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.

	Approaching Next	Proficient	Approaching Current	Limited Proficiency
	Level Proficiency 4 points	3 points	Proficiency Level 2 points	1 point
Task: How well do I	Communicative	Communicative goal	Communicative goal	Communicative goal
complete the task?	goal completed	completed with	completed with	attempted with
	with superior	appropriate	some elaboration	minimal elaboration
	elaboration	elaboration		
Comprehensibility:	Message is fully	Message is mostly	Message is partly	Message is not clear
How well do other	comprehensible and	comprehensible and	clear and somewhat	
understand me?	clear	clear	understood	
Comprehension:	Message is fully	Message is clearly	Message is partly	Message is not
How well do I	understood with	understood with	understood with	understood
understand others?	immediate response	delayed response	delayed response	
			and repetition	
Use of Vocabulary:	Use of strong	Use of adequate	Vocabulary is limited	Vocabulary is
How extensive and	vocabulary that is	vocabulary that is	and repetitive	extremely limited
applicable is my	appropriate and	appropriate with		and repetitive
vocabulary?	varied	little variation		
Language Control:	Few errors occur	Some errors occur	Appropriate language	Practiced language
How accurate is my	when using practiced	when using practiced	functions are	functions are used
language?	language functions.	language functions.	attempted but	incorrectly. Errors
	Errors do not impede	Errors do not impede	frequent errors	impede
	communication	communication	impede	communication
			communication	
Fluency and	Conversation is	Conversation is	Conversation is	Conversation cannot
Communication	maintained with	maintained and	maintained with	be maintained, and
Strategies: How well	elaboration and	participates fully.	difficulty and	participation is
do I keep the	advances the		participates partially.	minimal.
conversation going?	conversation.			

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

Interpersonal Speaking

What are the student's strengths?	Proficient	What are the student's learning goals?
	Communicative goal completed with appropriate elaboration	20001
	Message is mostly comprehensible and clear	
	Message is clearly understood with delayed response	
	Use of adequate vocabulary that is appropriate with little variation	
	Some errors occur when using practiced language functions. Errors do not impede communication	
	Conversation is maintained and participates fully.	

Interpersonal Speaking

Explanation of Assignment

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

Interpersonal Writing

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.

	Approaching Next Level Proficiency	Proficient	Approaching Current Proficiency Level	Limited Proficiency
	4 points	3 points	2 points	1 point
Task: How well do I complete the task?	Communicative goal completed with elaboration	Communicative goal completed with some elaboration	Communicative goal completed with minimal elaboration	Communicative goal attempted
Comprehensibility: How well do others understand me?	Message is fully comprehensible and clear, including the use of the appropriate register	Message is mostly compressible and clear, including the appropriate register most of the time	Message is partially clear and somewhat understood. The appropriate register was not always used	Message is not clear
Mechanics: How accurately do I use capitalization, punctuation, and spelling?	Makes almost no errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks	Makes some errors in spelling, capitalization, punctuation, abbreviations, and accents and tone marks	Frequent errors in spelling, capitalization, punctuation, abbreviations and accents and tone marks	Makes little or no attempt to use correct spelling and mechanics
Vocabulary Use: How extensive and applicable is my vocabulary?	Use of strong vocabulary that is appropriate and varied	Use of adequate vocabulary that is appropriate with little variation	Vocabulary is limited and repetitive	Vocabulary is extremely limited and repetitive
Language Control: How accurate is my language?	Few errors occur when using practiced language functions. Errors do not impede communication	Some errors occur when using practiced language functions. Errors do not impede communication	Appropriate language functions are attempted but frequent errors impede communication	Practiced language functions are used incorrectly. Errors impede communication
Communication Strategies: How well do I organize my writing?	Writing is well organized with sequencing and transition words. Participates in advancing the conversation	Writing is organized with few transition and sequencing words. Participates fully in the conversation	Writing is somewhat organized with no transition and sequencing words. Participates partially in the conversation	Writing is not organized and participated minimally in the conversation

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

Interpersonal Writing

What are the student's strengths?	Proficient	What are the student's learning goals?
	Communicative goal completed with appropriate elaboration	
	Message is mostly compressible and clear, including the appropriate register most of the time	
	Makes some errors in spelling, capitalization, punctuation, abbreviations, and accents and tone marks	
	Use of adequate vocabulary that is appropriate with little variation	
	Some errors occur when using practiced language functions. Errors do not impede communication	
	Writing is organized with few transition and sequencing words. Participates fully in the conversation	

Interpersonal Writing

Explanation of Assignment

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

Standards:

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.

