteria is and what it looks like. There is room for students to self-reflect on their oral or written classroom proficiency, which will then guide their next steps in enhancing the quality of their performance.

This section also can be used by teachers to give specific feedback to students regarding their oral or written classroom proficiency. This will help the students understand how well they have met the criteria for each proficiency level and how to advance to the next level. It also allows the teacher to clarify the content and outcomes of instruction and learning when planning future lessons.

*This section of the rubric should be used in conjunction with the full rubric of the same level:*

Intermediate Low Presentational		Student Self-Reflection or Teacher Feedback*	
Evaluation of speaking and writing in exams or pre/post-assessments			
<b>Intermediate Low – 3</b> <i>Full evidence for this level and some evidence for next level</i>	<b>Intermediate Low – 2</b> <i>Full evidence for this level</i>	<b>Intermediate Low – 1</b> <i>Partial evidence for this level</i>	<b>Novice High</b>
What are my strengths?	What can I do?	How can I improve?	Novice High
<b>Comprehensibility: Was I understood?</b>			
<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>I use vocabulary from many familiar topics and themes.</li> <li>I'm mostly accurate when I use present time frame and practiced structures.</li> <li>I sometimes use past or future time frames.</li> <li>(Speaking) My pronunciation is mostly accurate, with native sounds.</li> <li>(Speaking) I speak at a consistent rate and self-correct if needed.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Quality of Communication: How well did I communicate?</b>			
<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>I meet the communication goal.</li> <li>I use details, descriptions or authentic resource(s) to support my speech.</li> <li>I organize my language using transitions and strings of sentences.</li> <li>I sometimes clarify by rephrasing.</li> <li>I keep my audience interested with technology, visuals, writing style, creativity, content, voice or emotions.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interculturality: Did I show cultural understanding?</b>			
<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>I use culturally appropriate register, gestures, language, behavior, or content.</li> <li>I compare and describe cultural products (<i>geography, health</i>), practices (<i>shopping, daily routines</i>), or perspectives (<i>celebrations, eating habits</i>).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<small>April 2015</small>			
<p>* Used in conjunction with the Intermediate Low Full Rubric.</p> <p>* Expectations may be higher for prepared written or oral speech.</p> <p>* For students who do not meet Intermediate Low criteria, refer to Novice High rubric.</p> <p>* Adapted from the ACTFL Proficiency Guidelines and Performance Descriptors (2012), and the NCSSFL Interculturality Can-Do Statements.</p>			

# Full Presentational Rubric

The full Presentational rubrics can be used to evaluate oral or written classroom proficiency on IPAs, exams, pre/post-assessments or other comprehensive tasks. The purpose of the full rubric is to give a complete description of the criteria for Novice Mid through Intermediate Mid proficiency levels. By using the proficiency descriptors, we can give students, parents, teachers and administrators a more accurate picture of a student's language ability. The rubric descriptors:

1. Define areas of strength for students.
2. Define areas of weakness for students.
3. Allow students to set their language goals.
4. Describe student progress during a year's instruction.
5. Inform instruction for teachers.
6. Provide information on how to differentiate learning for individual students who may be at different proficiency levels but in the same class.
7. Define for all stakeholders the proficiency levels needed to be job-ready.

See [ACTFL Workforce language proficiency recommendation](#).

