

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 many familiar topics and themes. • I'm mostly accurate when I use present time and practiced structures. • I sometimes 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 transitions and strings of sentences. • I sometimes clarify by rephrasing. • 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 compare and describe cultural products (<i>geography, health</i>), practices (<i>shopping, daily routines</i>), or perspectives (<i>celebrations, eating habits</i>). 		

December 2016

* 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 (2012), 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 wide range of familiar themes and topics. • Shows consistent control of present time frame and practiced structures, with few errors. • 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 communicative goal. • Extends response with a range of details or description. May reference authentic resource(s). • Organizes language using simple, compound and some strings of sentences, with transitions. • Rephrases 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. • Identifies, compares and describes a range of products (<i>geography, health</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>celebrations, eating habits</i>). 	
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 a range of familiar themes and topics. • Shows good control of present time frame and practiced structures. • Begins to use past or future time frames, with errors that may impede communication. • (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 the communicative goal. • Supports response with details or description. May reference authentic resource(s). • Organizes language using simple, compound and some strings of sentences, with transitions. • Uses word substitution or may rephrase for clarification. • Maintains audience interest via technology, visuals, writing style, content, creativity, or voice. 	
Interculturality	<p>Demonstrates cultural competence</p> <ul style="list-style-type: none"> • Shows intercultural knowledge through register, content, gestures, language or behavior. • Identifies, compares and describes some products (<i>geography, health</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>celebrations, eating habits</i>). 	
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 practiced vocabulary from familiar themes and topics. • Shows emerging control of present time frame and practiced structures. • (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 communicative goal. • Supports response with some details or description. May reference authentic resource(s). • Organizes language using simple, compound and some strings of sentences. • Uses word substitution for clarification. • Maintains some audience interest via technology, visuals, writing style, content, creativity, or voice. 	
Interculturality	<p>Demonstrates some cultural competence</p> <ul style="list-style-type: none"> • Shows some intercultural knowledge through content, gestures, language or behavior. • Identifies and compares products (<i>geography, health</i>), practices (<i>daily routines, shopping</i>) or perspectives (<i>celebrations, eating habits</i>). 	
Novice High <input type="checkbox"/>	Refer to Novice High rubric to determine current level	

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