

Intermediate High Presentational

Advanced Low Presentational

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

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

Intermediate High <i>Full evidence for this level</i>	Advanced Low <i>Full evidence for this level</i>	Goal Setting
What can I do?	What can I do?	What are my goals?
Comprehensibility: Was I understood?		
<ul style="list-style-type: none"> I use vocabulary from familiar topics of personal interest, literature and current events. I often use practiced structures and past, present and future time accurately on familiar topics or in prepared presentations. 	<ul style="list-style-type: none"> I use vocabulary from personal and general interest topics; personal experiences; and current events. I accurately use past, present and future time and frequently-used structures when I present on familiar and some unfamiliar topics. 	
Quality of Communication: How well did I communicate?		
<ul style="list-style-type: none"> I write and speak easily on familiar topics and in practiced presentations. I meet the communication goal. I begin to develop a topic, often using organized paragraph-style speech and references to authentic resources. I begin to narrate events, sometimes using past, present or future time. I clarify meaning by paraphrasing, rephrasing or circumlocution. I may be able to self-edit or self-correct. I keep my audience interested via technology, visuals, writing style, content, creativity, or voice. 	<ul style="list-style-type: none"> I write and speak easily on familiar and some unfamiliar topics or events. I meet the communication goal. I develop a topic in detail or may support an argument or personal viewpoint by referencing authentic resources. I narrate events using details and organized paragraph-style speech in various time frames. I begin to polish my presentation by self-editing and self-correction. I keep my audience interested via technology, creativity, writing style, and explaining more fully a topic or event. 	
Interculturality: Did I show intercultural understanding?		
<ul style="list-style-type: none"> I use culturally appropriate register, content, language or behavior. I compare the differences that exist in cultural behaviors and perspectives on familiar topics. I begin to explain perspectives (<i>family or cultural values</i>) by comparing familiar products (<i>literary or historical figures</i>) and practices (<i>social norms, celebrations</i>). 	<ul style="list-style-type: none"> I use culturally appropriate register, content, language or behavior. I notice some subtle cultural differences in familiar situations and may adjust my language or behavior for a specific audience. I analyze and explain relationships between familiar products (<i>national identity, educational systems</i>), practices (<i>environment, globalized practices</i>), and perspectives (<i>societal or political values</i>). 	

January 2017

* Used in conjunction with the Intermediate High – Advanced Low Full Rubric.

* Adapted from ACTFL Proficiency Guidelines and Performance Descriptors (2012) and NCSSFL-ACTFL Can-Do Statements.

Intermediate High Presentational

Advanced Low Presentational

Presentational Speaking and Writing

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

Advanced Low <input type="checkbox"/>	Full evidence for this level	
Comprehensibility	<p>Is easily understood by a native speaker.</p> <ul style="list-style-type: none"> • Uses vocabulary from topics of personal and general interests, as well as from personal experiences and events in the community, nation and the world. • Shows consistent control of major time frames and frequently-used structures, in familiar and some unfamiliar contexts. 	
Quality of communication	<p>Conveys the message fully and effectively.</p> <ul style="list-style-type: none"> • Writes and speaks easily on familiar and some unfamiliar topics or events. Meets the communication goal. • Develops a topic in detail or may be able to provide a well-supported argument or personal point of view by referencing authentic resources. • Narrates events using details and organized paragraph-style discourse in various time frames. • Begins to polish a presentation by self-editing and self-correcting. • Maintains audience interest via technology, creativity, writing style and the ability to explain a topic or narrate an event more fully. 	
Interculturality	<p>Demonstrates intercultural competence</p> <ul style="list-style-type: none"> • Incorporates intercultural knowledge into presentations via register, content, language, or behavior. • Shows some awareness of subtle cultural differences in familiar contexts and may adjust language or behavior for a specific audience. • Analyzes and explains relationships between familiar products (<i>national identity, educational systems</i>), practices (<i>environment, globalized practices</i>) and perspectives (<i>societal or political values</i>). 	
Intermediate High <input type="checkbox"/>	Full evidence for this level	
Comprehensibility	<p>Is generally understood by a native speaker.</p> <ul style="list-style-type: none"> • Uses a range of vocabulary from familiar topics of personal interest, literature, and current events. • Shows control of past, present and future time and practiced structures in familiar or prepared contexts. 	
Quality of Communication	<p>Conveys and elaborates on the message.</p> <ul style="list-style-type: none"> • Writes and speaks easily on familiar and prepared topics. Meets the communication goal. • Begins to develop a topic, often using paragraph-style discourse and references to authentic resources. • Begins to narrate an event, sometimes using past, present and future time frames • Clarifies meaning by paraphrasing, rephrasing or circumlocution. May begin to self-edit or self-correct. • Maintains audience interest via technology, visuals, writing style, content, creativity, or voice. 	
Interculturality	<p>Demonstrates intercultural competence</p> <ul style="list-style-type: none"> • Incorporates intercultural knowledge into presentations via register, content, language, or behavior. • Compares the differences that exist in cultural behaviors and perspectives in familiar contexts. • Begins to explain perspectives (<i>family or cultural values</i>) by comparing familiar products (<i>literary or historical figures</i>) and practices (<i>social norms, celebrations</i>). 	
Intermediate Mid <input type="checkbox"/>	<p>Refer to Intermediate Mid rubric to determine current level</p>	

January 2017