Intermediate Low		Presentational Speaking and Writing Full rubric for exams or pre/post-assessments
Intermediate Low – 3		Full evidence for this level and some evidence for next level
Comprehensibility	<ul style="list-style-type: none"> <li>Is easily understood by a sympathetic speaker.</li> <li>Uses practiced vocabulary from a wide range of familiar themes and topics.</li> <li>Shows consistent control of present time frame and practiced structures, with few errors.</li> <li>Shows emerging control of past or future time frames.</li> <li>(Speaking) Uses comprehensible pronunciation and native sounds.</li> <li>(Speaking) Speaks at a consistent rate, with some hesitations or self-corrections.</li> </ul>	
Quality of communication	<ul style="list-style-type: none"> <li>Conveys and extends the message.</li> <li>Exceeds the communicative goal.</li> <li>Extends response with a range of details or description. May reference authentic resource(s).</li> <li>Organizes language using simple, compound and some strings of sentences, with transitions.</li> <li>Rephrases for clarification.</li> <li>Maintains high audience interest via technology, visuals, writing style, content, creativity, or voice.</li> </ul>	
Interculturality	<ul style="list-style-type: none"> <li>Demonstrates strong cultural competence</li> <li>Shows strong cultural knowledge through register, content, gestures, language, or behavior.</li> <li>Identifies, compares and describes a range of products (geography, health), practices (daily routines, shopping) or perspectives (celebrations, eating habits).</li> </ul>	
Intermediate Low – 2		Full evidence for this level
Comprehensibility	<ul style="list-style-type: none"> <li>Is understood by a sympathetic speaker.</li> <li>Uses practiced vocabulary from a range of familiar themes and topics.</li> <li>Shows good control of present time frame and practiced structures.</li> <li>Begins to use past or future time frames, with errors that may impede communication.</li> <li>(Speaking) Uses mostly comprehensible pronunciation and native-like sounds.</li> <li>(Speaking) Speaks slowly but at a consistent rate, with some hesitations or self-corrections.</li> </ul>	
Quality of Communication	<ul style="list-style-type: none"> <li>Conveys the message.</li> <li>Meets the communicative goal.</li> <li>Supports response with details or description. May reference authentic resource(s).</li> <li>Organizes language using simple, compound and some strings of sentences, with transitions.</li> <li>Uses word substitution or may rephrase for clarification.</li> <li>Maintains audience interest via technology, visuals, writing style, content, creativity, or voice.</li> </ul>	
Interculturality	<ul style="list-style-type: none"> <li>Demonstrates cultural competence</li> <li>Shows cultural knowledge through register, content, gestures, language or behavior.</li> <li>Identifies, compares and describes some products (geography, health), practices (daily routines, shopping) or perspectives (celebrations, eating habits).</li> </ul>	
Intermediate Low – 1		Partial evidence for this level
Comprehensibility	<ul style="list-style-type: none"> <li>Is generally understood by a sympathetic speaker.</li> <li>Uses practiced vocabulary from familiar themes and topics.</li> <li>Shows emerging control of present time frame and practiced structures.</li> <li>(Speaking) Uses mostly comprehensible pronunciation and some native-like sounds.</li> <li>(Speaking) Speaks slowly with some hesitations and stumbling over new words or structures.</li> </ul>	
Quality of Communication	<ul style="list-style-type: none"> <li>Partially conveys the message</li> <li>Partially meets the communicative goal.</li> <li>Supports response with some details or description. May reference authentic resource(s).</li> <li>Organizes language using simple, compound and some strings of sentences.</li> <li>Uses word substitution for clarification.</li> <li>Maintains some audience interest via technology, visuals, writing style, content, creativity, or voice.</li> </ul>	
Interculturality	<ul style="list-style-type: none"> <li>Demonstrates some cultural competence</li> <li>Shows some cultural knowledge through content, gestures, language or behavior.</li> <li>Identifies and compares products (geography, health), practices (daily routines, shopping) or perspectives (celebrations, eating habits).</li> </ul>	
Novice High	Refer to Novice High rubric to determine current level	



# Converting Scores to a Gradebook

Gradebook conversion scores are a local decision. The following scores are examples and are not mandated by the Ohio Department of Education.

Here is a sample gradebook conversion for a student who was evaluated as Intermediate Low – 2:

Rubric Score	Letter Grade	Percentage	Point Value (e.g. 50 pts)
Intermediate Low 3	A, A+	92+%	46 – 50 points
Intermediate Low 2	B-, B, B+, A-	80 – 91%	40 – 45 points
Intermediate Low 1	C-, C, C+	70 – 79%	35 – 39 points
Novice High 3	D-, D, D+	60 – 69%	30 – 34 points

The student's final proficiency should be determined by the level of the rubric where all criteria have been met. Looking at this assessment, we see that the student has met all of the criteria for Intermediate Low – 2 and in some areas has scored at the Intermediate Low – 3 level. Because the student has met or exceeded all of the criteria for Intermediate Low – 2 but has not met all of the criteria for Intermediate Low – 3, the student's level is Intermediate Low – 2.

