

FOREIGN LANGUAGE CURRICULUM RUBRIC (F)

Program goal:

Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.

<u>Student learning objective</u>	<u>Student Learning Outcomes' Levels of Competency:</u>				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>SLO1: Oral Communication</p> <p>The student communicates ideas and thoughts orally at the appropriate level according to the ACTFL proficiency guidelines.</p>	<p>Fails to demonstrate attainment of oral achievement when engaged in a simple conversation. Most of the utterances are made in English, sometimes with a translation into L1.</p>	<p>Uses mainly memorized sentences and phrases. Uses basic vocabulary from the textbook. Uses memorized questions from the textbook. When having difficulty, negotiation of meaning is initiated, but not sustained. With difficulty, can handle simple transactions that were introduced in class.</p>	<p>Attempts to use sentences and phrases of his/her own although with some inaccuracies. Attempts to use varied vocabulary from across lessons. Attempts to ask both memorized questions and questions of his/her own. Negotiation of meaning is used. With relative easiness, can handle simple transactions that were introduced in class.</p>	<p>Demonstrates the ability to use complete sentences when dealing with some familiar topics. Uses mainly memorized words and phrases. Asks and answers simple questions although not always accurately. Can handle unknown simple transactions with some difficulty.</p>	<p>Skillful use of original sentence level text to express ideas and thoughts orally on familiar topics mainly in the present tense; excellent use of new vocabulary and verb forms. Creates with the language. Negotiates meaning effectively. Asks and answers simple questions accurately. Can handle an unknown simple transaction with accuracy.</p>
<p>SLO2: Written Communication</p> <p>The student communicates ideas and thoughts in writing at the appropriate level according to the ACTFL proficiency guidelines.</p>	<p>Fails to demonstrate attainment of writing achievement when engaged in a simple writing task. Most of the sentences are done in English, sometimes with a translation into L1.</p>	<p>Writes mainly memorized sentences and phrases. Uses basic vocabulary from the textbook. With difficulty, can handle simple writing tasks that were introduced in class.</p>	<p>Attempts to write sentences and phrases of his/her own although with some inaccuracies. Attempts to use varied vocabulary from across lessons. With relative easiness, can handle simple writing tasks that were introduced in class.</p>	<p>Demonstrates the ability to use complete sentences when writing about familiar topics. Uses mainly memorized words and phrases. Can handle unknown simple writing tasks with some difficulty.</p>	<p>Skillful use of original sentence level text to express ideas and thoughts in writing on familiar topics mainly in the present tense; excellent use of new vocabulary and verb forms. Creates with the language. Can handle an unknown simple writing task with accuracy.</p>
<p>SLO3: Cultural Awareness</p> <p>The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices, and its perspectives.</p>	<p>Fails to demonstrate target culture awareness. Unable to identify key products and the relationship with the practices and the perspectives of the target culture.</p>	<p>Identifies, but cannot explain the relationship of a few cultural products with the practices and the perspectives of the target culture.</p>	<p>Identifies and explains minimally the relationship of some cultural products with the practices and the perspectives of the target culture.</p>	<p>Identifies and explains the relationship of the most familiar cultural products with the practices and the perspectives of the target culture.</p>	<p>Identifies and explains in detail the relationship of well-known and less well-known cultural products with the practices and the perspectives of the target culture.</p>

See the other rubrics for definitions of program goal, student learning objective, student learning outcome, and competency.