

Intermediate Low Presentational

Student Self-Reflection, Goal-Setting or Teacher Feedback*

Evaluation of speaking and writing 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?	What are my goals?	Novice High
Comprehensibility: Was I understood?			
	<ul style="list-style-type: none"> • I use vocabulary from familiar topics and topics of interest. • I'm mostly accurate when I use present time and practiced structures. • I begin to use past or future time. • (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 communicate?			
	<ul style="list-style-type: none"> • I meet the communication goal. • I use details, descriptions or authentic resource(s) to support my speech. • I organize my language using sentences and transitions. • I keep my audience interested with technology, visuals, writing style, creativity, content, voice or emotions. 		
Interculturality: Did I show intercultural 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 use culturally appropriate language, register, content, gestures or behavior. 	<p style="text-align: right;">February, 2018</p>	

* Used in conjunction with the Intermediate Low Full Rubric.

* Expectations may be higher for prepared written or oral speech.

* 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 NCSSFL-ACTFL Can-Do Statements.

Intermediate Low

Presentational Speaking and Writing

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

Intermediate Low – 3 <input type="checkbox"/>	Full evidence for this level and some evidence for next level	
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>Conveys and extends the message.</p> <ul style="list-style-type: none"> • Exceeds the communication goal. • Extends response with details, description or explanation. References authentic resource(s) as needed. • Organizes language using simple, compound and some connected sentences, with transitions. • Maintains high audience interest via technology, visuals, writing style, content, creativity or voice. 	
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. • Shows intercultural knowledge through language, register, content, gestures or behavior. 	
Intermediate Low – 2 <input type="checkbox"/>	Full evidence for this level	
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>Conveys the message.</p> <ul style="list-style-type: none"> • Meets communication goal by expressing opinions, narrating or presenting on familiar and everyday topics. • Supports response with some details, description or explanation. References authentic resource(s) as needed. • Organizes language using simple and compound sentences, with transitions. • Maintains audience interest via technology, visuals, writing style, content, creativity or voice. 	
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. • Shows intercultural knowledge through language, register, content, gestures or behavior. 	
Intermediate Low – 1 <input type="checkbox"/>	Partial evidence for this level	
Comprehensibility	<p>Is generally understood by a sympathetic speaker.</p> <ul style="list-style-type: none"> • Uses some practiced vocabulary from some 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 conveys the message</p> <ul style="list-style-type: none"> • Partially meets the communication goal. • Supports response with some details or description. References authentic resource(s) as needed. • Organizes language using simple and compound sentences. • Maintains some audience interest via technology, visuals, writing style, content, creativity or voice. 	
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. • Shows intercultural knowledge through language, content, gestures or behavior. 	
Novice High <input type="checkbox"/>	<p>Refer to Novice High rubric to determine current level</p>	

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