Intermediate Low	Presentational Speaking and Writing Full rubric for exams or pre/post-assessments
Intermediate Low – 3 ■	Full evidence for this level and some evidence for next level
Comprehensibility	<ul style="list-style-type: none"> <li>Is easily understood by a sympathetic speaker.</li> <li>Uses practiced vocabulary from a wide range of familiar themes and topics.</li> <li>Shows consistent control of present time frame and practiced structures, with few errors.</li> <li>Shows emerging control of past or future time frames.</li> <li>(Speaking) Uses comprehensible pronunciation and native sounds.</li> <li>(Speaking) Speaks at a consistent rate, with some hesitations or self-corrections.</li> </ul>
Quality of communication	<ul style="list-style-type: none"> <li>Conveys and extends the message.</li> <li>Exceeds the communicative goal.</li> <li>Extends response with a range of details or description. May reference authentic resource(s).</li> <li>Organizes language using simple, compound and some strings of sentences, with transitions.</li> <li>Rephrases for clarification.</li> <li>Maintains high audience interest via technology, visuals, writing style, content, creativity, or voice.</li> </ul>
Interculturality	<ul style="list-style-type: none"> <li>Demonstrates strong cultural competence</li> <li>Shows strong cultural knowledge through register, content, gestures, language, or behavior.</li> <li>Identifies, compares and describes a range of products (geography, health), practices (daily routines, shopping) or perspectives (celebrations, eating habits).</li> </ul>
Intermediate Low – 2 ■	Full evidence for this level
Comprehensibility	<ul style="list-style-type: none"> <li>Is understood by a sympathetic speaker.</li> <li>Uses practiced vocabulary from a range of familiar themes and topics.</li> <li>Shows good control of present time frame and practiced structures.</li> <li>Begins to use past or future time frames, with errors that may impede communication.</li> <li>(Speaking) Uses mostly comprehensible pronunciation and native-like sounds.</li> <li>(Speaking) Speaks slowly but at a consistent rate, with some hesitations or self-corrections.</li> </ul>
Quality of Communication	<ul style="list-style-type: none"> <li>Conveys the message.</li> <li>Meets the communicative goal.</li> <li>Supports response with details or description. May reference authentic resource(s).</li> <li>Organizes language using simple, compound and some strings of sentences, with transitions.</li> <li>Uses word substitution or may rephrase for clarification.</li> <li>Maintains audience interest via technology, visuals, writing style, content, creativity, or voice.</li> </ul>
Interculturality	<ul style="list-style-type: none"> <li>Demonstrates cultural competence</li> <li>Shows cultural knowledge through register, content, gestures, language or behavior.</li> <li>Identifies, compares and describes some products (geography, health), practices (daily routines, shopping) or perspectives (celebrations, eating habits).</li> </ul>
Intermediate Low – 1 ■	Partial evidence for this level

## Types of Tasks

**Intermediate level learners can create messages on a variety of everyday topics, topics of personal interest and topics that have been studied. At the upper end, they may show the emerging ability to create messages on topics of general interest and work-related topics. They also may show emerging ability to tell or retell a story using past, present and future tenses or time frames.**

The type of task that the teacher asks a learner to do is a key factor in determining the student's proficiency level. If the task calls only for Intermediate Low level language, then the student can only perform at an Intermediate Low level. The task should be set at the expected level but open-ended enough to allow students to show higher levels of speech.

Read the following tasks. Which one allows learners to show their language proficiency more accurately?

Task 1: We have been studying the environmental problems in Mexico. Tell three problems and what Mexico is doing to solve these problems.

