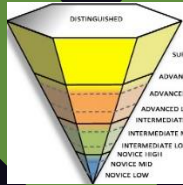




Planning with the End in Mind

CERCLL April 21, 2018
Donna L. Clementi PhD

Performance Towards Proficiency Agenda



- Performance Towards Proficiency



- Sample Integrated Performance Assessment



- Rubrics and Scoring Guides

Performance Towards Proficiency

PERFORMANCE



PROFICIENCY



Performance Towards Proficiency

PERFORMANCE	PROFICIENCY
Based on classroom instruction	Independent of specific classroom instruction
Practiced	Unrehearsed
Familiar content and context	Broad content and context
Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks related to a specific topic/theme.	Sustained performance across all the tasks and contexts for the level(as described in the ACTFL Proficiency Guidelines)

Range of Performance

Contexts and Content

What are the situations in which the learner can communicate?
What are the topics that the learner can understand and discuss?

Functions

What types of communication can the learner understand and use (example: questions, descriptions, stories, etc.)

Text Type

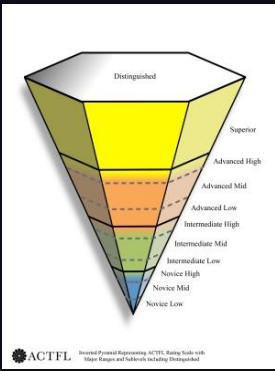
What kinds of texts can the learner understand and produce?

Performance

Demonstration of performance within a specific range may provide some indication of how the language user might perform on a proficiency assessment and indeed might point toward a proficiency level, but performance is not the same as proficiency.

(Page 4 ACTFL Performance Descriptors 2015)

Proficiency Levels



NOVICE



- Memorized language
- Lists of words, phrases, simple sentences
- Attempts at conversation
- Limited, very familiar topic areas
- Handles short social interactions by asking and answering simple questions

INTERMEDIATE



- Creates with language
- Strings of connected sentences
- Asks and answers questions
- Wide variety of familiar topics
- Handles everyday situations

ADVANCED



- Narrates and describes in all time frames
- Paragraph-length narration
- A full conversational partner, asking and responding to a wide variety of questions including follow-up comments and questions
- Wide variety of familiar topics, some academic and professional topics
- Handles a situation with an unexpected complication
- Speaks with confidence

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level	
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture 	
	4				
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment 	
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture 	
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator		
Advanced Low			K–12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel		
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in Grades K–6 	
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist		
Intermediate Low			1		
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K–6 	
Novice Mid				0	<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low					

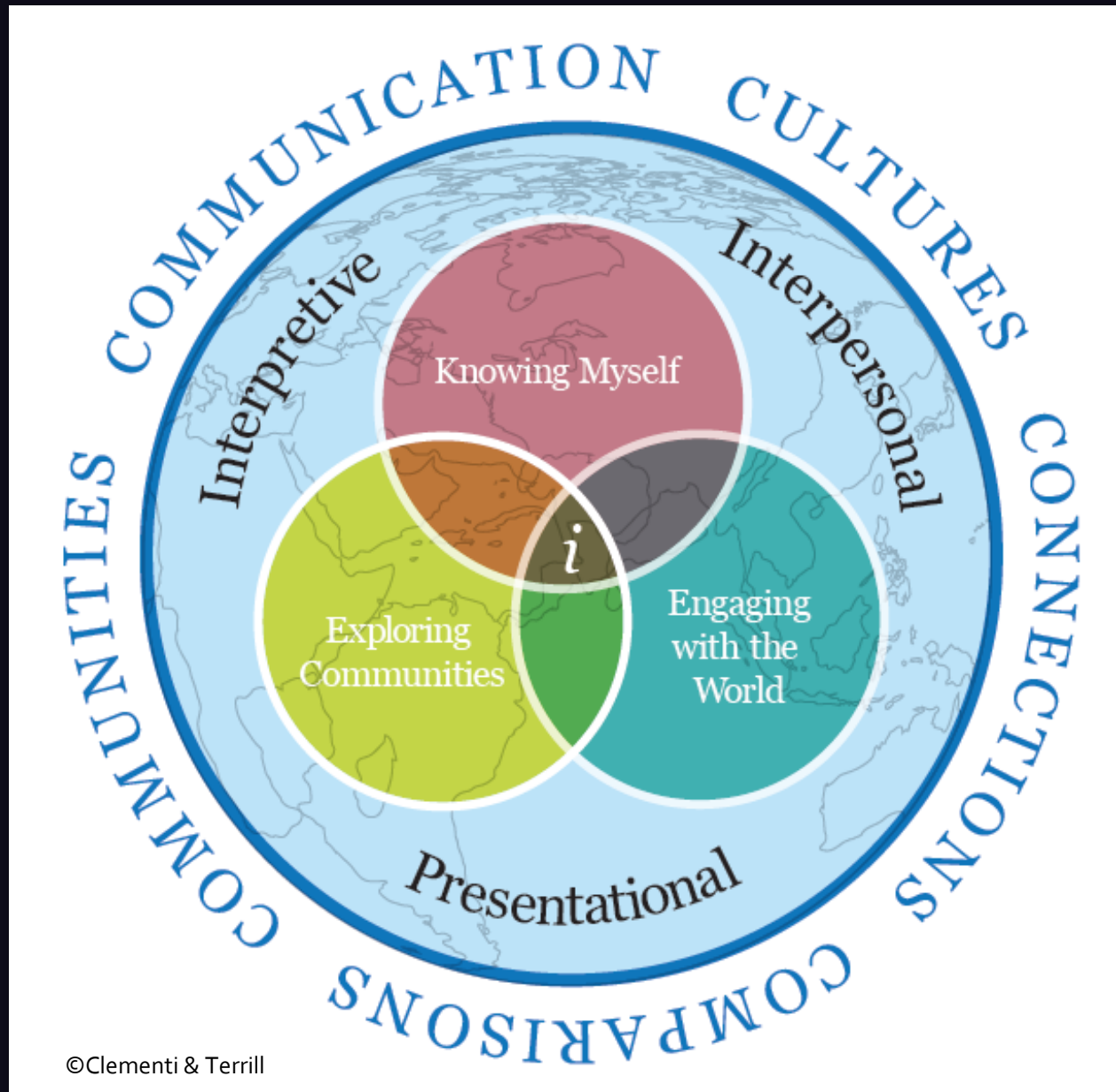
Purposeful Practice

Proficiency: skillfulness in the command of fundamentals deriving from practice and familiarity; "practice greatly improves proficiency".



