

Novice High Interpersonal

Student Self-Reflection or Teacher Feedback*


Interpersonal communication in IPAs, exams and 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
Comprehensibility: Was I understood?			
	<ul style="list-style-type: none"> • I use vocabulary I've practiced from familiar and everyday topics or topics of interest. • My structures, word order, spelling and accent/tone marks are mostly accurate. • (Speaking) My pronunciation is mostly accurate. I try to use native sounds. • (Speaking) I try to speak at a consistent rate. 		
Quality of Communication: How well did I interact?			
	<ul style="list-style-type: none"> • I meet the communication goal. • I ask some practiced questions and questions I make up to keep the conversation going. • I use simple sentences and try to connect them. • I clarify by using different words. 		
Interculturality: Did I show cultural understanding?			
	<ul style="list-style-type: none"> • I name and compare cultural products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>) or perspectives (<i>reasons for celebrations, eating habits</i>) in my own and other cultures. • I interact in some very familiar and everyday situations using language and behavior that I have practiced. 	February, 2018	

* Used in conjunction with the Novice High Full Rubric.

* 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 Interculturality Can-Do Statements.

<p>Novice High – 3 ■</p>	<p>Full evidence for this level and some evidence for next level</p>	
<p>Comprehensibility</p>	<p>Is understood by a sympathetic speaker</p> <ul style="list-style-type: none"> • Uses a range of practiced vocabulary from familiar and everyday topics or topics of interest. • Shows control of practiced structures and word order, spelling and mechanics. • (Speaking) Uses comprehensible pronunciation, with some native-like sounds. • (Speaking) Speaks slowly but at a consistent rate, with occasional hesitations. 	
<p>Quality of Communication</p>	<p>Participates in and advances the conversation</p> <ul style="list-style-type: none"> • Exceeds the communicative goal. • Asks and answers practiced and some original questions. • Recombines learned language to create simple and compound sentences. • Uses word substitution or may rephrase for clarification. 	
<p>Interculturality</p>	<p>Demonstrates Novice intercultural competence</p> <ul style="list-style-type: none"> • 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. • Interacts in familiar and everyday situations using memorized language and appropriate rehearsed behaviors. 	
<p>Novice High – 2 ■</p>	<p>Full evidence for this level</p>	
<p>Comprehensibility</p>	<p>Is generally understood by a sympathetic speaker</p> <ul style="list-style-type: none"> • Uses practiced vocabulary from familiar and everyday topics or topics of interest. • Shows some control of practiced structures, word order, spelling and mechanics (punctuation, accents). • (Speaking) Uses mostly comprehensible pronunciation, with some native-like sounds. • (Speaking) Speaks slowly, with some unnatural hesitations over new words or structures. 	
<p>Quality of Communication</p>	<p>Participates in the conversation</p> <ul style="list-style-type: none"> • Meets the communicative goal by requesting and sharing information; interacting to meet basic needs; or expressing and reacting to preferences, feelings or opinions. • Asks and answers practiced and some original questions. • Uses simple and compound sentences most of the time. • Uses repetition or word substitution to clarify. 	
<p>Interculturality</p>	<p>Demonstrates Novice intercultural competence</p> <ul style="list-style-type: none"> • Identifies and makes simple comparisons between some products (<i>clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>reasons for celebrations, eating habits</i>) in their own and other cultures. • Interacts in familiar and everyday situations using memorized language and appropriate rehearsed behaviors. 	
<p>Novice High – 1 ■</p>	<p>Partial evidence for this level</p>	
<p>Comprehensibility</p>	<p>Is generally understood by a sympathetic speaker, with some interpretation</p> <ul style="list-style-type: none"> • Uses some practiced vocabulary from a few familiar and everyday topics or topics of interest. • Shows emerging control of practiced structures, word order, spelling and mechanics. • (Speaking) Uses pronunciation that may require some interpretation. • (Speaking) Speaks slowly, with some stumbling over new words or structures. 	
<p>Quality of Communication</p>	<p>Partially participates in the conversation</p> <ul style="list-style-type: none"> • Partially meets the communicative goal. • Asks a few practiced questions to continue the conversation. • Uses words, lists and memorized phrases in simple and some compound sentences. • Uses gestures or repetition to clarify. 	
<p>Interculturality</p>	<p>Demonstrates Novice intercultural competence</p> <ul style="list-style-type: none"> • Identifies some cultural products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>reasons for celebrations, eating habits</i>) in their own and other cultures. • Interacts in familiar and everyday situations using memorized language and appropriate rehearsed behaviors. 	
<p>Novice Mid ■</p>	<p>Refer to Novice Mid rubric to determine current level</p>	<p>February, 2018 </p>