

# Interpersonal Speaking

## Heritage Language

**Standards:**

**NVACSWL Standard 1- Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**NVACSWL Standard 2- Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	<b>Approaching Next Proficiency Level 4 points</b>	<b>Proficient 3 pts</b>	<b>Approaching Current Proficiency Level 2 points</b>	<b>Limited Proficiency 1 point</b>
<b>Task:</b> Do I complete the task?	Stays on topic the entire time and is able to connect additional information or apparent digressions to topic	Stays on topic and completes conversational task	Mostly stays on topic and completes the majority of conversational task	Frequently strays off-topic and/or does not complete conversational task
<b>Elaboration:</b> Do I provide details and ask questions?	Able to answer ALL questions and explain when necessary; frequently asks for more information related to topic or partner's thoughts	Able to answer most questions and explain when necessary; asks for more information related to topic or partner's thoughts	Is able to answer most questions and explain when necessary; occasionally asks for more information	Can answer few questions and can explain only occasionally; rarely asks for more information
<b>Two-Way Communication:</b> Do I actively listen to my partner?	Attentive to partner; demonstrates complete engagement in the conversation; reacts often and asks follow-up questions; negotiates meaning when necessary (asks for and provides clarification via examples, gestures, or circumlocution)	Attentive to partner Able to react or ask some follow-up questions; negotiates meaning when necessary (asks for and provides clarification via examples, gestures, or circumlocution)	Attentive to partner Able to react or ask some follow-up questions; occasionally negotiates meaning but sometimes pauses communication or resorts to English	Mostly inattentive to partner; does not react or ask follow-up questions; resorts to English or halts communication instead of negotiating meaning
<b>Evidence of learning:</b> Do I make connections to previous and current class topics?	Comprehends questions related to topics, vocabulary, and grammar covered in class; questions about course content demonstrate deeper understanding	Comprehends and asks questions related to topics, vocabulary, and grammar covered in class	Comprehends most questions related to topics, vocabulary, and grammar covered in class; is able to ask some questions	Comprehends questions related to topics, vocabulary, and grammar covered in class
<b>Comprehensibility:</b> Do I make myself understood?	Speaks clearly and communicates ideas effectively	Ideas are mostly clear; makes effort to speak clearly and communicate ideas effectively	Some ideas are clear, but several are obscured by pronunciation (mumbling or little effort to speak clearly) or by an inability to communicate ideas	Very few ideas are clear due to lack of effort to enunciate clearly or an inability to communicate ideas
<b>Risk taking:</b> Do I step out of my comfort zone?	Takes the lead in the conversation and is able to initiate, maintain, and conclude conversation; Incorporates some new vocabulary and / or grammar	Is able to maintain conversation as an equal partner; Incorporates some new vocabulary and / or grammar	Maintains conversation but rarely initiates; mostly follows lead of partner; little ability to incorporate new vocabulary or grammar.	Students only responds to questions; does not incorporate new vocabulary or grammar

Student Learning Objective conversion scale:

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

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What are the student's strengths?	<b>Proficient</b>	What are the student's learning goals?
	Stays on topic and completes conversational task	
	Able to answer most questions and explain when necessary; asks for more information related to topic or partner's thoughts	
	Attentive to partner; able to react or ask some follow-up questions; negotiates meaning when necessary (asks for and provides clarification via examples, gestures, or circumlocution)	
	Comprehends and asks questions related to topics, vocabulary, and grammar covered in class	
	Ideas are mostly clear; makes effort to speak clearly and communicate ideas effectively	
	Is able to maintain conversation as an equal partner; incorporates some new vocabulary and / or grammar	

Notes:

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## Heritage Language

### Explanation of Assignment

Thematic Focus:	Targeted Language Level:
Content and Knowledge Emphasized in Unit:	
Explanation of Task (communicative goal):	
Can Do Statements:	
Guidelines for a Quality Interpersonal Conversation:	

