<table>
<thead>
<tr>
<th>Novice Mid</th>
<th>Student Self-Reflection, Goal-Setting or Teacher Feedback*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>Interpersonal communication in IPAs, exams and pre/post-assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Novice Mid – 3</th>
<th>Novice Mid – 2</th>
<th>Novice Mid – 1</th>
</tr>
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<tbody>
<tr>
<td>Full evidence for this level and some evidence for next level</td>
<td>Full evidence for this level</td>
<td>Partial evidence for this level</td>
</tr>
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<table>
<thead>
<tr>
<th>What are my strengths?</th>
<th>What can I do?</th>
<th>What are my goals?</th>
</tr>
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</table>

**Comprehensibility:** Was I understood?

- I use vocabulary I’ve practiced from a few familiar topics.
- My structures, word order, spelling and accent/tone marks are somewhat accurate.
- (Speaking) My pronunciation is somewhat accurate.
- (Speaking) I try to speak at a consistent rate.

**Quality of Communication:** How well did I interact?

- I meet the communication goal.
- I continue the conversation by asking a few practiced questions.
- I use practiced words, phrases and some simple sentences or questions.
- I use gestures or repetition to clarify my message.

**Interculturality:** Did I show intercultural understanding?

- I name a few cultural products (*songs*, *currency*, *school schedules*) or practices (*greetings*, *telling time or date*) in my own and other cultures.
- I interact appropriately in some familiar everyday situations, using language and behaviors I imitate.

* Used in conjunction with the Novice Mid Full Rubric.
* For students who do not meet Novice Mid, refer to Novice Low/Mid Can-Do statements.
* Adapted from the ACTFL Proficiency Guidelines and Performance Descriptors and the NCSSFL-ACTFL Can-Do Statements.

February, 2018
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<tr>
<th>Novice Mid – 3</th>
<th>Full evidence for this level and some evidence for next level</th>
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<tr>
<td><strong>Comprehensibility</strong></td>
<td><strong>Is understood with some difficulty by a sympathetic speaker</strong></td>
</tr>
<tr>
<td></td>
<td>• Uses practiced vocabulary from very familiar and everyday topics or topics of interest.</td>
</tr>
<tr>
<td></td>
<td>• Shows good control of practiced structures, word order, spelling and mechanics.</td>
</tr>
<tr>
<td></td>
<td>• (Speaking) Uses pronunciation that may be influenced by the native language.</td>
</tr>
<tr>
<td></td>
<td>• (Speaking) Speaks slowly but at a consistent rate when using practiced language.</td>
</tr>
<tr>
<td><strong>Quality of Communication</strong></td>
<td><strong>Participates in the conversation</strong></td>
</tr>
<tr>
<td></td>
<td>• Exceeds the communicative goal.</td>
</tr>
<tr>
<td></td>
<td>• Asks and answers some practiced and simple questions.</td>
</tr>
<tr>
<td></td>
<td>• Uses a variety of practiced or memorized words and phrases in simple and some compound sentences.</td>
</tr>
<tr>
<td></td>
<td>• Uses gestures, repetition or word substitution to clarify.</td>
</tr>
<tr>
<td><strong>Interculturality</strong></td>
<td><strong>Demonstrates emerging Novice intercultural competence</strong></td>
</tr>
<tr>
<td></td>
<td>• Identifies some cultural products (songs, currency, school schedules) or practices (formal and informal greetings, expressing time and date as locals do) in their own and other cultures.</td>
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<td></td>
<td>• Interacts in some familiar or everyday situations using memorized language and imitated behaviors.</td>
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<th>Novice Mid – 2</th>
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<tr>
<td><strong>Comprehensibility</strong></td>
<td><strong>Is understood, often with difficulty, by a sympathetic speaker</strong></td>
</tr>
<tr>
<td></td>
<td>• Uses some practiced vocabulary from very familiar and everyday topics.</td>
</tr>
<tr>
<td></td>
<td>• Shows some control of practiced structures, word order, spelling and mechanics (punctuation, accent and tone marks).</td>
</tr>
<tr>
<td></td>
<td>• (Speaking) Uses pronunciation that may be heavily influenced by the native language.</td>
</tr>
<tr>
<td></td>
<td>• (Speaking) Speaks at an uneven rate that may often interfere with communication.</td>
</tr>
<tr>
<td><strong>Quality of Communication</strong></td>
<td><strong>Participates in the conversation</strong></td>
</tr>
<tr>
<td></td>
<td>• Meets the communicative goal by requesting information; expressing some basic needs; or expressing preferences or feelings and reacting to those of others.</td>
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<tr>
<td></td>
<td>• Asks and answers a few practiced and simple questions.</td>
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<tr>
<td></td>
<td>• Uses a mixture of practiced or memorized words and phrases, simple sentences and questions, often supported by visuals or gestures.</td>
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<tr>
<td></td>
<td>• Uses gestures, repetition or native language to clarify.</td>
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<tr>
<td><strong>Interculturality</strong></td>
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<td>• Identifies some cultural products (songs, currency, school schedules) or practices (formal and informal greetings, expressing time and date as locals do) in their own and other cultures.</td>
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<th>Partial evidence for this level</th>
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Refer to Novice Low and Novice Mid Can-Do statements to determine current level