	Approaching Next Level Proficiency	Proficient	Approaching Current Proficiency Level	Limited Proficiency
	4 points	3 points	2 points	1 point
Task: How well do I	Communicative goal	Communicative	Communicative goal	Communicative goal
complete the task?	completed with	goal completed	completed with	attempted
	elaboration and	with some	minimal elaboration	
	supported with a	elaboration and		
	variety of examples	some examples		
Comprehensibility:	Message is fully	Message is mostly	Message is partly	Message is unclear
How well do other	comprehensible and	comprehensible and	clear and somewhat	
understand me?	clear	clear	understood	
Impact: How well do	Presentation is	Presentation is	Presentation is	Presentation is not
I capture and	engaging using varied	somewhat engaging	minimally engaging	engaging. Audience
maintain my	tone, gestures, eye	using varied tone,	using varied tone,	interest is not
audience?	contact, and visual	gestures, eye	gestures, eye	maintained
	aids	contact, and visual	contact, and visual	
		aids	aids	
Vocabulary Use: How	Use of strong	Use of adequate	Vocabulary is limited	Vocabulary is
extensive and	vocabulary that is	vocabulary that is	and repetitive	extremely limited
applicable is my	appropriate and	appropriate with		and repetitive
vocabulary?	varied	little variation		
Language Control:	Few errors occur	Some errors occur	Appropriate language	Practiced language
How accurate is my	when using practiced	when using practiced	functions are	functions are used
language?	language functions.	language functions.	attempted but	incorrectly. Errors
	Errors do not impede	Errors do not impede	frequent errors	impede
	communication	communication	impede	communication
			communication	
Communication	Presentation is well	Presentation is	Presentation is	Presentation isn't
Strategies: How well	organized, using	organized with few	somewhat organized	organized
do I organize the	sequencing and	sequencing and	with almost no	
presentation?	transition words	transition words	sequencing or	
			transition words	

Exceeding	23-24	8
standards	21-22	7
Meets	20	6
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Approaches	17	4
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Emerging toward	8-14	2
standards	6-8	1

Presentational Speaking

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What are the student's strengths?	Proficient	What are the student's learning
	Communicative goal completed with some elaboration and some examples	goals?
	Message is mostly compressible and clear	
	Presentation is somewhat engaging using varied tone, gestures, eye contact, and visual aids	
	Use of adequate vocabulary that is appropriate with little variation	
	Some errors occur when using practiced language functions. Errors do not impede communication	
	Presentation is organized with few sequencing and transition words	

Presentational Speaking

Thematic Focus:	Targeted Language Level:
Vocabulary and Functions Emphasized in Unit:	
Explanation of Task (communicative goal):	
Can Do Statements:	
Guidelines for a Quality Oral Presentation:	

Standards:

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.

	Approaching Next	Proficient	Approaching Current	Limited Proficiency
	Level Proficiency 4 points	3 points	Proficiency Level 2 points	1 point
Task: How well do I complete the task?	Communicative goal is completed with elaboration and supported with a variety of examples	Communicative goal completed with some elaboration and some examples	Communicative goal completed with minimal elaboration	Communicative goal attempted
Comprehensibility: How well do others understand me?	Message is fully comprehensible and clear. Audience interest is maintained	Message is mostly comprehensible and clear. Audience interest is mostly maintained	Message is partly clear and somewhat understood. Audience interest is somewhat maintained	Message is unclear and audience interest is minimally maintained
Mechanics: How accurately do I use capitalization, punctuation, and spelling?	Makes almost no errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks	Makes some errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks	Makes frequent errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks	Makes little or no attempt to use correct spelling and mechanics
Vocabulary: How extensive and applicable is my vocabulary?	Use of strong vocabulary that is appropriate and varied	Use of adequate vocabulary that is appropriate with little variation	Vocabulary is limited and repetitive	Vocabulary is extremely limited and repetitive
Language Control: How accurate is my language?	Few errors occur when using practiced language functions. Errors do not impede communication	Some errors occur when using practiced language functions. Errors do not impede communication	Appropriate language functions are attempted but frequent errors impede communication	Practiced language functions are used incorrectly. Errors impede communication
Communication Strategies: How well do I organize my writing?	Presentation is well organized, using sequencing and transition words	Presentation is organized with few sequencing and transition words	Presentation is somewhat organized with almost no sequencing or transition words	Presentation isn't organized

Exceeding	23-24	8
standards	21-22	7
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Standards	15-16	3
Emerging toward	8-14	2
standards	6-8	1

Presentational Writing

What are the student's strengths?	Proficient	What are the student's learning goals?
	Communicative goal completed with some elaboration and some examples	
	Message is mostly comprehensible and clear. Audience interest is mostly maintained	
	Makes some errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks	
	Use of adequate vocabulary that is appropriate with little variation	
	Some errors occur when using practiced language functions. Errors do not impede communication	
	Presentation is organized with few sequencing and transition words	

Presentational Writing

Thematic Focus:	Targeted Language Level:
Vocabulary and Functions Emphasized in Unit:	<u> </u>
Explanation of Task (communicative goal):	
Explanation of Task (communicative goal).	
Can Do Statements:	
Guidelines for a Quality Written Presentation:	