

WL Interpersonal Speaking Level 1-2 Novice-Mid

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.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	<ul style="list-style-type: none"> Task completed with elaboration. 	<ul style="list-style-type: none"> Task completed with some elaboration. 	<ul style="list-style-type: none"> Task completed with minimal elaboration. 	<ul style="list-style-type: none"> Task attempted.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Comprehension How well do I understand others?	<ul style="list-style-type: none"> Message is fully understood with immediate response. 	<ul style="list-style-type: none"> Message is clearly understood with delayed response. 	<ul style="list-style-type: none"> Message is understood with delayed response and repetition. 	<ul style="list-style-type: none"> Message is not understood.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Fluency and Communication Strategies How well do I keep the conversation going?	<ul style="list-style-type: none"> Conversation is maintained with elaboration. 	<ul style="list-style-type: none"> Conversation is maintained. 	<ul style="list-style-type: none"> Conversation is maintained with difficulty, frequent pauses. 	<ul style="list-style-type: none"> Conversation cannot be maintained, many long pauses.

NVACSWL Performance Indicators: *Choose applicable performance indicators to match task*

1a Greet and leave people in a polite way.

2a Understand a few courtesy phrases.

1b Introduce self and others.

2b Recognize and understand basic information.

1c Answer a variety of simple questions

2c Recognize and understand words for a specific purpose.

1d Make simple statements in a conversation.

1e Ask simple questions.

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

WL Interpersonal Speaking Level 3-4 Novice-High

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NVACSWL Performance Indicators: Choose applicable performance indicators to match task

1a Exchange some personal information. topics.

2a Understand simple questions or statements on familiar

1c Ask for and give simple directions.

2d Understand short simple descriptions.

1d Make plans with others.

2e Understand the main idea of conversations.

1e Interact with others in everyday situations.

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

WL Interpersonal Speaking Level 5-6 H Intermediate-Low

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

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NVACSWL Performance Indicators: Choose applicable performance indicators to match task

- 1a Hold a simple conversation on a number of everyday topics.
- 1b Use the language to meet basic needs in familiar situations.
- 1c Ask and answer questions on factual information that is familiar.
- 2a Understand the basic purpose a message related to basic needs.
- 2b Understand questions and simple statements on everyday topics.

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Emerging toward standards	8-14	2
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WL Interpersonal Speaking Level AP/9-10 H Intermediate-Mid

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NVACSWL Performance Indicators: Choose applicable performance indicators to match task

1a Start, maintain, and end a conversation on a variety of topics. 2a Understand conversations related to everyday life.

1b Talk about daily activities and personal preferences.

1c Use language to handle tasks related to personal needs.

1d Exchange information about topics of personal interest to the learner.

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Meets standards	20	6
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Emerging toward standards	8-14	2
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WL Presentational Speaking Level 1-2 Novice-Mid

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.

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Impact How well do I capture and maintain my audience?	<ul style="list-style-type: none"> Presentation is engaging using varied tone, gestures, eye contact and fluency. 	<ul style="list-style-type: none"> Presentation is somewhat engaging with some varied tone, gestures, eye contact and fluency. 	<ul style="list-style-type: none"> Presentation is minimally engaging with almost no use of varied tone, gestures, eye contact and fluency. 	<ul style="list-style-type: none"> Presentation is not engaging.
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Communication Strategies How well do I organize the presentation?	<ul style="list-style-type: none"> Presentation is well organized using sequencing and transition words. 	<ul style="list-style-type: none"> Presentation is organized with few sequencing and transition words. 	<ul style="list-style-type: none"> Presentation is somewhat organized almost no sequencing or transition words. 	<ul style="list-style-type: none"> Presentation isn't organized.

NVACSWL Performance Indicators: *Choose applicable performance indicators to match task*

3a Present information using words or phrases about self, daily activities, likes, and dislikes.

3c Speak about self, using learned phrases as well as memorized expressions.

3d Speak about daily activities that help in day to day life.

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
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NVACSWL Performance Indicators: *Choose applicable performance indicators to match task*

3a Present and information using phrases and simple sentences about one's life and familiar experiences or about a familiar person, place or thing.

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

WL Presentational Speaking Level 5-6 H Intermediate-Low

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NVACSWL Performance Indicators: Choose applicable performance indicators to match task

3a Talk about people, activities, and experiences.

3b Talk about needs and wants.

3c Share information about plans.

3e Talk about topics of interest.

3f Give basic instructions.

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
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Approaches Standards	17	4
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Emerging toward standards	8-14	2
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NVACSWL Performance Indicators: *Choose applicable performance indicators to match task*

3a Present personal and social experiences.

3b Present something learned or research.

3c Present common interests and issues.

