Interpersonal Speaking

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 | 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 |
|-----------------------------------|---|---------------------------------|
| what are the student's strengths: | Troncient | goals? |
| | Communicative goal completed with appropriate elaboration | godio. |
| | 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: |
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| Vocabulary and Functions Emphasized in Unit: | |
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| Explanation of Task (communicative goal): | |
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| Can Do Statements: | |
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| Guidelines for a Quality Interpersonal Conversation: | |
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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 4 points | Proficient 3 points | Approaching Current Proficiency Level 2 points | Limited Proficiency 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 |
|-----------------------------------|---|---------------------------------|
| what are the student's strengths: | Proficient | goals? |
| | Communicative goal completed with appropriate elaboration | godio. |
| | 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: |
|--|--------------------------|
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| Vocabulary and Functions Emphasized in Unit: | |
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| Explanation of Task (communicative goal): | |
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| Can Do Statements: | |
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| Guidelines for a Quality Interpersonal Conversation: | |
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Presentational Speaking

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 |
| C | Duran utation is well | Dunnantation in | communication | Dunnantation in /t |
| 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 |
| standards | 18-19 | 5 |
| Approaches | 17 | 4 |
| Standards | 15-16 | 3 |
| Emerging toward | 8-14 | 2 |
| standards | 6-8 | 1 |

Presentational Speaking

| 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 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: | |
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| Explanation of Task (communicative goal): | |
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| Can Do Statements: | |
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| Guidelines for a Quality Oral Presentation: | |
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Presentational Writing

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 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 |
| Meets | 20 | 6 |
| standards | 18-19 | 5 |
| Approaches | 17 | 4 |
| Standards | 15-16 | 3 |
| Emerging toward | 8-14 | 2 |
| standards | 6-8 | 1 |

Presentational Writing

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|-----------------------------------|--|--|
| What are the student's strengths? | Proficient | What are the student's learning goals? |
| | Communicative goal completed with some elaboration and some examples | J |
| | 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: | | | |
|--|--------------------------|--|--|--|
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| Vocabulary and Functions Emphasized in Unit: | | | | |
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| Explanation of Task (communicative goal): | | | | |
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| Can Do Statements: | | | | |
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| Guidelines for a Quality Written Presentation: | | | | |
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