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PERFORMANCE ASSESSMENT



Theme

Global Themes Clementi/Terrill	Advanced Placement
<ul style="list-style-type: none">• Identity/Belonging• Challenges• Creativity• Discovery• Exploring Time and Place• Well-being	<ul style="list-style-type: none">• Personal and Public Identities• Families and Communities• Global Challenges• Beauty and Aesthetics• Science and Technology• Contemporary Life

Matching Themes and Topics

Global Themes

- Identity/Belonging
- Challenges
- Creativity
- Discovery
- Exploring Time and Place
- Well-being

Topics

- *Cities
- *Sports
- *Families
- *Houses
- *Movies
- *Art
- *Geography
- *Animals
- *Famous People
- *Historic Event
- *Daily Routine
- *Food
- *Inventions
- *Music
- *Fashion
- *School

Matching Themes and Topics

Global Themes

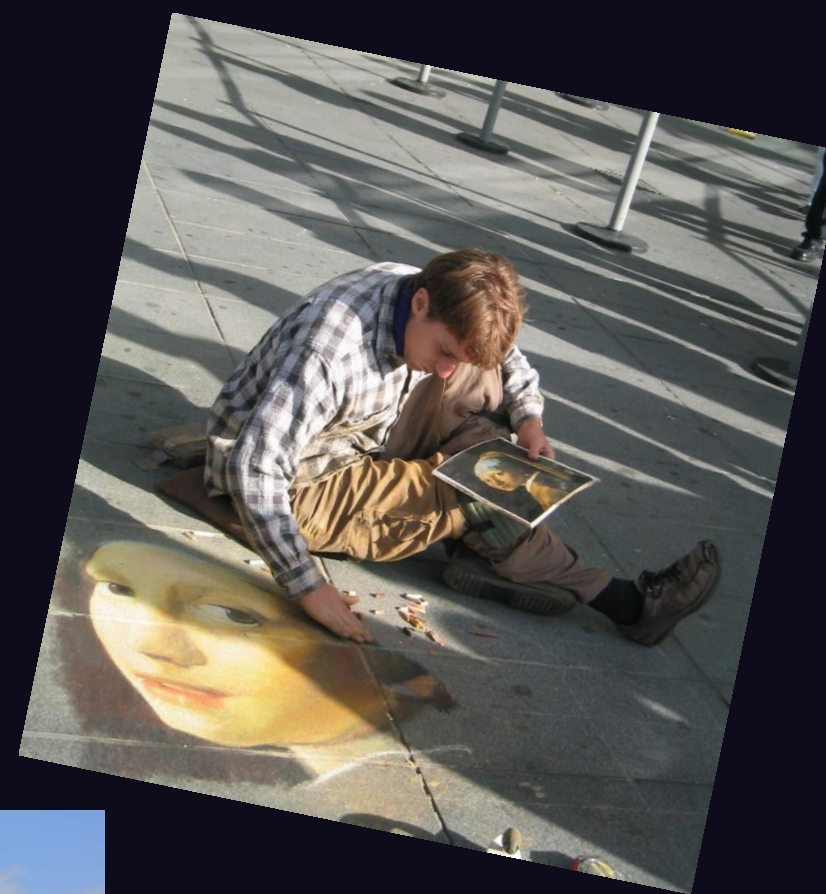
- Identity/Belonging
- Challenges
- Creativity
- Discovery
- **Exploring Time and Place**
- Well-being

Topics

- *Cities
- *Sports
- *Families
- *Houses
- *Movies
- ***Art**
- *Geography
- *Animals
- *Famous People
- *Historic Event
- *Daily Routine
- *Food
- *Inventions
- *Music
- *Fashion
- *School

Topic

STREET ART
(PUBLIC ART SPACES)



THEME: Exploring Time and Place

Topic: Street Art

Level: High School Level 2

Performance Target: Novice High/Intermediate Low

LOOK FOR INSPIRATION & RESOURCES



KEY WORDS/PHRASES

- Street murals
- Artists
- Street art
- Graffiti
- Public art spaces
- Sculpture gardens
- ???



EGYPT – Artist Unknown



CHINA – Artist Unknown



NEW YORK – Brolga



FRANCE – Seth Globepainter



GERMANY – Artist Unknown



GREECE: STMTS



SPAIN: Zosen



HAWAII – Solomon Enos



TURKEY - Lakormis

COMMUNICATION



- *“Communication is the expression, interpretation, and sometimes negotiation of meaning in a given context. What is more, communication is also purposeful.”*

While We're On The Topic by VanPatten 2017

Essential questions

“The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily.”

--Ted Sizer



Essential Question

Critical Thinking

Open-ended
No single right answer

Creativity

Provocative
Fun
New Ideas
Can be revisited



Engagement

For all students
Personalization
Differentiation
Can be discussed in the TL

Relevance

Expand students' understanding of
themselves in relation to their
community and world

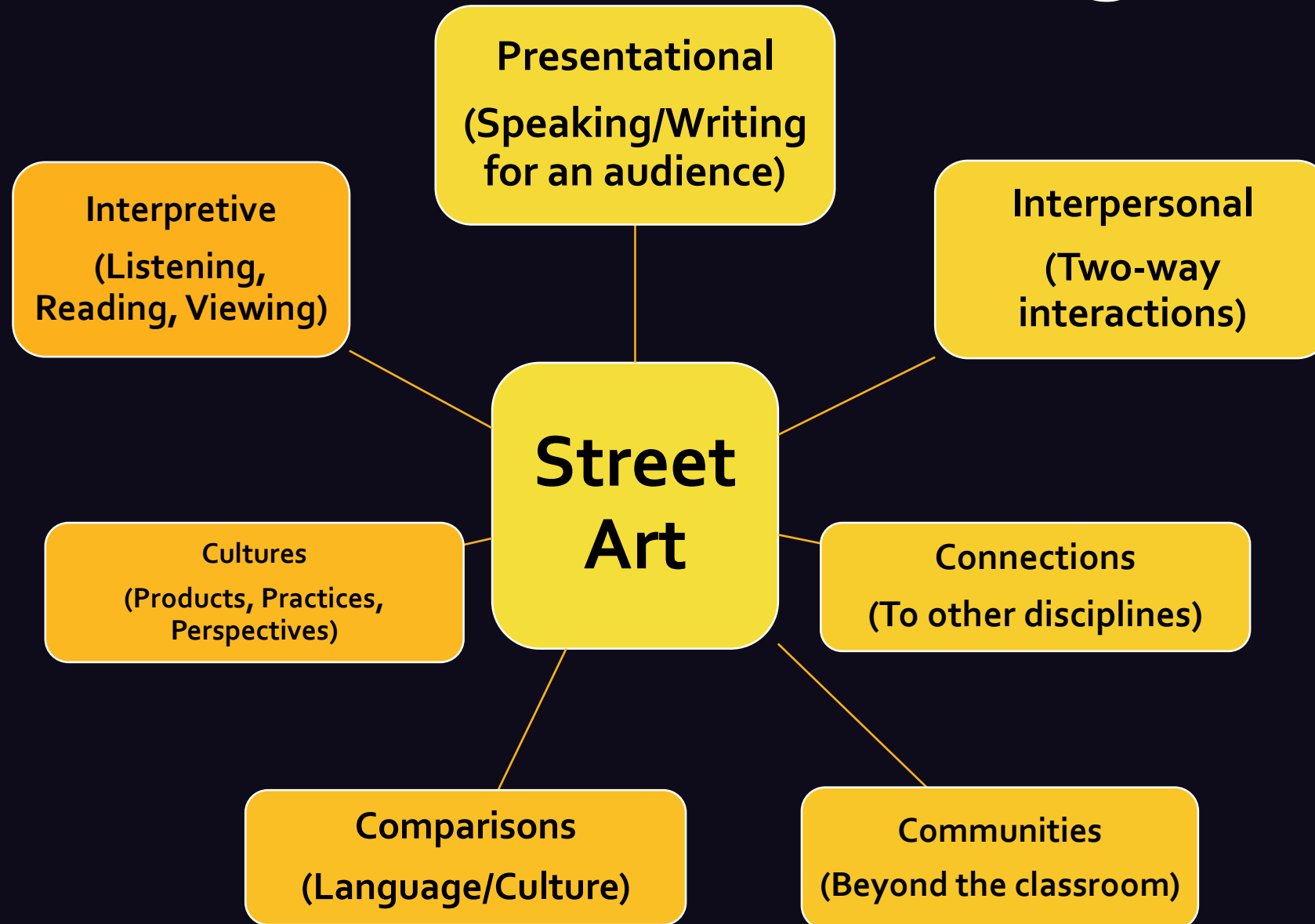
ESSENTIAL QUESTION:

