

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 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 superior elaboration	Communicative goal completed with appropriate elaboration	Communicative goal completed with some elaboration	Communicative goal attempted with minimal elaboration
Comprehensibility: How well do other understand me?	Message is fully comprehensible and clear	Message is mostly comprehensible and clear	Message is partly clear and somewhat understood	Message is not clear
Comprehension: How well do I understand others?	Message is fully understood with immediate response	Message is clearly understood with delayed response	Message is partly understood with delayed response and repetition	Message is not understood
Use of 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
Fluency and Communication Strategies: How well do I keep the conversation going?	Conversation is maintained with elaboration and advances the conversation.	Conversation is maintained and participates fully.	Conversation is maintained with difficulty and participates partially.	Conversation cannot be maintained, and participation is minimal.

Student Learning Objective conversion scale:

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

Interpersonal Speaking

What are the student's strengths?	Proficient	What are the student's learning goals?
	Communicative goal completed with appropriate elaboration	
	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.	

Notes:

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 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

Student Learning Objective conversion scale:

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

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	

Notes:

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:	

Presentation 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 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 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 other understand me?	Message is fully comprehensible and clear	Message is mostly comprehensible and clear	Message is partly clear and somewhat understood	Message is unclear
Impact: How well do I capture and maintain my audience?	Presentation is engaging using varied tone, gestures, eye contact, and visual aids	Presentation is somewhat engaging using varied tone, gestures, eye contact, and visual aids	Presentation is minimally engaging using varied tone, gestures, eye contact, and visual aids	Presentation is not engaging. Audience interest is not maintained
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 the presentation?	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

Student Learning Objective conversion scale:

Exceeding standards	23-24	8
	21-22	7
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	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	

Notes:

Presentation 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:	

Presentation 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 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 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

Student Learning Objective conversion scale:

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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	

Notes:

Presentation Writing

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