

Intermediate High Presentational

Advanced Low Presentational

Student Self-Reflection, Goal-Setting or Teacher Feedback*
Evaluation of speaking and writing in IPAs, exams and pre/post-assessments

Intermediate High <i>Full evidence for this level</i>	Advanced Low <i>Full evidence for this level</i>	Goal Setting
What can I do?	What can I do?	What are my goals?
Comprehensibility: Was I understood?		
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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?		
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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?		
<ul style="list-style-type: none"> I begin to explain perspectives (<i>family or cultural values</i>) by comparing familiar products (<i>literary or historical figures</i>) and practices (<i>social norms, celebrations</i>) in my own and other cultures. I use culturally appropriate language, register, content or behavior. 	<ul style="list-style-type: none"> I explain relationships between familiar products (<i>national identity, educational systems</i>), practices (<i>environment, globalized practices</i>), and perspectives (<i>societal or political values</i>). 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 NCSFL-ACTFL Can-Do Statements.

Intermediate High Presentational

Advanced Low Presentational

Presentational Speaking and Writing

Full rubric for IPAs, exams and pre/post-assessments

Advanced Low <input type="checkbox"/>	Full evidence for this level	
Comprehensibility	<p>Is easily understood by a native speaker.</p> <ul style="list-style-type: none"> • 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	<p>Conveys the message fully and effectively.</p> <ul style="list-style-type: none"> • 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	<p>Demonstrates emerging Advanced intercultural competence</p> <ul style="list-style-type: none"> • Begins to analyze and explain relationships between familiar products (<i>national identity, educational systems</i>), practices (<i>environment, globalized practices</i>) and perspectives (<i>societal or political values</i>) in their own and other cultures. • Incorporates intercultural knowledge into presentations via language, register, content or behavior. 	
Intermediate High <input type="checkbox"/>	Full evidence for this level	
Comprehensibility	<p>Is generally understood by a native speaker.</p> <ul style="list-style-type: none"> • 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	<p>Conveys and elaborates on the message.</p> <ul style="list-style-type: none"> • 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	<p>Demonstrates Intermediate intercultural competence</p> <ul style="list-style-type: none"> • Begins to explain perspectives (<i>family or cultural values</i>) by comparing familiar products (<i>literary or historical figures</i>) and practices (<i>social norms, celebrations</i>) in their own and other cultures. • Incorporates intercultural knowledge into presentations via language, register, content or behavior. 	
Intermediate Mid <input type="checkbox"/>	<p>Refer to Intermediate Mid rubric to determine current level</p>	

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