

Novice High Presentational

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

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

Novice High – 3 <i>Full evidence for this level and some evidence for next level</i>	Novice High – 2 <i>Full evidence for this level</i>	Novice High – 1 <i>Partial evidence for this level</i>	Novice Mid
What are my strengths?	What can I do?	What are my goals?	Novice Mid
Comprehensibility: Was I understood?			
	<ul style="list-style-type: none"> • I use vocabulary from several everyday topics or themes. • My structures, word order, spelling and accent/tone marks are mostly accurate. • (Speaking) My pronunciation is mostly accurate. I try to use native sounds. • (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 simple details or an authentic resource to support my speech or writing. • I use simple sentences and try to connect them with transition words. • My content is mostly organized. • I keep my audience interested with technology, visuals, content, 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 and compare cultural products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>) or perspectives (<i>dress, national symbols</i>). 		

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* Used in conjunction with the Novice High Full Rubric.

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

* For students who do not meet Novice High criteria, refer to Novice Mid rubric.

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

Novice High

Presentational Speaking and Writing

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

Novice High – 3 ■	Full evidence for this level and some evidence for next level	
Comprehensibility	<p>Is understood by a sympathetic speaker</p> <ul style="list-style-type: none"> • Uses practiced vocabulary from a range of everyday topics or themes. • Shows control of practiced structures and word order, spelling and mechanics, with few errors. • (Speaking) Uses comprehensible pronunciation, with some native-like sounds. • (Speaking) Speaks slowly but at a consistent rate, with occasional hesitations. 	
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 simple details. May reference an authentic resource. • Recombines learned language to create simple, compound and some strings of sentences. • Produces speech or writing that is organized or logically sequenced. • Maintains high audience interest via technology, visuals, writing style, content, creativity, or emotions. 	
Interculturality	<p>Demonstrates strong intercultural competence</p> <ul style="list-style-type: none"> • Shows strong intercultural knowledge through content, gestures, language, or behavior. • Identifies and makes simple comparisons between a variety of products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>) or perspectives (<i>national symbols, religion, appropriate dress</i>). 	
Novice High – 2 ■	Full evidence for this level	
Comprehensibility	<p>Is generally understood by a sympathetic speaker</p> <ul style="list-style-type: none"> • Uses practiced vocabulary from several everyday topics or themes. • Shows some control of practiced structures, word order, spelling and mechanics (punctuation, accent and tone marks). • (Speaking) Uses mostly comprehensible pronunciation, with some native-like sounds. • (Speaking) Speaks slowly, with some unnatural hesitations over new words or structures. 	
Quality of Communication	<p>Conveys the message</p> <ul style="list-style-type: none"> • Meets the communicative goal. • Supports response with simple details. May reference an authentic resource. • Uses simple and compound sentences. • Produces speech or writing that is mostly organized or logically sequenced. • Maintains audience interest via technology, visuals, content, creativity, or emotions. 	
Interculturality	<p>Demonstrates intercultural competence</p> <ul style="list-style-type: none"> • Shows intercultural knowledge through content, gestures, language, or behavior. • Identifies and makes simple comparisons between some products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>national symbols, religion, appropriate dress</i>). 	
Novice High – 1 ■	Partial evidence for this level	
Comprehensibility	<p>Is generally understood by a sympathetic speaker, with some interpretation</p> <ul style="list-style-type: none"> • Uses practiced vocabulary from a few everyday topics or themes. • Shows emerging control of practiced structures, word order, spelling and mechanics. • (Speaking) Uses pronunciation that may require some interpretation. • (Speaking) Speaks slowly, with some 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 a few simple 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, or emotions. 	
Interculturality	<p>Demonstrates some intercultural competence</p> <ul style="list-style-type: none"> • Shows some intercultural knowledge through content, gestures, language, or behavior. • Identifies some cultural products (<i>monuments, clothing, music</i>), practices (<i>pastimes, school life</i>), or perspectives (<i>national symbols, religion, appropriate dress</i>). 	
Novice Mid ■	Refer to Novice Mid rubric to determine current level	

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