Why does Street Art exist?

"Art shouldn't only be for those who can afford to see it."



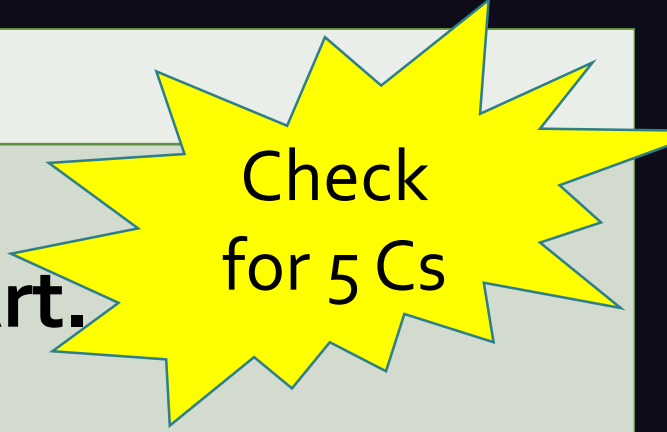
Unit Goals - Brainstorming



Unit Goals

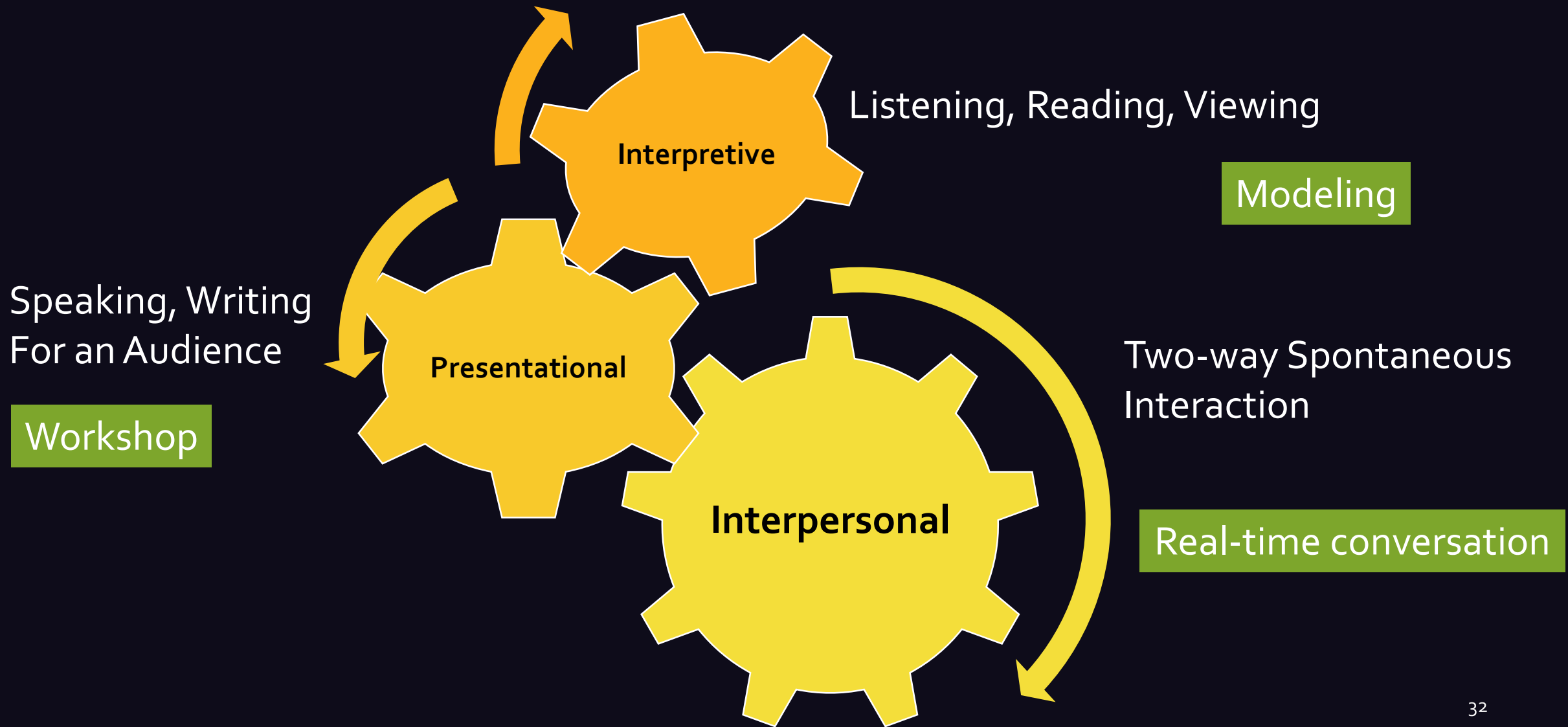
Learners will be able to:

- List types of Street Art and purposes for Street Art.
- Write a definition of Street Art.
- Name places where you can see Street Art in (France).
- Compare Street Art today with Street Art in history.
- Give examples of the popularity of Street Art internationally.
- Share reasons why some Street Artists identify their work and others remain anonymous.
- Tell the story of a piece of Street Art and its message.
- Discuss with others the options preserving, changing, or removing Street Art over time.
- Present a proposal to the community for a piece of Street Art.



