

Intermediate Low Interpersonal

Student Self-Reflection or Teacher Feedback*

Interpersonal communication in IPAs, exams and pre/post-assessments

Intermediate Low – 3 <i>Full evidence for this level and some evidence for next level</i>	Intermediate Low – 2 <i>Full evidence for this level</i>	Intermediate Low – 1 <i>Partial evidence for this level</i>	Novice High
What are my strengths?	What can I do?	How can I improve?	Novice High
Comprehensibility: Was I understood?			
	<ul style="list-style-type: none"> • I use vocabulary from familiar themes and everyday topics of interest. • I'm mostly accurate when I use practiced structures and present time frame. • I begin to use past or future time frames. • (Speaking) My pronunciation is mostly accurate, with native sounds. • (Speaking) I speak at a consistent rate and self-correct if needed. 		
Quality of Communication: How well did I interact?			
	<ul style="list-style-type: none"> • I meet the communication goal. • I ask appropriate questions to continue the conversation. • I use simple and compound sentences with transitions. • I rephrase when I need to clarify. 		
Interculturality: Did I show cultural understanding?			
	<ul style="list-style-type: none"> • I compare and describe cultural products (<i>geography, health</i>), practices (<i>shopping, daily routines</i>), or perspectives (<i>attitudes toward family, appropriate dress</i>) in my own and other cultures. • I try to converse using culturally appropriate register, gestures, language, behavior, or content and I try to not make social errors. 	February, 2018	

* Used in conjunction with the Intermediate Low Full Rubric.

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

* Adapted from the ACTFL Proficiency Guidelines and Performance Descriptors and the NCSFL Interculturality Can-Do Statements.

Intermediate Low

Interpersonal Speaking and Writing

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

Intermediate Low – 3		Full evidence for this level and some evidence for next level
<input type="checkbox"/>		
Comprehensibility	<p>Is easily understood by a sympathetic speaker.</p> <ul style="list-style-type: none"> • Uses practiced vocabulary from a range of familiar themes and everyday topics of interest. • Shows control of practiced structures and present time frame. • Shows emerging control of past or future time frames. • (Speaking) Uses comprehensible pronunciation and native sounds. • (Speaking) Speaks at a consistent rate, with some hesitations or self-corrections. 	
Quality of communication	<p>Participates in and advances the conversation</p> <ul style="list-style-type: none"> • Exceeds the communicative goal. • Continues the conversation by asking a variety of follow-up questions. • Uses simple, compound and some connected sentences, with transitions. • Rephrases for clarification. 	
Interculturality	<p>Demonstrates emerging Intermediate intercultural competence</p> <ul style="list-style-type: none"> • Compares and describes some products (<i>geography, health</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>attitudes toward family, appropriate dress</i>) in their own and other cultures. • Begins to converse using appropriate language and learned behaviors and avoiding major social blunders. 	
Intermediate Low – 2		Full evidence for this level
<input type="checkbox"/>		
Comprehensibility	<p>Is understood by a sympathetic speaker.</p> <ul style="list-style-type: none"> • Uses practiced vocabulary from familiar themes and everyday topics of interest. • Shows some control of practiced structures and present time frame. • Begins to use past or future time frames in practiced situations. • (Speaking) Uses mostly comprehensible pronunciation and native-like sounds. • (Speaking) Speaks slowly but at a consistent rate, with some hesitations or self-corrections. 	
Quality of Communication	<p>Participates in the conversation</p> <ul style="list-style-type: none"> • Meets the communicative goal by requesting and providing information; interacting to meet basic needs; or expressing, asking about and reacting to preferences, feelings or opinions. • Continues the conversation by asking appropriate follow-up questions. • Uses simple and compound sentences, with transitions. • Uses word substitution or may rephrase for clarification. 	
Interculturality	<p>Demonstrates emerging Intermediate intercultural competence</p> <ul style="list-style-type: none"> • Compares and describes some products (<i>geography, health</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>attitudes toward family, appropriate dress</i>) in their own and other cultures. • Begins to converse using appropriate language and learned behaviors and avoiding major social blunders. 	
Intermediate Low – 1		Partial evidence for this level
<input type="checkbox"/>		
Comprehensibility	<p>Is generally understood by a sympathetic speaker.</p> <ul style="list-style-type: none"> • Uses some practiced vocabulary from familiar themes and everyday topics of interest. • Shows emerging control of practiced structures and present time frame. • (Speaking) Uses mostly comprehensible pronunciation and some native-like sounds. • (Speaking) Speaks slowly with some hesitations and stumbling over new words or structures. 	
Quality of Communication	<p>Partially participates in the conversation</p> <ul style="list-style-type: none"> • Partially meets the communicative goal. • Asks questions to continue the conversation. • Uses simple and compound sentences. • Uses word substitution for clarification. 	
Interculturality	<p>Demonstrates emerging Intermediate intercultural competence</p> <ul style="list-style-type: none"> • Identifies and compares products (<i>geography, health</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>attitudes toward family, appropriate dress</i>) in their own and other cultures. • Begins to converse using appropriate language and learned behaviors and avoiding major social blunders. 	
Novice High	<p>Refer to Novice High rubric to determine current level</p>	