



# Ohio

World Languages

Guide to Novice Presentational Rubrics

*Evaluating oral and written language proficiency*

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## Guide to Novice Presentational Rubrics

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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 would 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 can also 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 as she plans future lessons.

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

Novice High Presentational		Student Self-Reflection or Teacher Feedback*	
		Evaluation of speaking and writing in exams or pre/post-assessments	
Novice High – 3 <i>Full evidence for this level and some evidence for next level</i>	Novice High – 2 <i>Full evidence for this level</i>	Novice High – 1 <i>Partial evidence for this level</i>	Novice Mid
What are my strengths?	What can I do?	How can I improve?	Novice Mid
<b>Comprehensibility: Was I understood?</b>			
	<ul style="list-style-type: none"> <li>I use vocabulary from several everyday topics or themes.</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: How well did I communicate?</b>			
	<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: Did I show cultural understanding?</b>			
	<ul style="list-style-type: none"> <li>I use culturally appropriate gestures, language, behavior, or content.</li> <li>I name and compare cultural products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>) or perspectives (<i>dress, national symbols</i>).</li> </ul>		
* 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 (2012), and the NC SSFL Interculturality Can-Do Statements.			

# 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](#).

Novice High		Presentational Speaking and Writing Full rubric for exams or pre/post-assessments
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 practiced vocabulary from a range of everyday topics or themes.</li> <li>• Shows control of practiced structures and word order, spelling and mechanics, with few 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 communicative goal.</li> <li>• Extends response with a range of simple details. May reference an authentic resource.</li> <li>• Recombines learned language to create simple, compound and some strings of 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 strong cultural competence</b></p> <ul style="list-style-type: none"> <li>• Shows strong cultural knowledge through content, gestures, language, or behavior.</li> <li>• Identifies and makes simple comparisons between a variety of products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>) or perspectives (<i>national symbols, religion, appropriate dress</i>).</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 several everyday topics or themes.</li> <li>• Shows some control of practiced structures, word order, spelling and mechanics (punctuation, accent and tone marks).</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 communicative goal.</li> <li>• Supports response with simple details. May reference an authentic resource.</li> <li>• Uses simple and compound sentences.</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 cultural competence</b></p> <ul style="list-style-type: none"> <li>• Shows cultural knowledge through content, gestures, language, or behavior.</li> <li>• Identifies and makes simple comparisons between some products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>national symbols, religion, appropriate dress</i>).</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 practiced vocabulary from a few everyday topics or themes.</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 communicative 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 and some compound 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 some cultural competence</b></p> <ul style="list-style-type: none"> <li>• Shows some cultural knowledge through content, gestures, language, or behavior.</li> <li>• Identifies some cultural products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>national symbols, religion, appropriate dress</i>).</li> </ul>	
Novice Mid	<p>Refer to Novice Mid rubric to determine current level</p>	

# 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 Novice High – 2:

Rubric Score	Letter Grade	Percentage	Point Value (e.g. 50 pts)
Novice High 3	A, A+	92+%	46 – 50 points
Novice High 2	B-, B, B+, A-	80 – 91%	40 – 45 points
Novice High 1	C-, C, C+	70 – 79%	35 – 39 points
Novice Mid 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 Novice High – 2 and in some areas has scored at the Novice High – 3 level. Because the student has met or exceeded all of the criteria for a Novice High – 2 but has not met all of the criteria for Novice High – 3, the student's level is Novice High – 2.

Novice High	Presentational Speaking and Writing Full rubric for exams or pre/post-assessments
Novice High – 3 ■	Full evidence for this level and some evidence for next level
Comprehensibility	<p>Is understood by a sympathetic speaker</p> <ul style="list-style-type: none"> <li>Uses practiced vocabulary from a range of everyday topics or themes.</li> <li>Shows control of practiced structures and word order, spelling and mechanics, with few 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>Conveys and extends the message</p> <ul style="list-style-type: none"> <li>Exceeds the communicative goal.</li> <li>Extends response with a range of simple details. May reference an authentic resource.</li> <li>Recombines learned language to create simple, compound and some strings of 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>Demonstrates strong cultural competence</p> <ul style="list-style-type: none"> <li>Shows strong cultural knowledge through content, gestures, language, or behavior.</li> <li>Identifies and makes simple comparisons between a variety of products (monuments, clothing, music), practices (pastimes, school life) or perspectives (national symbols, religion, appropriate dress).</li> </ul>
Novice High – 2 ■	Full evidence for this level
Comprehensibility	<p>Is generally understood by a sympathetic speaker</p> <ul style="list-style-type: none"> <li>Uses practiced vocabulary from several everyday topics or themes.</li> <li>Shows some control of practiced structures, word order, spelling and mechanics (punctuation, accent and tone marks).</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>Conveys the message</p> <ul style="list-style-type: none"> <li>Meets the communicative goal.</li> <li>Supports response with simple details. May reference an authentic resource.</li> <li>Uses simple and compound sentences.</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>Demonstrates cultural competence</p> <ul style="list-style-type: none"> <li>Shows cultural knowledge through content, gestures, language, or behavior.</li> <li>Identifies and makes simple comparisons between some products (monuments, clothing, music), practices (pastimes, school life), or perspectives (national symbols, religion, appropriate dress).</li> </ul>
Novice High – 1 ■	Partial evidence for this level
	Is generally understood by a sympathetic speaker, with some interpretation

## Types of Tasks

**Novice level tasks involve communicating information on very familiar and everyday topics that have been practiced or memorized in class.**

The type of task the teacher asks a learner to do is a key factor in determining the student's proficiency level. If the task calls only for Novice Low level language, then the student can only perform at a Novice 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: Describe three people in your family. Use two adjectives to describe each person.  
Tell two things that each person likes to do.