Check
for 5 Cs

Authentic Performance Assessment



Authentic Performance Assessments

Summative Performance Tasks

Interpretive

- Read descriptions of different types of Street Art and connect the descriptions to appropriate images.
- Watch a video that shows a tour of a city with Street Art; afterwards, give your opinion why someone should or should not visit the city in the video.
- Read an article about a street artist; identify what motivates this artist to create Street Art.

Presentational

Polished - Working with a small group, create a multimedia presentation in English and French about Street Art for the community. Present simple facts highlighting the reasons for the sites.

On Demand – Explain in writing how Street Art enriches or detracts from the atmosphere of a community.

Interpersonal

After viewing several examples of Street Art, discuss with classmates common themes, whether Street Art should be preserved, changed, or removed over time.



What will learners need?

Summative Performance Tasks

Interpretive

- Read descriptions of different types of Street Art and connect the descriptions to appropriate images.
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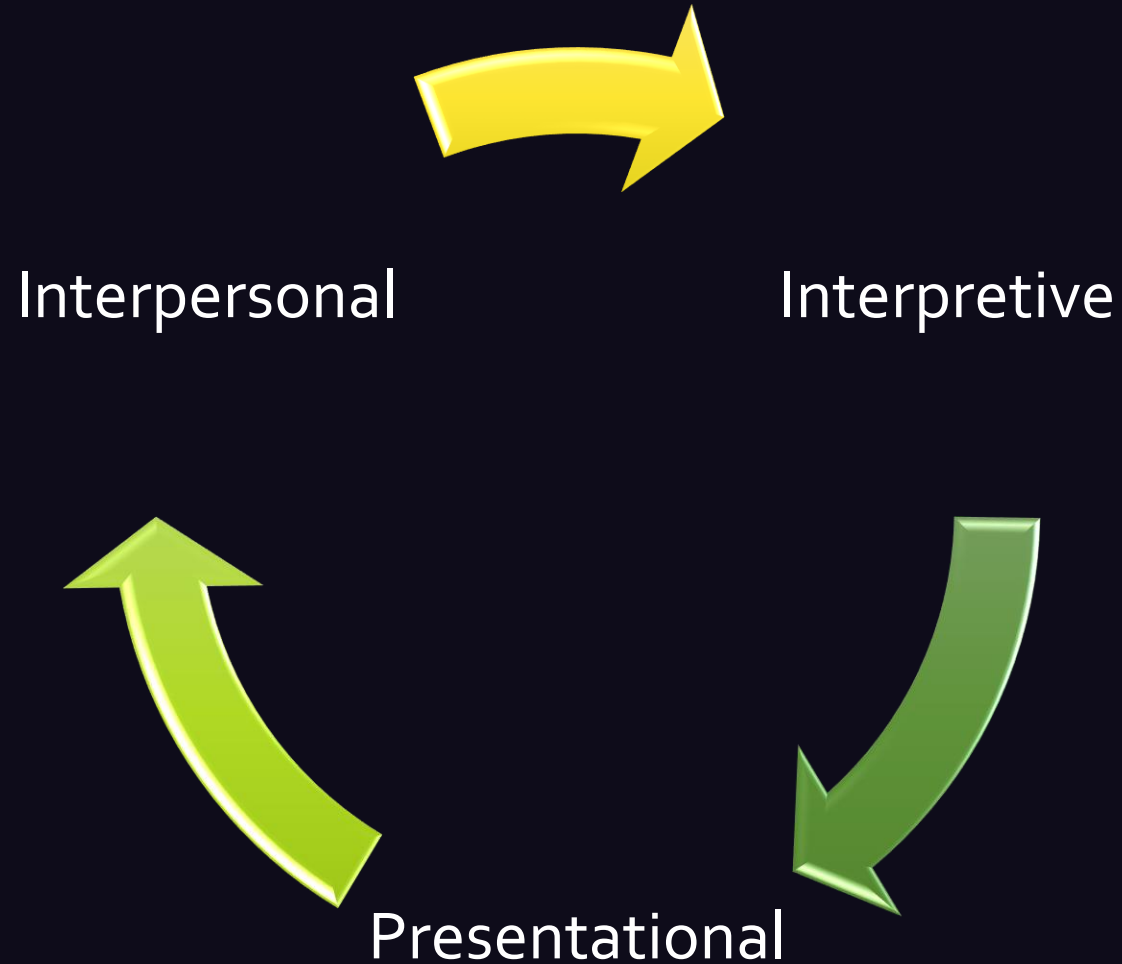
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After viewing several examples of Street Art, discuss with classmates common themes, whether Street Art should be preserved, changed, or removed over time.

CAN-DO STATEMENTS



Can-do Statements

	Novice Mid	Novice High	Intermediate Low
Interpersonal Communication	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences most of the time.	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
Presentation- al Speaking and Writing	I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases, and simple sentences.	I can present personal information about my life and activities, using simple sentences most of the time.	I can present personal information about my life, activities and events, using simple sentences.
Interpretive Reading and Listening	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals.	I can identify the topic and some isolated elements from simple sentences in short texts.	I can identify the topic and related information from simple sentences in short texts.

Can Do Statements

Interpretive

I can identify the topic and some isolated elements from simple sentences in short texts.

- (R) I can understand some information about the origins of Street Art.(NH)
- (L & R) I can understand several characteristics of a street artist's style. (NH)
- (R) I can understand several facts of a street artist's biography . (IL)

Presentational

I can present personal information about my life and activities, using simple sentences most of the time.

- (S&W) I can give a simple description of a street mural. (NH)
- (S&W) I can create a timeline showing Street Art across time. (NH)
- (S&W) I can write and present a proposal for the creation of a street mural for my community. (IL)

Interpersonal

I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences most of the time.

