

Novice Mid Presentational

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

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

Novice Mid – 3 <i>Full evidence for this level and some evidence for next level</i>	Novice Mid – 2 <i>Full evidence for this level</i>	Novice Mid – 1 <i>Partial evidence for this level</i>
What are my strengths?	What can I do?	What are my goals?
Comprehensibility: Was I understood?		
	<ul style="list-style-type: none"> • I use vocabulary from a few topics I've practiced. • My structures, word order, spelling and accent/tone marks are somewhat accurate. • (Speaking) My pronunciation is somewhat accurate. • (Speaking) I try to speak at a consistent rate. 	
Quality of Communication: How well did I communicate?		
	<ul style="list-style-type: none"> • I meet the communication goal. • I use a few simple details or an authentic resource to support my speech or writing. • I use words, phrases and simple sentences. • My content is somewhat organized. • I try to keep my audience interested with technology, visuals, creativity or emotions. 	
Interculturality: Did I show intercultural understanding?		
	<ul style="list-style-type: none"> • I use culturally appropriate gestures, language, behavior, or content. • I name a few cultural products (<i>songs, currency, school schedules</i>) or practices (<i>greetings, telling time or date</i>). 	

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* Used in conjunction with the Novice Mid Full Rubric.

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

* For students who do not meet Novice Mid, refer to Novice Low/Mid Can-Do statements.

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

Novice Mid

Presentational Speaking and Writing

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

Novice Mid – 3 <input type="checkbox"/>	Full evidence for this level and some evidence for next level	
Comprehensibility	<p>Is understood with some difficulty by a sympathetic speaker</p> <ul style="list-style-type: none"> • Uses practiced vocabulary from a limited range of topics. • Shows emerging control of practiced structures, word order, spelling and mechanics. • (Speaking) Uses pronunciation that may require interpretation, even with practiced language. • (Speaking) Speaks slowly but at a consistent rate when using practiced language. 	
Quality of Communication	<p>Conveys the message</p> <ul style="list-style-type: none"> • Meets the communicative goal. • Supports response with limited details. May reference an authentic resource. • Uses words, lists and memorized phrases in simple and some compound sentences. • Produces speech or writing that is somewhat organized or logically sequenced. • Maintains some audience interest via technology, visuals, content, creativity, humor, or emotions. 	
Interculturality	<p>Demonstrates some intercultural competence</p> <ul style="list-style-type: none"> • Shows some cultural knowledge through content, gestures, language, or behavior. • Identifies a few cultural products (<i>songs, currency, school schedules</i>) or practices (<i>formal and informal greetings, expressing time and date as locals do</i>). 	
Novice Mid – 2 <input type="checkbox"/>	Full evidence for this level	
Comprehensibility	<p>Is understood, often with difficulty, by a sympathetic speaker</p> <ul style="list-style-type: none"> • Uses some practiced vocabulary from a limited range of topics. • Shows limited control of practiced structures, word order, spelling and mechanics (punctuation, accent and tone marks). • (Speaking) Uses pronunciation that may impede communication, due to influence from native language. • (Speaking) Speaks at an uneven rate that may often interfere with communication. 	
Quality of Communication	<p>Conveys the message</p> <ul style="list-style-type: none"> • Meets the communicative goal. • May support response with limited details. May reference an authentic resource. • Uses words, lists and memorized phrases in simple sentences. • Produces speech or writing that may be organized or logically sequenced. • May maintain some audience interest via technology, visuals, content, creativity, humor, or emotions. 	
Interculturality	<p>Demonstrates limited intercultural competence</p> <ul style="list-style-type: none"> • Shows limited cultural knowledge through content, gestures, language, or behavior. • Identifies a limited range of cultural products (<i>songs, currency, school schedules</i>) or practices (<i>formal and informal greetings, expressing time and date as locals do</i>). 	
Novice Mid – 1 <input type="checkbox"/>	Partial evidence for this level	
	<p><i>Refer to Novice Low and Novice Mid Can-Do statements to determine current level</i></p>	<p>December 2016</p> 