# Presentational Speaking

## Heritage Language

**NVACSWL Standard 3- Presentational Communication:** Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

	<b>Approaching Next Level Proficiency 4 points</b>	<b>Proficient 3 points</b>	<b>Approaching Current Proficiency Level 2 points</b>	<b>Limited Proficiency 1 point</b>
<b>Task:</b> How well do I complete the task?	Task completed with full elaboration and supported with a variety of examples	Task completed with some elaboration and some examples	Task completed with minimal elaboration	Task attempted.
<b>Comprehensibility:</b> How well do others understand me?	Message is fully comprehensible and clear with very few spoken errors or errors on visual aids	Message is mostly comprehensible and clear; spoken errors or spelling/grammatical errors on visual aids do not detract from communication	Message is partly clear and somewhat understood	Message is not clear
<b>Impact:</b> How well do I capture and maintain my audience?	Presentation is engaging, using varied tone, gestures, eye contact, and a clear audible tone	Presentation includes strategies to engage audience such as varied tone, gestures, eye contact, and peaking in clear audible tone	Presentation is minimally engaging with almost no use of varied tone, gestures, eye contact and fluency; speaking is muffled or mumbled	Presentation is not engaging
<b>Vocabulary Use:</b> How extensive and applicable is my vocabulary?	Student demonstrates understanding of vocabulary by using many new and higher-level words where appropriate	Vocabulary is appropriate to task and shows incorporation of some new and higher-level words from course content	Vocabulary is appropriate to task but limited and repetitive. Few new or higher-level words are utilized	Vocabulary is extremely limited and repetitive and uses no course vocabulary
<b>Essential Learning:</b> How well do I show my understanding of topic covered in class?	Presentation demonstrates that student is well acquainted with required content and/or skills covered in class	Presentation demonstrates knowledge and application of class skills and content	Some knowledge and/or skills from class are present	Presentation demonstrates little knowledge or skills from course content
<b>Communication Strategies:</b> How well do I organize my presentation?	Presentation is well organized using sequencing and transition words	Presentation is organized with some sequencing and transition words; titles on visual aids help with comprehension	Presentation is somewhat organized almost no sequencing or transition words	Presentation isn't organized

### Student Learning Objective conversion scale:

Exceeding standards	23-24	8
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Emerging toward standards	8-14	2
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# Presentational Speaking

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What are the student's strengths?	<b>Proficient</b>	What are the student's learning goals?
	Task completed with some elaboration and some examples	
	Message is mostly comprehensible and clear; spoken errors or spelling/grammatical errors on visual aids do not detract from communication	
	Presentation includes strategies to engage audience such as varied tone, gestures, eye contact, and speaking in clear audible tone	
	Vocabulary is appropriate to task and shows incorporation of some new and higher-level words from course content	
	Presentation demonstrates knowledge and application of class skills and content	
	Presentation is organized with some sequencing and transition words; titles on visual aids help with comprehension	

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Thematic Focus:	Targeted Language Level:
Content and Knowledge Emphasized in Unit:	
Explanation of Task (communicative goal):	
Can Do Statements:	
Guidelines for a Quality Interpersonal Conversation:	

# Interpersonal Writing

## Heritage Language

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**NVACSWL Standard 2- Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	Approaching Next Level Proficiency 4 points	Proficient 3 points	Approaching Current Proficiency Level 2 points	Limited Proficiency 1 point
<b>Task:</b> How well do I complete task?	Task completed with elaboration.	Student completes the task with some elaboration.	Task completed with minimal elaboration.	Task attempted.
<b>Comprehensibility:</b> How well do others understand me?	Message is fully comprehensible and clear.	Message is mostly comprehensible and clear.	Message is partly clear and somewhat understood.	Message is not clear.
<b>Comprehension:</b> How well do I show that I understood the previous letter?	Student demonstrates comprehension by providing information, responding to ALL requests for information, and including original, relevant questions.	Student demonstrates comprehension by providing relevant information and responds to most questions or requests for information.	Student responds to some request for information, but some information is missing and/or irrelevant.	Student ignores requests for information and asks no responsive questions.
<b>Essential Learning:</b> How well do I show understanding of topics covered in class?	Student explains and incorporates a variety of information covered in course and applies almost all skills taught during unit instruction.	Student utilizes course content in writing by incorporating themes and applying skills.	Student demonstrates some familiarity with content, but is not able to explain, apply, or incorporate.	Student does not
<b>Mechanics:</b> How accurately do I use capitalization, punctuation, and spelling?	Makes almost no errors in grammar, spelling, capitalization, and punctuation.	Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling.	Frequent errors in capitalization, punctuation, and spelling.	Makes little or no attempt to use correct spelling, grammar, or capitalization.
<b>Organization and Communication Strategies:</b> How well do I organize my writing?	Writing is well-organizing, utilizing all required elements of letter-writing and including transition and sequencing words to clarify connections between ideas.	Writing is organized according to letter-writing conventions of target culture, with some transition and sequencing words.	Writing is somewhat organized with no transition and sequencing words; only one or two letter-writing conventions are used.	Writing is not organized; there are no transition words. The body of the letter is there, but the letter-writing conventions are missing.

