

SEEDS Student Learning Outcome(s)/Rubric

World Languages and Intercultural Competency

Student Learning Outcomes:

- *Identifies the literal meaning of ideas and information within texts that are spoken, written, or signed in the target language.*
- *Interprets and Identifies the inferred meanings within a text spoken, written, or signed in the target language.*
- *Effectively uses the target language to negotiate social, professional, and recreational contexts.*
- *Effectively uses the target language to make clear oral, written, or signed presentations.*
- *Identifies and explains differences between cultural contexts that enable functional interaction and communication.*

Criterion	Exemplary/Excellent	Proficient/Good	Basic/Satisfactory	Below Basic/Needs Improvement
<i>Literal Comprehension</i>	Identifies all key words appropriately within context of the text; Identifies the complete main idea(s) of the text; Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of key words appropriately within the context of the text; Identifies the key parts of the main idea(s) of the text but misses some elements; Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies half of key words appropriately within the context of the text; Identifies some part of the main idea(s) of the text; Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from	Identifies a few key words appropriately within the context of the text; May identify some ideas from the text but they do not represent the main idea(s); Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

			the text to explain these details.	
<i>Interpretative Comprehension</i>	Identifies the organizational feature(s) of the text and provides an appropriate rationale; Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate; Infers and interprets the text's meaning in a highly plausible manner; Identifies the author's perspective and provides a detailed justification; Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies the organizational feature(s) of the text; rationale misses some key point; Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate; Infers and interprets the text's meaning in a partially complete and/or partially plausible manner; Identifies the author's perspective and provides a justification; Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided; Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate; Makes a few plausible inferences regarding the text's meaning; Identifies the author's perspective but justification is either inappropriate or incomplete; Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Attempts to identify the organizational feature(s) of the text but is not successful; Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking; Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible; Unable to identify the author's perspective; Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/ products to perspectives is superficial or lacking.
<i>Interpersonal Mode Language Function & Control; Communication Strategy; Comprehensibility</i>	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles success-fully a variety of uncomplicated communicative tasks in	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social	Has no real functional ability; Uses some simple sentences and memorized phrases; Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by

	frames, although not consistently; Uses mostly connected sentences and some paragraph-like discourse; Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing; Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur; Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel; Uses strings of sentences, with some complex sentences (dependent clauses); Responds to direct questions and requests for information. Asks a variety of questions to obtain simple information but tends to function reactively. May clarify by restating; Is generally understood by those accustomed to interacting with non-natives; Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures; Uses simple sentences and some strings of sentences; Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication; Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required; Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	repeating and/or substituting different words; s understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or rephrasing may be required; Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.
<i>Presentational Mode</i>	Handles successfully uncomplicated tasks and social situations requiring	Creates with language by combining and recombining known elements; ability to	Creates with language by combining and recombining known elements; is able to	Has no real functional ability; Uses some simple sentences and memorized

<p>Language Function & Control; Impact; Comprehensibility</p>	<p>exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently; Uses mostly connected sentences and some paragraph-like discourse; Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience; Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur; Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.</p>	<p>express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel; Uses strings of sentences, with some complex sentences (dependent clauses); Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest; Is generally understood by those accustomed to the speaking/writing of non-natives; Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as</p>	<p>express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures; Uses simple sentences and some strings of sentences; Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details; Is generally understood by those accustomed to interacting with non-natives, although additional effort may be required; Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.</p>	<p>phrases; Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention; Is understood with occasional difficulty by those accustomed to the speaking/writing of non-natives, although additional effort may be required; Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.</p>
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		language becomes more complex.		
<i>Intercultural Communicative Competence</i> <i>Investigation & Interaction</i>	In own and other cultures, can make comparisons between products and practices to help them understand perspectives; Can interact at a functional level in more familiar contexts.	In own and other cultures, can start to make comparisons between products and practices to help them understand perspectives; Can start to interact at a functional level in some familiar contexts.	In own and other cultures, can identify products and practices to help them understand perspectives; Can interact at a survival level in more familiar everyday contexts.	In own and other cultures, can start to identify products and practices to help them start to understand perspectives; Can start to interact at a survival level in some familiar everyday contexts.

Sources:

https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors.pdf

<https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>