

Intermediate Mid Presentational

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


Evaluation of speaking and writing in IPAs, exams and pre/post-assessments

Intermediate Mid – 3 <i>Full evidence for this level and some evidence for next level</i>	Intermediate Mid – 2 <i>Full evidence for this level</i>	Intermediate Mid – 1 <i>Partial evidence for this level</i>	Interm. Low
What are my strengths?	What can I do?	What are my goals?	Interm. Low
Comprehensibility: Was I understood?			
	<ul style="list-style-type: none"> • I use vocabulary from familiar and personal interest topics or topics that I have researched. • I'm mostly accurate when I use present time and practiced structures. • I sometimes use past and future time accurately. • (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 transitions, strings of sentences, and some complex sentences. • 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 describe in detail similarities and differences in cultural products (<i>literature, art</i>), practices (<i>social media, education</i>), or perspectives (<i>values, role of family</i>) in my own and other cultures. • I use culturally appropriate language, register, gestures, behavior or content. 	February, 2018	

* Used in conjunction with the Intermediate Mid Full Rubric.

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

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

<p>Intermediate Mid– 3 <input type="checkbox"/></p>	<p>Full evidence for this level and some evidence for next level</p>	
<p>Comprehensibility</p>	<p>Is generally understood by a native speaker.</p> <ul style="list-style-type: none"> • Uses vocabulary from a range of familiar themes and some researched concrete topics. • Shows control of practiced structures and present time frame. • Shows some control of past and future time frames. • (Speaking) Uses comprehensible pronunciation and native sounds. • (Speaking) Speaks at a consistent rate, with few hesitations. 	
<p>Quality of communication</p>	<p>Conveys and extends the message.</p> <ul style="list-style-type: none"> • Exceeds communication goal. • Extends response with details, descriptions or explanations. References authentic resource(s) as needed. • Begins to develop a topic or narrate an event in short paragraphs. • Maintains high audience interest via technology, visuals, writing style, content, creativity or voice. 	
<p>Interculturality</p>	<p>Demonstrates emerging Intermediate intercultural competence</p> <ul style="list-style-type: none"> • Describes, explains or makes inferences about the similarities/differences in products (<i>literature, art</i>), practices (<i>social media, education</i>), or perspectives (<i>values, role of family</i>) in their own and other cultures. • Shows intercultural knowledge through register, content, gestures, or behavior. 	
<p>Intermediate Mid – 2 <input type="checkbox"/></p>	<p>Full evidence for this level</p>	
<p>Comprehensibility</p>	<p>Is easily understood by a native speaker accustomed to dealing with language learners.</p> <ul style="list-style-type: none"> • Uses vocabulary from familiar themes and some concrete researched topics. • Shows some control of practiced structures and present time frame. • Shows some control of past and future time frames. • (Speaking) Uses comprehensible pronunciation and native sounds. • (Speaking) Speaks at a consistent rate, with some hesitations or self-corrections. 	
<p>Quality of Communication</p>	<p>Conveys the message.</p> <ul style="list-style-type: none"> • Meets communication goal by narrating, giving a supported viewpoint or a straight-forward presentation. • Supports response with details or description. References authentic resource(s) as needed. • Organizes language using transitions, series of connected sentences and some complex sentences. • Maintains audience interest via technology, visuals, writing style, content, creativity or voice. 	
<p>Interculturality</p>	<p>Demonstrates emerging Intermediate intercultural competence</p> <ul style="list-style-type: none"> • Describes and elaborates on similarities/differences in products (<i>literature, art</i>), practices (<i>social media, education</i>) or perspectives (<i>values, role of family</i>) in their own and other cultures. • Shows intercultural knowledge through language, register, content, gestures or behavior. 	
<p>Intermediate Mid – 1 <input type="checkbox"/></p>	<p>Partial evidence for this level</p>	
<p>Comprehensibility</p>	<p>Is understood by a native speaker accustomed to dealing with language learners.</p> <ul style="list-style-type: none"> • Uses vocabulary from some familiar themes and some concrete researched topics. • Shows emerging control of practiced structures and present time frame. • (Speaking) Uses comprehensible pronunciation and native sounds. • (Speaking) Speaks at a mostly consistent rate with some hesitations or self-corrections. 	
<p>Quality of Communication</p>	<p>Partially conveys the message</p> <ul style="list-style-type: none"> • Partially meets communication goal. • Supports response with some details or description. References authentic resource(s) as needed. • Organizes language using transitions, series of connected sentences and some complex sentences. • Maintains some audience interest via technology, visuals, writing style, content, creativity or voice. 	
<p>Interculturality</p>	<p>Demonstrates emerging Intermediate intercultural competence</p> <ul style="list-style-type: none"> • Compares and contrasts products (<i>literature, art</i>), practices (<i>social media, education</i>) or perspectives (<i>values, role of family</i>) in their own and other cultures. • Shows intercultural knowledge through language, register, content, gestures or behavior. 	
<p>Intermediate Low <input type="checkbox"/></p>	<p>Refer to Intermediate Low rubric to determine current level</p>	<p>February, 2018 </p>