

# Novice High Presentational

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

Evaluation of speaking and writing in IPAs, exams and pre/post-assessments

<b>Novice High – 3</b> <i>Full evidence for this level and some evidence for next level</i>	<b>Novice High – 2</b> <i>Full evidence for this level</i>	<b>Novice High – 1</b> <i>Partial evidence for this level</i>	<b>Novice Mid</b>
<b>What are my strengths?</b>	<b>What can I do?</b>	<b>What are my goals?</b>	<b>Novice Mid</b>
<b>Comprehensibility:</b> Was I understood?			
	<ul style="list-style-type: none"> <li>• I use vocabulary I've practiced from familiar topics.</li> <li>• My structures, word order, spelling and accent/tone marks are mostly accurate.</li> <li>• (Speaking) My pronunciation is mostly accurate. I try to use native sounds.</li> <li>• (Speaking) I try to speak at a consistent rate.</li> </ul>		
<b>Quality of Communication:</b> How well did I communicate?			
	<ul style="list-style-type: none"> <li>• I meet the communication goal.</li> <li>• I use simple details or an authentic resource to support my speech or writing.</li> <li>• I use simple sentences and try to connect them with transition words.</li> <li>• My content is mostly organized.</li> <li>• I keep my audience interested with technology, visuals, content, creativity, or emotions.</li> </ul>		
<b>Interculturality:</b> Did I show intercultural understanding?			
	<ul style="list-style-type: none"> <li>• I name and compare cultural products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>) or perspectives (<i>reasons for celebrations or eating habits</i>) in my own and other cultures.</li> <li>• I use culturally appropriate language, content, gestures or behavior.</li> </ul>	<p style="text-align: right;">February, 2018</p>	

\* Used in conjunction with the Novice High Full Rubric.

\* Expectations may be higher for prepared written or oral speech.

\* For students who do not meet Novice High criteria, refer to Novice Mid rubric.

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

Novice High – 3 ■	Full evidence for this level and some evidence for next level	
Comprehensibility	<p><b>Is understood by a sympathetic speaker</b></p> <ul style="list-style-type: none"> <li>• Uses a range of practiced vocabulary from familiar and everyday topics or topics of interest.</li> <li>• Shows control of practiced structures and word order, spelling and mechanics, with minor errors.</li> <li>• (Speaking) Uses comprehensible pronunciation, with some native-like sounds.</li> <li>• (Speaking) Speaks slowly but at a consistent rate, with occasional hesitations.</li> </ul>	
Quality of Communication	<p><b>Conveys and extends the message</b></p> <ul style="list-style-type: none"> <li>• Exceeds the communication goal.</li> <li>• Extends the response with a range of simple details. May reference an authentic resource.</li> <li>• Recombines learned language to create simple and compound sentences.</li> <li>• Produces speech or writing that is organized or logically sequenced.</li> <li>• Maintains high audience interest via technology, visuals, writing style, content, creativity or emotions.</li> </ul>	
Interculturality	<p><b>Demonstrates Novice intercultural competence</b></p> <ul style="list-style-type: none"> <li>• Identifies and makes simple comparisons between products (<i>monuments, music</i>), practices (<i>pastimes, school life</i>) or perspectives (<i>reasons for celebrations or eating habits</i>) in their own and other cultures.</li> <li>• Shows intercultural knowledge through language, content, gestures or rehearsed behaviors.</li> </ul>	
Novice High – 2 ■	Full evidence for this level	
Comprehensibility	<p><b>Is generally understood by a sympathetic speaker</b></p> <ul style="list-style-type: none"> <li>• Uses practiced vocabulary from familiar and everyday topics or topics of interest.</li> <li>• Shows some control of practiced structures, word order, spelling and mechanics (punctuation, accents).</li> <li>• (Speaking) Uses mostly comprehensible pronunciation, with some native-like sounds.</li> <li>• (Speaking) Speaks slowly, with some unnatural hesitations over new words or structures.</li> </ul>	
Quality of Communication	<p><b>Conveys the message</b></p> <ul style="list-style-type: none"> <li>• Meets the communication goal by expressing preferences or presenting information about their life and other familiar topics.</li> <li>• Supports response with simple details. May reference an authentic resource.</li> <li>• Uses simple and compound sentences most of the time.</li> <li>• Produces speech or writing that is mostly organized or logically sequenced.</li> <li>• Maintains audience interest via technology, visuals, content, creativity or emotions.</li> </ul>	
Interculturality	<p><b>Demonstrates Novice intercultural competence</b></p> <ul style="list-style-type: none"> <li>• Identifies and makes simple comparisons between some products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>reasons for celebrations or eating habits</i>) in their own and other cultures.</li> <li>• Shows intercultural knowledge through language, content, gestures or rehearsed behaviors.</li> </ul>	
Novice High – 1 ■	Partial evidence for this level	
Comprehensibility	<p><b>Is generally understood by a sympathetic speaker, with some interpretation</b></p> <ul style="list-style-type: none"> <li>• Uses some practiced vocabulary from familiar and everyday topics or topics of interest.</li> <li>• Shows emerging control of practiced structures, word order, spelling and mechanics.</li> <li>• (Speaking) Uses pronunciation that may require some interpretation.</li> <li>• (Speaking) Speaks slowly, with some stumbling over new words or structures.</li> </ul>	
Quality of Communication	<p><b>Partially conveys the message</b></p> <ul style="list-style-type: none"> <li>• Partially meets the communication goal.</li> <li>• Supports response with a few simple details. May reference an authentic resource.</li> <li>• Uses words, lists and memorized phrases in simple sentences.</li> <li>• Produces speech or writing that is somewhat organized or logically sequenced.</li> <li>• Maintains some audience interest via technology, visuals, content, creativity or emotions.</li> </ul>	
Interculturality	<p><b>Demonstrates Novice intercultural competence</b></p> <ul style="list-style-type: none"> <li>• Identifies some cultural products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>reasons for celebrations or eating habits</i>) in their own and other cultures.</li> <li>• Shows intercultural knowledge through language, content, gestures or rehearsed behaviors.</li> </ul>	
Novice Mid ■	<p><b>Refer to Novice Mid rubric to determine current level</b></p>	