3d Take a critical stance on a topic of interest.

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	21-22	7
Meets standards	20	6
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WL Presentational Writing Level 1-2 Novice-Mid

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Mechanics How accurately do I use capitalization, punctuation, and spelling?	<ul style="list-style-type: none"> Makes almost no errors in spelling, capitalization, nor punctuation. 	<ul style="list-style-type: none"> Makes occasional errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> Frequent errors in capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
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Communication Strategies How well do I organize my writing	<ul style="list-style-type: none"> Writing is well organized with sequencing and transition words. 	<ul style="list-style-type: none"> Writing is organized with few transition and sequencing words. 	<ul style="list-style-type: none"> Writing is somewhat organized with no transition and sequencing words. 	<ul style="list-style-type: none"> Writing is not organized.

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3a Present information using words or phrases about self, daily activities, likes and dislikes.

3b Fill out a simple form with basic information.

3c Write about self, using learned phrases as well as memorized expressions.

3d List daily activities and write lists that help in day to day life.

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Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Mechanics How accurately do I use capitalization, punctuation, and spelling?	<ul style="list-style-type: none"> Makes almost no errors in spelling, capitalization, nor punctuation. 	<ul style="list-style-type: none"> Makes occasional errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> Frequent errors in capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	<ul style="list-style-type: none"> Writing is well organized with sequencing and transition words. 	<ul style="list-style-type: none"> Writing is organized with few transition and sequencing words. 	<ul style="list-style-type: none"> Writing is somewhat organized with no transition and sequencing words. 	<ul style="list-style-type: none"> Writing is not organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

3a. Writes information using phrases and simple sentences about one's life and familiar experiences or about a familiar person, place, or thing.

3b. Writes short notes about things learned, and requests information

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

WL Presentational Writing Level 5-6 H Intermediate-Low

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.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	<ul style="list-style-type: none"> Task completed with elaboration. 	<ul style="list-style-type: none"> Task completed with some elaboration. 	<ul style="list-style-type: none"> Task completed with minimal elaboration. 	<ul style="list-style-type: none"> Task attempted.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Mechanics How accurately do I use capitalization, punctuation, and spelling?	<ul style="list-style-type: none"> Makes almost no errors in spelling, capitalization, nor punctuation. 	<ul style="list-style-type: none"> Makes occasional errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> Frequent errors in capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	<ul style="list-style-type: none"> Writing is well organized with sequencing and transition words. 	<ul style="list-style-type: none"> Writing is organized with few transition and sequencing words. 	<ul style="list-style-type: none"> Writing is somewhat organized with no transition and sequencing words. 	<ul style="list-style-type: none"> Writing is not organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

3a. Writes about people, activities, and experiences

3b. Writes about needs and wants.

3e. Writes about topics of interest

3f. Gives basic instructions

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

WL Presentational Writing Level AP/9-10 H Intermediate-Mid

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.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	<ul style="list-style-type: none"> Task completed with elaboration. 	<ul style="list-style-type: none"> Task completed with some elaboration. 	<ul style="list-style-type: none"> Task completed with minimal elaboration. 	<ul style="list-style-type: none"> Task attempted.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Mechanics How accurately do I use capitalization, punctuation, and spelling?	<ul style="list-style-type: none"> Makes almost no errors in spelling, capitalization, nor punctuation. 	<ul style="list-style-type: none"> Makes occasional errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> Frequent errors in capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	<ul style="list-style-type: none"> Writing is well organized with sequencing and transition words. 	<ul style="list-style-type: none"> Writing is organized with few transition and sequencing words. 	<ul style="list-style-type: none"> Writing is somewhat organized with no transition and sequencing words. 	<ul style="list-style-type: none"> Writing is not organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

3a. Writes about personal and social experiences

3b. Writes about something learned or researched.

3c. Writes about common interests and issues

3d. Takes a critical stance on a topics of interest.

3e. Writes messages, communications, and announcements for distribution.

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

WL Interpersonal Writing Level 1-2 Novice-Mid

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.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	<ul style="list-style-type: none"> Task completed with elaboration. 	<ul style="list-style-type: none"> Task completed with some elaboration. 	<ul style="list-style-type: none"> Task completed with minimal elaboration. 	<ul style="list-style-type: none"> Task attempted.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Mechanics How accurately do I use capitalization, punctuation, and spelling?	<ul style="list-style-type: none"> Makes almost no errors in spelling, capitalization, nor punctuation 	<ul style="list-style-type: none"> Makes occasional errors in spelling, capitalization, and punctuation 	<ul style="list-style-type: none"> Frequent errors in capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	<ul style="list-style-type: none"> Writing is well organized with sequencing and transition words. 	<ul style="list-style-type: none"> Writing is organized with few transition and sequencing words. 	<ul style="list-style-type: none"> Writing is somewhat organized with no transition and sequencing words. 	<ul style="list-style-type: none"> Writing is not organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

