

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 and themes. • I'm mostly accurate when I use present time and practiced structures. • (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 rephrase or circumlocute to clarify. • 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 use culturally appropriate register, gestures, language, behavior, or content. • 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>). 		December 2016

* 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 (2012), and the NCSSFL-ACTFL Can-Do Statements.

Intermediate Mid– 3 ■	Full evidence for this level and some evidence for next level		
Comprehensibility	<p>Is generally understood by a native speaker.</p> <ul style="list-style-type: none"> • Uses a wide range of vocabulary from familiar themes, as well as topics of personal interest. • Shows consistent control of present time frame and practiced structures. • 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. 		
Quality of communication	<p>Conveys and extends the message.</p> <ul style="list-style-type: none"> • Exceeds the communicative goal. • Extends response with many details or description. May reference authentic resource(s). • Begins to develop a topic or narrate an event. • Begins to use some complex and connected sentences in paragraph-length discourse. • Paraphrases or circumlocutes for clarification. • Maintains high audience interest via technology, visuals, writing style, content, creativity, or voice. 		
Interculturality	<p>Demonstrates strong intercultural competence</p> <ul style="list-style-type: none"> • Shows strong intercultural knowledge through register, content, gestures, language, or behavior. • Analyzes, 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>). 		
Intermediate Mid – 2 ■	Full evidence for this level		
Comprehensibility	<p>Is easily understood by a native speaker accustomed to dealing with language learners.</p> <ul style="list-style-type: none"> • Uses a range of vocabulary from familiar themes, as well as topics of personal interest. • Shows consistent of present time frame. • Shows some control of practiced structures and 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 the message.</p> <ul style="list-style-type: none"> • Meets the communicative goal. • Supports response with details or description. May reference authentic resource(s). • Organizes language using transitions, strings of sentences, and some complex sentences. • Rephrases or circumlocutes for clarification. • Maintains audience interest via technology, visuals, writing style, content, creativity, or voice. 		
Interculturality	<p>Demonstrates intercultural competence</p> <ul style="list-style-type: none"> • Shows intercultural knowledge through register, content, gestures, language, or behavior. • Describes and elaborates on similarities/differences in products (<i>literature, art</i>), practices (<i>socialization, celebration</i>), or perspectives (<i>values, role of family</i>). 		
Intermediate Mid – 1 ■	Partial evidence for this level		
Comprehensibility	<p>Is understood by a native speaker accustomed to dealing with language learners.</p> <ul style="list-style-type: none"> • Uses practiced vocabulary from familiar themes, as well as topics of personal interest. • Shows emerging control of present time frame. • Organizes language using transitions, strings of sentences, and some complex sentences. • (Speaking) Uses comprehensible pronunciation and native sounds. • (Speaking) Speaks at a mostly consistent rate with some hesitations or self-corrections. 		
Quality of Communication	<p>Partially conveys the message</p> <ul style="list-style-type: none"> • Partially meets the communicative goal. • Supports response with some details or description. May reference authentic resource(s). • Organizes language using transitions, strings of sentences, and some complex sentences. • Rephrases for clarification. • Maintains some audience interest via technology, visuals, writing style, content, creativity, or voice. 		
Interculturality	<p>Demonstrates some intercultural competence</p> <ul style="list-style-type: none"> • Shows some intercultural knowledge through register, content, gestures, language or behavior. • Describes the main similarities/differences in products (<i>literature, art</i>), practices (<i>social media, education</i>) or perspectives (<i>values, role of family</i>). 		
Intermediate Low ■	Refer to Intermediate Low rubric to determine current level		