Task 2: Whom do you consider to be the three most important people in your family? Describe them and tell why they are the most important to you. Details could include hobbies, activities you do together, physical and personality characteristics and any other important details about each person.

Task 2 allows students to show higher language ability. The floor of the task is still at the Novice level (i.e., the student needs to name three people and to describe them), but there is also room for the student to use more expansive language to describe the family member's role in his life.

# 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 Novice level, comprehensibility is the learner's ability to be understood by a **sympathetic speaker**, e.g., a teacher or someone accustomed to dealing with language learners. Contributing factors include vocabulary, language control, pronunciation and fluency.

## Vocabulary

**Novice learners use familiar and everyday vocabulary that has been introduced and practiced.**

- High frequency words and formulaic expressions are used, mostly in correct context.
- Topics relate to basic biographical information such as family, school and preferences.
- The range of vocabulary increases as more topics are introduced and practiced. Vocabulary acquisition is dependent upon the number of topics practiced in class.

## Language Control

**Novice learners show some accuracy when using structures, word order and mechanics that have been introduced and practiced.**

- Structures are grammatical elements that may include the use of definite and indefinite articles, subject-verb agreement or negation.\*
- Word order may include forming questions or the positioning of adjectives and counting words.
- Mechanics of language are spelling, punctuation, accent marks, tone marks and capitalization.
- Errors in elements that have not been introduced and practiced should not adversely affect the assessment.

\* "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

**Novice learners begin to 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

**Novice learners may sound surprisingly fluent when using memorized language. When a learner is challenged to use non-memorized language, the rate of speech will be interrupted by pauses, hesitations, stumbling, and a reversion to native language.**

- 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.
- Stumbling occurs when the learner verbalizes different forms or words while trying to express the message.
- Spontaneous speech will have more hesitations than a prepared presentation.
- A student's fluency may decrease as the variety of vocabulary and the complexity of structures increase.

# 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

**Novice learners use some details and description to convey the message.**

- The communicative requirements of the task are met.
- Simple details and descriptions are used.
- An authentic resource may be referenced to support the response, but should not be the only source of language.

## Text Type

**Novice learners produce words, phrases and highly practiced sentences.**

- Text type is the quality and organization of language, ranging from individual words → memorized phrases → simple sentences → compound sentences → series of sentences.
- Compound sentences are two independent sentences joined by words such as “and,” “or” and “but”.
- A series of sentences relate to the same topic, but are not connected grammatically or by organization.
- At the upper range of the Novice level, learners begin to create new meaning by combining memorized words, phrases and structures.

## Organization

**Novice learners begin to logically sequence or loosely organize a response.**

- Written presentations may be somewhat logically sequenced, using words such as *first*, *next* and *last*. The text may have an introduction, some development and a conclusion.
- Prepared oral presentations may be logically sequenced or have an introduction and conclusion.
- Spontaneous oral or written language will not be as well organized as prepared presentations.

## Impact

**Novice learners begin to maintain the interest of the audience.**

- Novice learners use technology, visuals, tone of voice, humor, emotions or gestures to maintain audience interest.
- Choice of content, repetition of an idea, or using a catch phrase may also be used for impact.

# Interculturality

*Did the student show intercultural 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 and experiencing 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 Perspectives

**Novice Learners identify products and practices to help them understand perspectives in their own and other cultures.**

- Learners list and identify some products such as food, stores, traditional songs and geographic features.
- Learners list, identify, classify and recognize similarities and differences in some products of the target culture and their own culture such as housing, clothing or school schedules.
- Learners list, identify, classify and recognize similarities and differences in some practices of the target culture and their own culture such as daily routines, eating habits and how to celebrate birthdays and holidays.
- Learners identify some symbols of national identity in their own and other cultures such as a flag or music and what they represent to people.
- Learners understand the importance of some historical events through the study of monuments or the celebration of holidays in their own and other cultures.
- Learners identify some similar foods, dress or leisure activities that have been globalized.

## Behavior

**Novice learners use appropriate rehearsed behaviors.**

- Learners use appropriate actions such as when counting or greeting and saying good-bye.
- Learners imitate or use practiced behaviors such as table manners and shopping.

## Language

**Novice Learners communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.**

- Learners use some idiomatic expressions such as expressing age or hunger.
- Learners use appropriate greetings and leave-takings.
- Learners know what to say in some cultural situations such as giving a birthday wish or receiving a gift.
- Learners accurately use polite vs informal language in some formulaic questions and responses.