- I can ask and answer questions about Street Art I view.(NH)
- I can create descriptions of street art with my classmates.(NH)
- I can ask and respond to questions about examples of Street Art. (NH)
- I can exchange suggestions with my classmates of cities to visit based on the quality and quantity of street art in that city. (IL)
- I can discuss with classmates the positives and negatives about Street Art. (IL)



FOUNDATION

SUPPORTING FUNCTIONS	SUPPORTING STRUCTURES/ PATTERNS	PRIORITY VOCABULARY
<ul style="list-style-type: none">• Describing Street Art• Asking and responding to questions about Street Art• Telling stories about Street Art• Comparing Street Art types, purposes, messages	<ul style="list-style-type: none">• Adjective placement and agreement• Informational and follow-up questions• Past tense• Comparative and superlative adjectives and adverbs	

TOP TEN FUNCTIONS AND RELATED TASKS



Spiral of Functions

FUNCTION	NOVICE 		INTERMEDIATE 		ADVANCED
Describing people, places, things, how and how well	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
<u>RELATED LANGUAGE FUNCTIONS</u>					
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather	Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret		Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize		

Learning Activities/Formative Assessments

Learning Activity/Formative Assessment (Sample activities are listed from the beginning to the end of the unit).	How does this activity support the unit goals or performance tasks?	Mode of Communication
View video explaining the origin of Street Art; write a reaction to the stated purpose.	Establish context for the unit	Interpretive Presentational
Locate Street Art sites on a world map	Become familiar with location of Street Art sites around the world	Interpretive Presentational
Place Street Art on a timeline by asking and responding to questions about Street Art across time.	Place Street Art on a continuum from how it has been represented across time.	Interpretive Interpersonal Presentational
Match historic events with themes represented in Street Art.	Place Street Art in context	Interpretive Presentational
Listen to descriptions of Street Art sites and identify the property described	Become familiar with specific vocabulary to describe Street Art properties	Interpretive
Write a postcard to a friend describing your visit to a Street Art site	Writing descriptions of Street Art	Presentational
Exchange opinions about Street Art sites you would like to visit some day	Expressing opinions, making recommendations about Street Art	Interpersonal
Play the role of a tour guide in a city with Street Art.	Describing, retelling about the Street Art in the selected city	Presentational

Resources

- <https://artsandculture.google.com/project/street-art>
- <https://www.artsy.net/article/artsy-editorial-10-artists-challenging-idea-street-art>
- <https://www.nationalgeographic.com/travel/lists/activities/graffiti-tour-around-world-street-art/>
- <http://globalstreetart.com/>
- <https://www.nytimes.com/2015/06/28/opinion/sunday/art-in-public-spaces.html>
- <http://www.sculpture-network.org/en/home/about-sculpture/art-and-public-spaces-our-theme-for-2017.html>

- <https://www.streetpress.com/sujet/101409-cet-ete-10-spots-ou-voir-du-street-art-a-paris>
- <https://www.20minutes.fr/societe/2130359-20170914-video-20minuit-nuits-vandale-graffeurs-paris>
- <https://www.parisinfo.com/decouvrir-paris/guides-thematiques/paris-plein-air/culture-a-ciel-ouvert/5-quartiers-ou-voir-du-street-art-a-paris>

Rubrics and Scoring Guides



PRIORITIES FOR ASSESSMENT

DOMAIN	QUALITIES OF PERFORMANCE	WHAT IT DESCRIBES
Language Control	How accurate is the learner's language?	The level of control the learner has over certain language features or strategies to produce or understand language
Vocabulary	How extensive and applicable is the learner's vocabulary?	The parameters of vocabulary used to produce or understand language
Communication Strategies	How does the learner maintain communication and make meaning?	The strategies used to negotiate meaning, to understand text and messages, and to express oneself
Cultural Awareness	How is the learner's cultural knowledge reflected in language use?	The cultural products, practices, or perspectives the learner may employ to communicate more successfully in the cultural setting

BUILDING VOCABULARY

1

Interact with many authentic texts

2

Identify “priority vocabulary”:

- Critical to understanding
- Used again and again and again
- Needed for speaking and writing

3

Practice vocabulary in rich and varied language experiences in the three modes **DAILY**

4

Assess vocabulary in the way learners need to use it (passive or active)

Communication Strategies

- Clarification
- Restatement
- Repetition
- Circumlocution
- Visual support
- Gestures
- Facial expressions
- Dictionary



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Communication Strategies

- What did you say?
- Please repeat that.
- I don't understand.
- Do you mean....?
- Please give an example.
- Can you speak more slowly?
- What does ____ mean?
- Can you explain ____?
- Can you show me?



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Cultural Awareness



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- How does knowledge and understanding of culture influence understanding of the text?
- What do I have to explain so that the audience understands my presentation?
- What do I understand when I listen to someone? What does someone understand when listening to me?
- How do I understand and use body language, gestures, idioms appropriately?

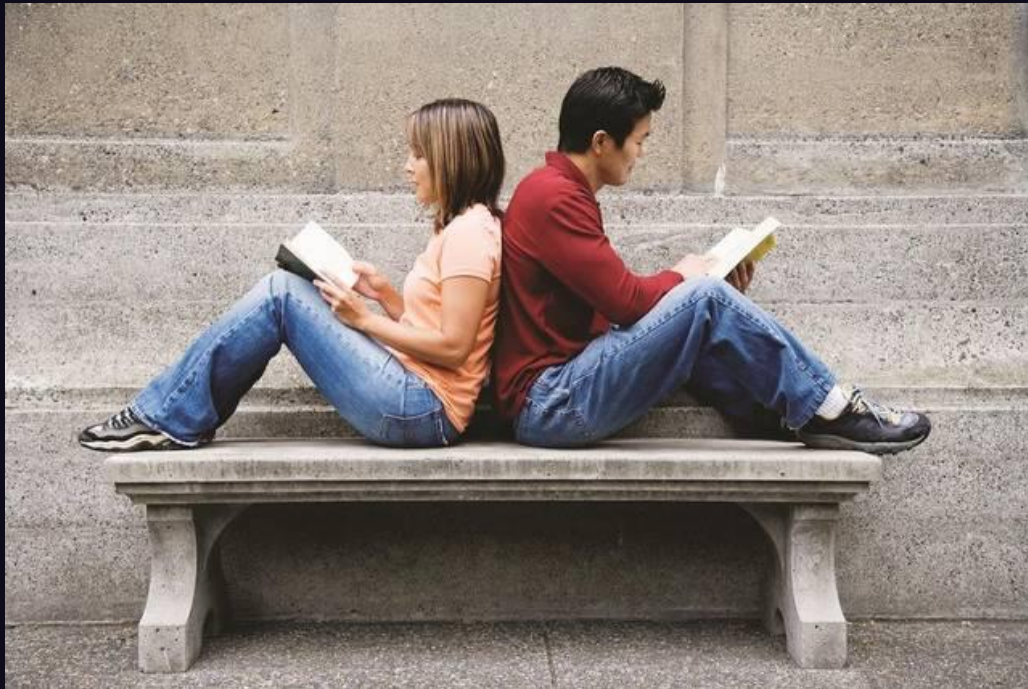
Interculturality develops over time

Just as second language acquisition is not a uniform, instantaneous event but occurs in a spiral fashion over time, necessitating repeated language input and output opportunities, the development of cultural awareness and cross-cultural understanding also occurs over time in cyclical fashion, permitting learners to document their emerging awareness and understanding with new data and insights.