Task 2: We have been studying some of the environmental problems in Mexico City. Talk about at least three issues that we have studied. Information may include the seriousness of these problems; the future effects of these problems if they are not dealt with now; what Mexico has done to begin to solve these problems; your suggestions for helping minimize these environmental issues.

Task 2 allows students to show higher language ability. The floor of the task is still at the Intermediate Low level, (i.e., students discuss environmental issues in Mexico) but the task is left open for students to use more expansive language. A broader context is provided in which to give evidence, explain, describe, predict and give recommendations, using different time frames.



# Presentational Writing and Speaking Descriptors

## Comprehensibility

*Was I understood?*

- Vocabulary
- Language control
- Pronunciation and fluency in speaking
- Mechanics in writing

## Quality of Communication

*How well did I communicate?*

- Communicative goal
- Text type
- Organization
- Impact

## Interculturality

*Did I show cultural understanding?*

- Knowledge of cultural products, practices and perspectives
- Culturally appropriate language and behavior.

# Comprehensibility

## *Was the student understood?*

At the Intermediate level, the learner's ability to make himself understood increases.

- Intermediate Low learners are understood by a sympathetic speaker, e.g., a teacher or someone accustomed to dealing with language learners.
- Intermediate Mid 1 and 2 learners are understood by a native speaker accustomed to language learners, e.g., a travel agent or hotel clerk.
- Intermediate Mid 3 learners are generally understood by most native speakers.

Contributing factors include vocabulary, language control, pronunciation and fluency.

### Vocabulary

**Intermediate learners use a range of vocabulary that has been introduced in class and acquired from authentic resources and other sources.**

- Vocabulary includes familiar topics, topics of personal interest and topics studied in class.
- Vocabulary is used in the correct context.

### Language Control

**Intermediate learners are mostly accurate when using structures, word order and mechanics that have been introduced and practiced in class.**

- Learners show mostly consistent control of structures from Novice levels. These may include present time frame, subject/verb agreement, negation or use of articles.
- Learners show some control of Intermediate structures. These may include the use of various time frames, complex sentences, moods and declensions.
- Word order may include question formation, positioning of adjectives or use of pronouns.
- Mechanics include spelling, punctuation, accent marks, tone marks and capitalization.
- Errors in elements not introduced and practiced should not adversely affect the assessment.
- In a prepared presentation, learners may show consistent control of practiced structures.\*
- In a spontaneous presentation, learners may show some control of practiced structures.\*

\* "Control of practiced structures," as used in these rubrics, may approximately be defined as:

*Consistent control:* Structure used correctly 90+ percent of the time.

*Good Control:* Structure used correctly 75 percent of the time.

*Emerging/Some Control:* Structure used correctly 50 percent of the time.

*These percentages are not intended to be interpreted as a grade.*

## Pronunciation

**Intermediate learners imitate native-like sounds, intonation and tone in spoken language.**

- Pronunciation refers to the speaker's ability to approximate the sounds of another language.
- Intonation refers to a variation in pitch used to indicate a function such as a question or a statement.
- Tone refers to variation of pitch in a syllable. This occurs in languages such as Chinese, Japanese and Korean.

## Fluency

**Intermediate learners will become more fluent as they progress through this level. When first faced with an increasing amount of new vocabulary and structures, the rate of speech will be interrupted by pauses, hesitations, stumbling and occasionally reversion to native language. As learners gain more control over structures and vocabulary, their flow of speech will show fewer interruptions.**

- Natural pauses occur at the end of a complete idea and are an acceptable way for a speaker to gather his or her thoughts.
- Unnatural pauses or hesitations occur when the speaker pauses and searches for forms in the middle of a thought.
- Spontaneous speech will have more hesitations than a prepared presentation.
- Stumbling occurs when the learner verbalizes different forms or words while trying to express the message.

# Quality of Communication

*How well did the student convey the message?*

Quality of Communication is the level of language used to convey the message. Contributing factors include meeting the communicative goal, text type, organization and impact.

