

Interpersonal Communication: Speaking and Writing

Level 4 Target: Intermediate Mid - Intermediate High

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW
Domain: How well do I maintain the conversation? <i>Quality of interaction</i>			
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.	I can start and sustain the conversation by asking appropriate questions and responding with a series of sentences. I can rephrase, self-correct, and use circumlocution but speak with some hesitation, pauses, and/or repetition.	I can sustain and advance the conversation with ease and confidence using connected sentences to narrate, argue, or explain but speak with occasional hesitation, pauses, and/or repetition.	I can sustain and advance the conversation with ease and confidence using connected sentences and probing questions to narrate, argue, or explain and speak with minimal hesitation, pauses, and/or repetition.
Domain: What language/words do I use? <i>Vocabulary in context</i>			
I can use a variety of new and previously learned words and phrases to interact with others on a range of familiar topics.	I can use a variety of words, expressions, and personalized vocabulary to interact with others on a wide range of topics and begin to expand vocabulary within a topic.	I can use a wide range of words and expressions to interact with others on topics related to my environment and experiences. I can expand and/or elaborate on a topic or theme, sometimes in an unexpected context.	I can use a wide range of words and expressions to interact with others on topics related to familiar as well as unfamiliar experiences. I can expand and/or elaborate on a topic or theme, in a few unexpected contexts.
Domain: How do I use language? <i>Function and text type</i>			
I can combine words and phrases to create original sentences in present time with a few details on familiar topics. I can use sometimes vary the time frames (e.g., past, future), but errors may interfere with the message.	I can use a series of sentences to describe or explain with details, using a variety of time frames (e.g., past, future), but I make frequent errors in complex structures. I can combine simple sentences using connectors or transitions.	I can use connected sentences to describe and explain with details and elaboration. I can be most accurate when I use connected sentences in a paragraph-length response that uses a single time frame. I can handle a transaction, sometimes with a complication.	I can use paragraphs to describe and explain with details and elaboration. I can be accurate when I use connected sentences in a paragraph-length response that uses more than a single time frame. I can handle a transaction, often with a complication.
Domain: How well am I understood? <i>Comprehensibility</i>			
I am usually understood by someone accustomed to a language learner.	I am easily understood by someone accustomed to a language learner.	I am generally understood by someone unaccustomed to a language learner.	I am well understood by someone unaccustomed to a language learner.
Domain: How well do I understand? <i>Comprehension</i>			
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.	I can understand the main ideas in messages and conversations on a variety of everyday topics and personal interests. I can understand extended speech but with frequent gaps in comprehension.	I can easily understand the main idea in discussions on a variety of everyday topics and personal interests. I can usually understand a few details when something unexpected is expressed.	I can easily understand the main idea in discussions on a variety of topics and personal interests. I can usually understand many details when something unexpected is expressed.
Domain: 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).