--Dr. Renate Schulz

Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



Characteristics

- One-way communication
- Listening, reading, viewing
- Authentic fiction and non-fiction texts
- Global understanding.....inferences
- Pleasure.....information

Interpretive Mode: Authentic Text

Those texts written by speakers of the target language for native speakers of the language

- Real-world
- Culture-rich
- Model of correct language



Interpretive Assessment: L1 or L2

- **Learners may use native language to demonstrate understanding as appropriate to the task and to the language level of the learner.**
- Assessing comprehension in the target language may limit learners' ability to demonstrate what they have comprehended.
- Learners may use the language of the question to look back and lift the answer from the text without understanding either the question or the text.
- Several studies have shown that learners receive higher comprehension scores when they are tested in their native language.
- The language of recall affects FL readers' performance in terms of:
 - ❖ The amount of textual information recalled accurately
 - ❖ The number of inferences, elaborations, and metacognitive statements produced.

Pages 199 – 200 Teacher's Handbook Fifth Edition 2016 (Shrum and Glisan)

Real-world Contexts

Reading	Listening	Viewing
Schedules	Announcements	Models
Advertisements	Recorded messages	Charts
Menus	Music	Graphs
Catalogs	Talk shows	Graphic organizers
Cartoons	News shows	Maps
Recipes	Television programs	Posters
Letters/email/postcards	Lectures	Pictures
Instructions	Performances	Photos
Newspapers	Movies	Movies
Magazines	Radio	Signs
Poetry	Podcasts	Symbols
Short stories	Plays	Paintings
Plays	Conversations	Sculptures
Novels	Debates	Architecture
Internet sites/blogs	Instructions	
	Sports play-by-play	

Tracking Types of Texts

The revised CEFR (2017) emphasizes PURPOSE: <https://www.coe.int/en/web/education/-/the-cefr-companion-volume-with-new-descriptors-is-now-available-online->

READING	LISTENING
<ul style="list-style-type: none">--Correspondence--For orientation (skimming and scanning for specific information)--For information and argument (requires careful reading of a text)--Instructions--As a leisure activity	<ul style="list-style-type: none">--Understanding conversations--As a member of a live audience--Announcements and instructions--Audio media and recordings--Watching TV and film

Interpretive Rubric: Literal Comprehension

Criteria	Strong Performance	Meets Expectations	Approaching Expectations
Word Recognition	Defines all key words appropriately in context	Defines most key words appropriately in context	Identifies some key words appropriately in context
Main idea detection	Clearly identifies the main idea(s) of the text	Identifies the general idea(s) of the text	Identifies a part of the general idea(s) of the text
Supporting detail detection	Identifies all supporting details in the text and connects them to the main idea(s)	Identifies most supporting details in the text and connects some of them to the main idea(s)	Identifies a few supporting details in the text but may make limited or no connections to the main idea(s)

Interpretive Rubric: Interpretive Comprehension

Criteria	Strong Performance	Meets Expectations	Approaching Expectations
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale	Identifies the organizational feature(s) of the text and provides a weak rationale	Identifies the organizational feature(s) of the text
Guessing meaning from context	Infers meaning of unfamiliar words accurately	Infers meaning of unfamiliar words; most are accurate	Infers meaning of unfamiliar words with many inaccuracies
Inferences	Infers and interprets the meaning of the text logically and accurately	Infers and interprets the meaning of the text; most are logical and accurate	Makes limited inferences and interpretations of the text; many are not plausible
Author's perspective	Identifies author's perspective with clear justification	Identifies author's perspective with justification	Identifies author's perspective with incomplete or inaccurate justification
Cultural perspectives	Provides detailed connection among products, practices, perspectives	Identifies some cultural connections among products, practices, perspectives	Cultural connections among products, practices, perspectives are illogical or incomplete

Presentational Mode

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.



Characteristics

- One-way communication
- Attention to audience
- Edited, practiced, polished
- *On-demand considerations

Presentational Mode: Purpose for Communication

Narrative	Persuasive/Opinion/ Argument	Informational and Functional/Procedural
<ul style="list-style-type: none"> • Personal narrative • Fiction • Historical fiction • Fantasy • Narrative memoir • Biography • Narrative nonfiction 	<ul style="list-style-type: none"> • Persuasive letter • Review • Personal essay • Persuasive essay • Literary essay • Historical essay • Petition • Editorial • Op-ed column 	<ul style="list-style-type: none"> • Fact sheet • News article • Feature article • Blog • Website • Report • Analytic memo • Research report • Nonfiction book • How-to-book • Directions • Recipe • Lab report

Criteria for Presentational Mode

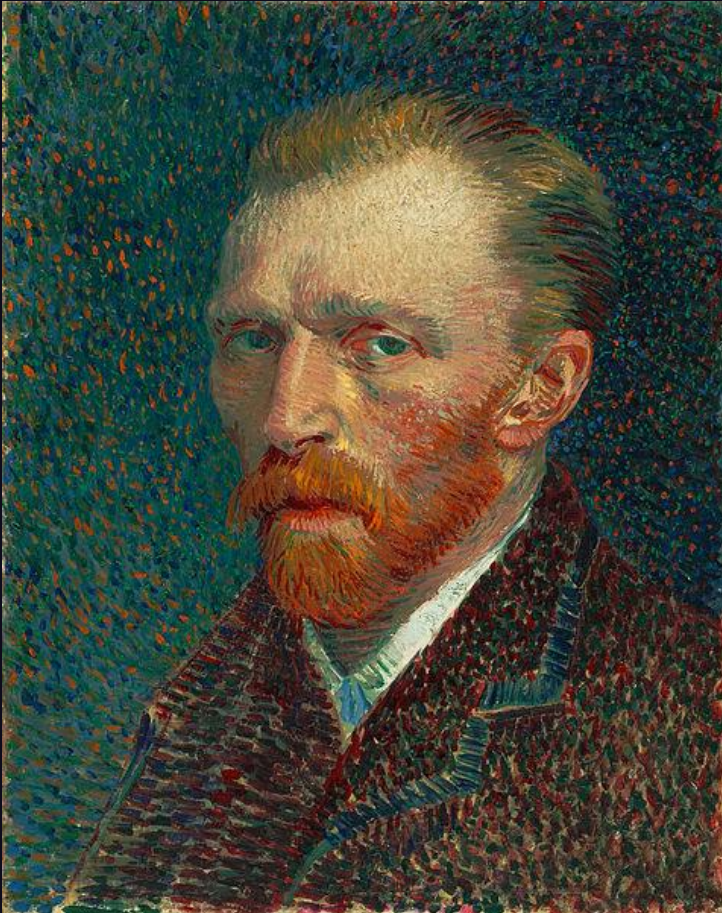
OVERALL IMPRESSION

- Content
- Audience
 - Interest, impact
 - Polished performance/publication
- Ethical responsibilities

DETAILS

- Vocabulary
- Organization
- Grammar
- Mechanics: Pronunciation, Spelling – Punctuation – Capitalization
- Technology, visual support

Replicating an Authentic Text



- This is a self-portrait by the Dutch artist Vincent Van Gogh. It was painted in 1887, and is now kept at the Art Institute of Chicago.
- In this portrait, the artist is not smiling. Instead, he seems to be looking intently out of the picture, at the viewer. His eyes, which are green, show gentleness, combined with a hint of danger. His expression is calm, but solemn.
- The artist is wearing a blue tie and a white shirt underneath a brown tweed jacket. The top button of the jacket is closed.
- The background is a collage of green, red and black dots. The same style is used on the jacket. The style is impressionist.