- 1a. Greet and leave people in a polite way.
- 1b. Introduce self and others.
- 1c. Answer a variety of simple questions.
- 1d. Makes simple statements in a written conversation.
- 1e. Asks simple questions.
- 2a. Understand a few courtesy phrases
- 2b. Recognize and understand basic information.
- 2c. Recognize and understand words for a specific purpose.
- 2d. Recognize and understand words, phrases, and characters with visuals, guidance, or through association with what learners already know.

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

WL Interpersonal Writing Level 3-4 Novice-High

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.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	<ul style="list-style-type: none"> Task completed with elaboration. 	<ul style="list-style-type: none"> Task completed with some elaboration. 	<ul style="list-style-type: none"> Task completed with minimal elaboration. 	<ul style="list-style-type: none"> Task attempted.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Mechanics How accurately do I use capitalization, punctuation, and spelling?	<ul style="list-style-type: none"> Makes almost no errors in spelling, capitalization, nor punctuation 	<ul style="list-style-type: none"> Makes occasional errors in spelling, capitalization, and punctuation 	<ul style="list-style-type: none"> Frequent errors in capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	<ul style="list-style-type: none"> Writing is well organized with sequencing and transition words. 	<ul style="list-style-type: none"> Writing is organized with few transition and sequencing words. 	<ul style="list-style-type: none"> Writing is somewhat organized with no transition and sequencing words. 	<ul style="list-style-type: none"> Writing is not organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

- 1a. Exchange some personal information.
- 1b. Exchange information using texts, graphs, or pictures.
- 1c. Ask for and give simple directions.
- 1d. Make plans with others.
- 1e. Interact with others in everyday situations.
- 2a. Understand simple questions or statements on familiar topics.
- 2b. Understand simple information via pictures and graphs.
- 2c. Understand short simple messages on familiar topics.
- 2d. Understand short, simple descriptions.
- 2e. Understand the main idea of published materials.

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

WL Interpersonal Writing Level 5-6 H Intermediate-Low

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.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	<ul style="list-style-type: none"> Task completed with elaboration. 	<ul style="list-style-type: none"> Task completed with some elaboration. 	<ul style="list-style-type: none"> Task completed with minimal elaboration. 	<ul style="list-style-type: none"> Task attempted.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Mechanics How accurately do I use capitalization, punctuation, and spelling?	<ul style="list-style-type: none"> Makes almost no errors in spelling, capitalization, nor punctuation 	<ul style="list-style-type: none"> Makes occasional errors in spelling, capitalization, and punctuation 	<ul style="list-style-type: none"> Frequent errors in capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	<ul style="list-style-type: none"> Writing is well organized with sequencing and transition words. 	<ul style="list-style-type: none"> Writing is organized with few transition and sequencing words. 	<ul style="list-style-type: none"> Writing is somewhat organized with no transition and sequencing words. 	<ul style="list-style-type: none"> Writing is not organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

- 1a. Hold a simple (written) conversation on a number of everyday topics.
- 1b. Use the language to meet basic needs in familiar situations.
- 1c. Ask and answer questions on factual information that is familiar.
- 2a. Understand the basic purpose of a message related to basic needs.
- 2b. Understand questions and simple statements on everyday topics.
- 2c. Identify some simple information on forms.
- 2d. Identify some information from news media.

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

WL Interpersonal Writing Level AP/9-10 H Intermediate-Mid

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.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
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Mechanics How accurately do I use capitalization, punctuation, and spelling?	<ul style="list-style-type: none"> Makes almost no errors in spelling, capitalization, nor punctuation 	<ul style="list-style-type: none"> Makes occasional errors in spelling, capitalization, and punctuation 	<ul style="list-style-type: none"> Frequent errors in capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	<ul style="list-style-type: none"> Writing is well organized with sequencing and transition words. 	<ul style="list-style-type: none"> Writing is organized with few transition and sequencing words. 	<ul style="list-style-type: none"> Writing is somewhat organized with no transition and sequencing words. 	<ul style="list-style-type: none"> Writing is not organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

- 1a. Start, maintain, and end a (written) conversation on a variety of familiar topics
- 1b. Write about daily activities and personal preferences.
- 1c. Use language to handle tasks related to personal needs.
- 1d. Exchange information about topics of personal interests to the learners.
- 2a. Understand basic information in ads and recordings.
- 2b. Understand messages related to everyday life.
- 2c. Understand simple written exchanges between other people.

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