## Communicative Goal

**Intermediate learners support their message with a range of details, description and explanation.**

- The communicative requirements of the task are met.
- Learners narrate about their lives and experiences, present information to give a preference or opinion, to inform or explain.
- A range of descriptions, explanations and details are used.
- Learned phrases and structures are recombined to create new meaning.
- Self-correction, rephrasing and circumlocution are used to improve understanding.
- An authentic resource may be referenced to support the response but should not be the only source of language.

## Text Type

**Intermediate learners produce sentences and strings of sentences. They begin to use complex sentences and paragraph-length discourse.**

- Text type is the quality and organization of language, ranging from individual words → memorized phrases → simple sentences → compound sentences → series of sentences → complex sentences → paragraphs.
- Compound sentences are two independent sentences joined by words such as “and”, “or” and “but”.
- Series of sentences are a series of sentences that relate to the same topic, but are not connected grammatically or by organization.
- Complex sentences contain an independent clause and at least one dependent clause. An example is: “Although I am tired, I still want to go to the movies tonight.”
- A paragraph is a group of sentences that support one main idea. Sentences are arranged in a logical manner, follow a definite plan for development, and include details and supporting evidence.

## Organization

**Intermediate learners logically sequence a text and begin to create cohesive paragraphs.**

- Oral and written text are logically sequenced, using transition words and conjunctions.
- At the lower range, presentations have an introduction, some development and a conclusion.
- At the upper range, learners show the emerging ability to construct paragraph-length discourse.
- Spontaneous oral or written presentations will not be as well organized as prepared presentations.

## Impact

**Intermediate learners maintain the interest of the audience.**

- Technology, visuals, tone of voice or humor may be used to maintain audience interest.
- Learners choose interesting content, use rich detail and description, and show their passionate interest in a topic to maintain interest.
- At the upper end of this level, students create their own voice in written and oral presentations.

# Interculturality

*Did the student show cultural understanding?*

**Interculturality** is the ability to use language and behave appropriately in a variety of cultural contexts. **Culture must be embedded into all language study.** By studying the products and practices of a culture, students will gain insight into the perspectives of the people. Based on this understanding, students will learn to use language and behaviors to communicate in culturally appropriate ways.

- The **products** of a culture are the tangible items such as art, music, clothing, monuments and cuisine.
- The **practices** of a culture refer to specific behaviors of the people such as the way that they celebrate events, the manner in which they shop and the ways that they conduct their daily lives.
- The **perspectives** of a culture are the values, beliefs and attitudes of its people such as their attitudes toward age, gender and social status.

## Products, Practices and Perspective

**Intermediate learners compare and contrast products of other cultures and their own culture in order to understand perspectives.**

- Learners compare and contrast cultural products such as art, cuisine, music, literature, system of government and education to understand the attitudes toward these in their own and other cultures.
- Learners compare and contrast cultural practices such as how families interact, use of space, distribution of class time and use of social media in order to understand the attitudes toward these in their own and other cultures.
- Learners describe some basic cultural viewpoints such as the importance of religion, how other cultures view major historical events, the importance of academics vs. sports, and the importance of time vs. money in their own and other cultures.
- Learners tell how and why the options for sports and leisure activities vary depending on cultural attitudes.

## Behavior

**Intermediate learners demonstrate, compare and contrast culturally appropriate behaviors.**

- Learners use appropriate actions when eating, shopping and socializing and avoid major social blunders.
- Learners compare and contrast cultural behaviors such as eating habits, celebrations, humor, how people buy and sell, and how peers socialize in order to understand the values represented in their own and other cultures.



## Language

**Intermediate learners communicate with others from the target culture in familiar or researched situations creating sentences and series of sentences and showing cultural awareness.**

- Learners use idiomatic expressions such as expressing obligation or surprise.
- Learners use polite vs. informal language in appropriate situations.
- Learners know appropriate ways to offer and receive gifts, request assistance, agree, and take turns.