Word Splash

Summertime

patience

peaceful

To release

Giant trout

Instead of

fishing

satisfaction

To hook

Presentation Speaking Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7
Am I understood?	I am easily understood; I express my ideas clearly	I am generally understood and my ideas are clear	I am sometimes difficult to understand; most ideas are clear
How rich is my vocabulary?	I use a wide variety of vocabulary, incorporating several new expressions from the unit	I use some variety in vocabulary choice , incorporating some expressions from the unit	I use basic vocabulary with limited inclusion of expressions from the unit
Is my presentation interesting?	I am able to engage my audience with visuals, interesting and accurate content, and good attention to audience	I am able to engage my audience with visuals, accurate content, and some attention to audience reactions	I use visuals to engage the audience ; my content is accurate.
How smooth is my presentation?	My presentation is well-organized; I speak with fluency and confidence	My presentation is logical; I speak with occasional pauses to think of words	I presented my topic; I speak with pauses and some uncertainty
How are knowledge and understanding of the target culture evident?	I link cultural products with practices and perspectives in my presentation	I include cultural products, practices, and perspectives without consistently linking them to each other	I include cultural products or practices in my presentation

Presentational Rubric - Speaking

	APPROACHING STANDARD	MEETS STANDARD	ABOVE STANDARD
Choice of content		Selects information and ideas that are appropriate for the purpose of the presentation. Information is accurate. Anticipates vocabulary that audience may not know, and provides explanation.	
Cultural Understanding		Includes logical explanation of cultural elements and/or comparisons.	
Explanation of Ideas and Information		Presents information and supporting details clearly, concisely, and logically: audience can easily follow the sequence of ideas.	
Organization		Meets all requirements for what should be included in the presentation. Has an interesting beginning to the presentation. Has a conclusion that leaves a lasting impression. Time/length is used appropriately.	
Stage presence		Keeps eye contact with the audience; glances at notes as a reminder. Looks poised and confident. Wears appropriate clothing for the presentation.	
Fluency		Speaks clearly: not too quickly or slowly or too loudly or softly. Pronunciation and intonation make presentation easy to understand.	
Visual support		Uses audio and visual aids to help audience understand the presentation. Integrates audio and visual aids smoothly.	
Response to audience questions		Answers questions clearly and completely. Admits "I don't know" if need arises, and suggests possible places to find the answer.	

Presentation “Multimedia” Rubric

	Strong Performance		Meets Expectations	Approaching Expectations
	10	9	8	7
Are we understood?	Pronunciation imitates a French accent. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations.		Accent generally imitates a French accent. Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly.	Accent sounds more American than French. Errors in pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation.
How are tech tools used in the presentation?	Visuals and sound and design are used effectively to emphasize the key ideas in the presentation, to help the audience follow the storyline of the presentation, and to maintain the audience’s attention.		Visuals and/or sound and design in the presentation help the audience focus on the key ideas and follow the sequence of information.	Visuals and/or sound and design are used in the presentation. Key ideas are sometimes difficult to identify because at times there may be too many visuals or sound/design elements.
Is the presentation interesting and informative?	The content of the presentation is thoughtfully selected with the audience and purpose in mind. The information is accurate and the recommendations for balance provide useful tips and tools for teenagers.		The content of the presentation is selected with the audience and purpose in mind. The information is accurate and the recommendations for balance are appropriate for teenagers.	The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for an audience of teenagers. The information is accurate.
How rich is the vocabulary?	Wide variety of familiar vocabulary is used correctly and appropriately, incorporating many new expressions from the current unit of study.		Variety of familiar vocabulary is used correctly and appropriately, incorporating several new expressions from the current unit of study.	Simple, familiar vocabulary is used correctly, incorporating a few new expressions from the current unit of study.
How are knowledge and understanding of the target culture represented?	Information about the target culture is accurately presented; the relationships among products, practices, and perspectives are included and justified within the presentation.		Information about the target culture is accurately presented; products, practices, and perspectives are identified and some relationships are included within the presentation.	Information about the target culture is presented; products, practices, and perspectives are identified.

Interpersonal Mode

Learners **interact** and **negotiate** meaning in spoken, signed, or written conversations to **share information, reactions, feelings, and opinions.**



- *Ultimately learners initiate, maintain, sustain, and appropriately close discussions, conversations*
- Learners actively negotiate meaning with each other
- Learners observe and monitor one another to see if their intentions and messages are successfully communicated
- Speaker makes adjustments and clarifications as needed to help comprehension

Interpersonal Communication

Emphasis on natural, real-world interactions: no artificial rules should be imposed

(artificial rules = answer in complete sentences, include three examples of the subjunctive, ask at least 3 informational questions, include 4 examples of new vocabulary from the unit)



www.theatlantic.com

Real conversations....

- Wait a minute....
- You're kidding!
- That's not right!
- Excuse me but...
- By the way....
- As I was saying...
- Let me think for a minute.
- Can I say something?
- Don't interrupt.



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Provide...

sentence starters:

- It is good to....
- It is not good to...
- We need to....
- We don't need to...
- I think that....
- I agree that....



Provide....