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What are the student's strengths?	<b>Proficient</b>	What are the student's learning goals?
	Student completes the task with some elaboration.	
	Message is mostly comprehensible and clear.	
	Student demonstrates comprehension by providing relevant information and responds to most questions or requests for information.	
	Student utilizes course content in writing by incorporating themes and applying skills.	
	Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling.	
	Writing is organized according to letter-writing conventions of target culture, with some transition and sequencing words.	

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Explanation of Task (communicative goal):	
Can Do Statements:	
Guidelines for a Quality Interpersonal Conversation:	

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**NVACSWL Standard 3- Presentational Communication:** Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

	<b>Approaching Next Level Proficiency 4 pts</b>	<b>Proficient 3 points</b>	<b>Approaching Current Proficiency Level 2 points</b>	<b>Limited Proficiency 1 point</b>
<b>Task:</b> How well do I complete task?	Task completed with elaboration.	Student completes the task with some elaboration.	Student completes the task with minimal elaboration.	Task attempted, but not completed.
<b>Comprehensibility:</b> How well do others understand me?	Message is completely comprehensible and clear.	Message (expression of ideas) is mostly comprehensible and clear.	Message is somewhat comprehensible and clear.	Message is hard to understand.
<b>Mechanics:</b> How accurately do I use capitalization, punctuation, and spelling?	Almost no errors in grammar, spelling, capitalization, and punctuation.	Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling.	Frequent errors in grammar, spelling, capitalization, and punctuation; little attention to spelling.	Errors in grammar, spelling capitalization, and punctuation obscure meaning and make writing appear highly unprofessional.
<b>Vocabulary:</b> How extensive and applicable is my vocabulary?	Student incorporates a variety of new and higher-level vocabulary from course content.	Vocabulary is adequate to write about topic with some variation, but there are not many new or higher-level vocabulary words.	Vocabulary is adequate to write about topic with some variation and higher-level vocabulary but does not incorporate any new words.	Vocabulary is repetitive and limited; no new or higher-level vocabulary.
<b>Essential Learning:</b> How well do I show understanding of topics covered in class?	Student demonstrates a thorough understanding and application of course content and/or skills.	Student demonstrates knowledge of content and/or applies skills related to the topic or task.	Student shows some understanding of topic and/or applies some skills but needs more growth in learning.	Student shows little knowledge or understanding of course content and/or only applies a few skills from course.
<b>Organization and Communication Strategies:</b> How well do I organize my writing?	Clear organization with a variety of transition and sequencing words where appropriate. Includes introduction, body, and conclusion.	Writing is organized with some transition and sequencing words, and there is an introduction, body, and conclusion.	Few transition and sequencing words are used, and introduction or conclusion may be unclear.	Uses little or no transition and sequencing words and introduction and/or conclusion may be missing.

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# Presentational Writing

## Heritage Language

What are the student's strengths?	<b>Proficient</b>	What are the student's learning goals?
	Student completes the task with some elaboration.	
	Message (expression of ideas) is mostly comprehensible and clear.	
	Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling.	
	Vocabulary is adequate to write about topic with some variation, but there are not many new or higher-level vocabulary words.	
	Student demonstrates knowledge of content and/or applies skills related to the topic or task.	
	Writing is organized with some transition and sequencing words, and there is an introduction, body, and conclusion.	

Notes:

# Interpersonal Writing

## Heritage Language

### Explanation of Assignment

Thematic Focus:	Targeted Language Level:
Content and Knowledge Emphasized in Unit:	
Explanation of Task (communicative goal):	
Can Do Statements:	
Guidelines for a Quality Interpersonal Conversation:	

