

Interpersonal Communication: Speaking and Writing

Level 1 Target: Novice Mid - Novice High

DOMAINS	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
How well do I maintain the conversation? <i>Quality of Interaction</i>	I have great difficulty maintaining a conversation. I speak with frequent hesitation, pauses, and/or repetition.	I have some difficulty maintaining simple conversations. I mainly use isolated words and memorized phrases. I speak with frequent hesitation, pauses, and/or repetition.	I can participate in short social interactions by asking and answering simple questions and relying heavily on learned phrases and short or incomplete sentences. I speak with hesitation, pauses, and/or repetition.	I can sustain the conversation by relying on phrases, simple sentences, and a few appropriate questions. I attempt to self-correct but speak with hesitation, pauses, and/or repetition.
What language/ words do I use? <i>Vocabulary in Context</i>	I can use a limited number of memorized words and expressions to identify common objects and actions.	I can use a limited number of highly practiced words and expressions to identify familiar objects and actions.	I can use learned words and phrases to interact with others in tasks and activities on familiar topics.	I can use a variety of new and previously learned words and phrases to interact with others on a range of familiar topics.
How do I use language? <i>Function and Text Type</i>	I can use memorized words for functions (actions) and isolated words as structures.	I can ask and respond to highly predictable questions with words, lists, and memorized phrases. I am beginning to communicate beyond the word level, but my errors often interfere with the message.	I can use phrases, simple sentences, and questions. I am beginning to create original sentences with simple details on familiar topics, but errors sometimes interfere with the message.	I can combine words and phrases to create original sentences in present time to interact with others on familiar topics. I can sometimes vary the time frames (e.g., past, future), but errors may interfere with the message.
How well am I understood ? <i>Comprehensibility</i>	I am understood only with great effort by someone accustomed to a language learner.	I am somewhat understood by someone accustomed to a language learner.	I am often understood by someone accustomed to a language learner.	I am usually understood by someone accustomed to a language learner.
How well do I understand? <i>Comprehension</i>	I can understand some isolated words and expressions that I have memorized. I need continual repetition.	I can understand some familiar language, one phrase at a time. I rely on visual clues, repetition, and/or a slowed rate of speech.	I can understand pieces of information and sometimes the main idea in straightforward language that uses familiar structures. I occasionally rely on visual clues, repetition, and/or a slowed rate of speech.	I can understand the main idea in short, simple messages and conversations in sentence-length speech that uses familiar structures. I rely on restatement, paraphrasing, and/or contextual clues.
How intercultural am I? <i>Interculturality*</i>	I can apply my knowledge of cultural products, practices, and perspectives in order to interact with respect and understanding.	I can apply my knowledge of cultural products, practices, and perspectives in order to interact with respect and understanding.	I can apply my knowledge of cultural products, practices, and perspectives in order to interact with respect and understanding.	I can apply my knowledge of cultural products, practices, and perspectives in order to interact with respect and understanding.

*Based on classroom tasks/activities/intercultural reflections and outside classroom experiences.

Adapted from Jefferson County Public Schools World Languages: Performance Assessment Rubrics (Kentucky), Howard County Public Schools World Languages (Maryland).