Conjunctions

because since when

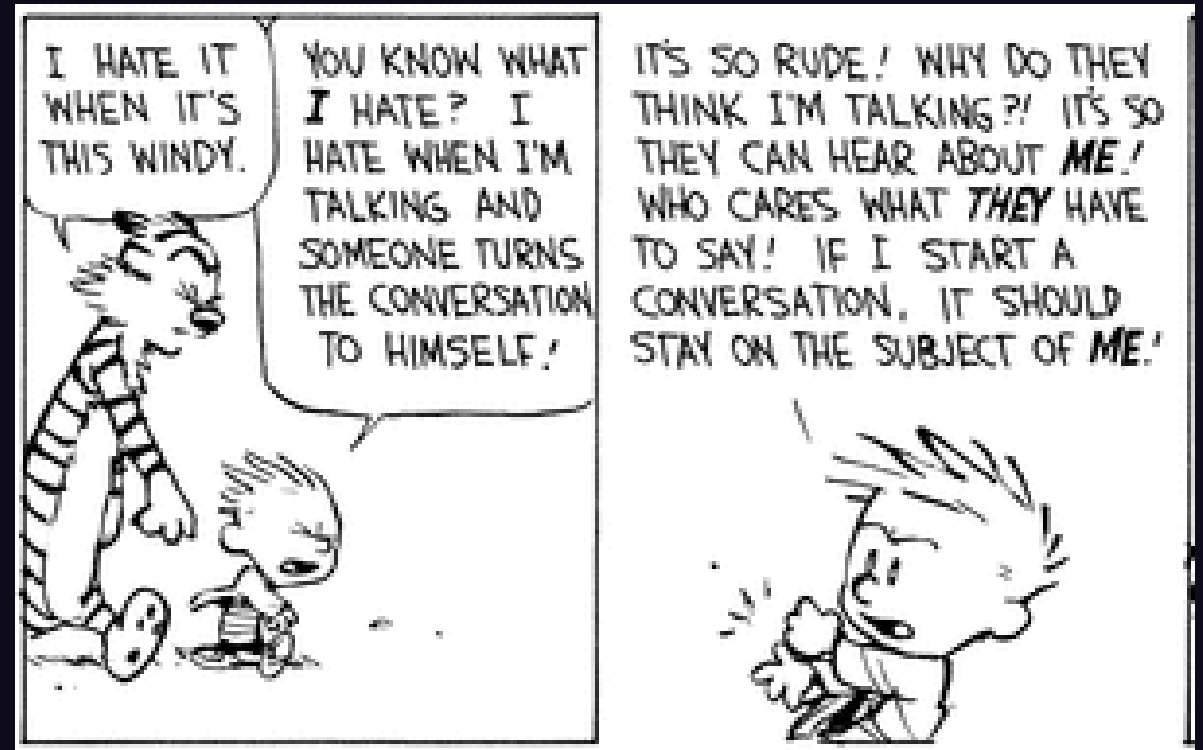
after before unless as

although if until while



Learning to Listen

- Look at the person who is talking, show interest, keep an open mind
- Don't interrupt
- Wait for the speaker to pause before asking clarifying questions
- Give feedback to show you are listening (nod head, I see...)
- Paraphrase something that the person said (You believe that...; You aren't sure that...)
- Now give your opinion (I am not sure I agree; I see what you mean)
- Ask good follow-up questions and comments



Hierarchy of questions

- Yes/no
- Either/or
- What? When? Where? Who?
- Why? How?
- Describe...
- Tell me more...
- Can you explain/give an example
- Tell me about a time when....



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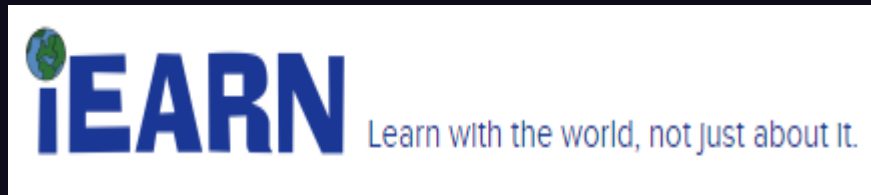
Collaborating with Classrooms Around the World



<http://www.oneworldclassrooms.org/>



<http://www.connectallschools.org/>



<https://iearn.org/>



<https://education.microsoft.com/skypeathon>

Interpersonal Scoring Guide: Participation

MOVE FROM:

1 – 2 – 3 – 4 – 5

MOVE TO:

Uses English frequently

Uses the target language all the time

Only responds when asked

Volunteers comments related to the discussion

Asks random questions

Asks follow-up questions related to what someone else said

Gives short responses

Gives responses with details, reasons, explanations

Dominates the discussion

Invites others to give their opinions, ideas

Repeats ideas that others already contributed

Adds ideas, insights, additional information to make the discussion more interesting

Does not pay attention during the discussion

Actively listens to what others are saying

Interpersonal Scoring Guide: Comprehensibility

MOVE FROM:

1 – 2 – 3 – 4 – 5

MOVE TO:

Difficult to understand
accent

Is understood by classmates and
teacher

Makes many grammar
mistakes

Mistakes are infrequent and do
not interfere with understanding

Resorts to silence or English
when there is a
communication breakdown

Asks for and uses repetition,
clarification to keep
communication going

No attention to cultural
behaviors and knowledge

Pays attention to and uses
culturally appropriate behaviors
and knowledge

Learning Activities: Negotiation of meaning

- ✓ Questions
- ✓ Responses
- ✓ Reactions
 - ✓ Clarification
 - ✓ Rephrasing
 - ✓ Confirming
 - ✓ Follow-up
- ✓ Accuracy

	Questions	Responses	Reactions	Accuracy
Student 1				
Student 2				
Student 3				

Interpersonal Scoring Guide – Group work

Successful participants in group work.....

No opportunity to observe

Never or rarely

Some of the time

Most of the time

Always

Stay in the target language

Contribute equally to activity

Stay on task

Help each other

Encourage each other

Share ideas

Solve problems collaboratively

Give feedback respectfully

Accept feedback respectfully

Interpersonal Rubric

	Strong Performance		Meets Expectations	Approaching Expectations
	10	9	8	7
How well am I understood?	I am easily understood. Errors in speaking are minor and do not interfere with communication.		I am understood most of the time. I may need to repeat or reword occasionally. Errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas (e.g., "How do you say . . .?"). Some errors in speaking may interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I can respond to questions and/or add follow-up comments/ information. I encourage others to participate.		I ask relevant questions to keep the conversation going. I can respond to questions and/or make a follow-up comment.	I ask a few relevant questions. I respond to questions simply.
What communication strategies do I use?	I ask for clarification as needed. If I don't know a word, I can explain it another way (circumlocution).		I ask for repetition as needed. If I don't know a word, I can use gestures and drawings to express what I mean.	I can say "I don't understand" as needed. If I don't know a word, I quit talking.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words related to the unit to discuss the assigned topic.		I successfully use a few new words related to the unit to discuss the assigned topic.	I successfully use familiar words related to the unit to discuss the assigned topic.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions that imitate those that a native speaker would use.		I refer to relevant information about the target culture. I may imitate some cultural gestures and/or expressions that a native speaker would use.	I make limited or no references to the target culture. I may use a cultural gesture or expression that I have learned in class.

Two pictures are better than one



<https://www.smithsonianmag.com/arts-culture/children-around-world-their-favorite-toys-180950275/>

<http://time.com/8515/hungry-planet-what-the-world-eats/>

Imagination: What are they saying?



HLTP: Developing Interpersonal pair and group conversational skills

Reflective Questions for Evaluating Oral Interpersonal Task:

- Do you need to listen to your partner in order to complete the task?
- Is the task engaging: that is, were you motivated to listen to your partner to complete the task?
- Does the task promote the negotiation of meaning or conversational adjustments? If so, when?
- Does the task require cultural knowledge?
- Does the task require the use of vocabulary and grammatical structures indicated on the planning template?



“Rome wasn’t built in a day but they were laying bricks every hour.”