World Languages **Novice Low – Presentational Speaking (PS) and Writing (PW)**

Enduring Skill: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	*Attempts to recite information about self, using a few memorized words. *Attempts to communicate using memorized words and lists, such as labeling classroom items, identifying colors, copying characters, etc.		*Begins to recite information about self, using a list of memorized words. Attempts to include memorized phrases, such as introducing oneself, singing a short song, listing months and seasons, etc. *Begins to communicate using words and list.		*Presents information about self, using lists of words and attempts to recite a few memorized phrases. *Sometimes communicates using words, lists, and memorized phrases.		*Presents information about self, using lists of words and some memorized phrases. Attempts to move beyond the self to other very familiar topics *Usually communicates using lists or memorized phrases.
Context/Content/ Vocabulary	*Attempts to recite high-frequency words in very highly personalized contexts, such as labeling classroom items, identifying colors, copying characters, etc. *Attempts to reproduce highly formulaic language.		* Begins to recite high-frequency words and short, formulaic phrases in highly personalized contexts, such as introducing oneself, singing a short song, listing months and seasons, etc. *Begins to be able to produce very formulaic phrases on highly personalized contexts, with time and cueing.		*Sometimes recites high-frequency words and short, formulaic phrases in highly personalized contexts. *Sometimes may be able to produce formulaic phrases in highly personalized contexts, with time, cueing, and familiar prompts.		*Attempts to present information about self and other familiar topics using isolated words and memorized phrases. *Attempts to use vocabulary on high frequency topics, using repetitive language.
Text Type	*Attempts to produce language with a few memorized words in a highly familiar context, such as labeling classroom items, identifying colors, copying characters, etc.		*Begins to produce language with a list of memorized words and attempts to include a few memorized phrases in a highly familiar context, such as introducing oneself, singing a short song, listing months and seasons, etc.		*Produces language with lists of words and begins to include a few memorized phrases in a highly familiar context, such as singing a short song, listing months and seasons, introducing oneself, etc.		*Produces language with lists of words and includes a few memorized phrases in a highly familiar context, such as singing a short song, listing months and seasons, introducing oneself, etc.
Language Control	*Attempts to present using single words. *May require a sympathetic		*Begins to present using a variety of words, phrases, and memorized expressions.		*Presents using single words or few memorized phrases. *May require a sympathetic		*Attempts to present using a variety of words, phrases, and memorized expressions.

	audience due to limited language production. *Errors may impede comprehensibility and/or production may be error free, because language is memorized.		*May require a sympathetic audience due to limited language production. *Errors may impede comprehensibility and/or production may be error free, because language is memorized.		audience due to limited language production. *Errors may impede comprehensibility and/or production may be error free, because language is memorized.		*May require a sympathetic audience due to limited language production. *Errors may impede comprehensibility and/or production may be error free, because language is memorized.

World Languages   **Novice Mid – Presentational Speaking (PS) and Writing (PW)**

Enduring Skill: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	* Attempts to move beyond the self to other very familiar topics. Presents information about self, using lists of words and some memorized phrases. *Usually communicates using lists or memorized phrases.		*Presents information about self and other familiar topics using memorized words and some phrases. Begins to move beyond the self to other very familiar topics. *Usually communicates using lists or memorized phrases.		*Presents information about self and other very familiar topics using memorized words and phrases. Attempts to use an occasional simple sentence. *Usually communicates using lists or memorized phrases. Attempts to communicate using simple sentences.		*Presents basic information on familiar topics beyond the self, using phrases and begins to use simple sentences. *Begins to communicate using familiar phrases and simple sentences on familiar topics.
Context/Content/ Vocabulary	*Attempts to present information about self and other familiar topics using isolated words and memorized phrases. *Attempts to use vocabulary on high frequency topics, using repetitive language.		*Begins to present information about self and other familiar topics using isolated words and memorized phrases. *Sometimes uses vocabulary limited to high frequency topics, using repetitive language.		*Usually presents information about self and other familiar topics using isolated words and memorized phrases. *Usually uses vocabulary limited to high frequency topics, using repetitive language.		*Attempts to present information on a limited number of predictable topics such as basic personal information, preferences and a few immediate needs. *Attempts to use vocabulary relying on high frequency phrases and repetitive language.
Text Type	*Produces language with lists of words and includes a few memorized phrases in a highly familiar context, such as singing a short song, listing months and seasons, introducing oneself, etc		*Produces single, memorized words and phrases and attempts to produce simple sentences.		* Produces single, memorized words and phrases and begins to produce simple sentences.		*Produces single, memorized words and phrases with occasional simple sentences.
Language Control	*Attempts to present using a variety of words, phrases, and memorized expressions. *May require a sympathetic audience due to limited language production.		*Begins to present using a variety of words, phrases, and memorized expressions. *May not require a sympathetic audience due to limited language production.		*Presents using a variety of words, phrases, and memorized expressions. * May not require a sympathetic audience due to limited language production.		*Attempts to present using practiced language, phrases, and simple sentences. * Requires a sympathetic audience to understand most language due to increased errors in language production.

World Languages **Novice High – Presentational Speaking (PS) and Writing (PW)**

Enduring Skill: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	*Presents basic information on familiar topics beyond the self, using phrases and begins to use simple sentences. *Begins to communicate using familiar phrases and simple sentences on familiar topics.		*Begins to present information on some familiar experiences using practiced language and simple sentences. *Usually communicates using familiar phrases and simple sentences on familiar experiences.		*Presents information on a variety of familiar experiences using practiced language and simple sentences. *Mostly communicates using familiar phrases and simple sentences.		*Begins to present information about most familiar experiences and provides information using non-memorized simple sentences. *Begins to communicate using non-memorized simple sentences.
Context/Content/ Vocabulary	*Attempts to present information on a limited number of predictable topics such as basic personal information, preferences and a few immediate needs. *Attempts to use vocabulary relying on high frequency phrases and repetitive language.		*Begins to present information on a limited number of predictable topics such as basic personal information, preferences and few immediate needs. *Begins to use vocabulary relying on high frequency phrases and repetitive language.		*Usually presents information on a limited number of predictable topics such as basic personal information, preferences and some immediate needs. *Usually uses vocabulary relying on high frequency phrases and repetitive language.		*Attempts to present information on a limited number of tasks, without complication, in straightforward social situations such as daily activities, preferences and most immediate needs. Vocabulary is strongly influenced by L1.
Text Type	*Produces single, memorized words and phrases with occasional formulaic sentences and attempts to produce unrehearsed sentences.		* Mostly produces formulaic sentences and begins to produce unrehearsed sentences.		* Produces formulaic sentences and sometimes produces unrehearsed sentences.		* Frequently produces simple, unrehearsed sentences and attempts to connect them.
Language Control	*Attempts to present using practiced language, phrases, and simple sentences. * Requires a sympathetic audience to understand most language due to increased errors in language production.		*Usually presents information using practiced language, phrases, and simple sentences. * Always requires a sympathetic audience to understand most language due to increased errors in language production.		*Presents information using practiced language, phrases, and simple sentences. *May require a sympathetic audience to understand most language.		*Attempts to present information using a series of simple sentences. *Always understood by sympathetic audience, but usually requires rephrasing and repetition.

World Languages **Intermediate Low – Presentational Speaking (PS) and Writing (PW)**

Enduring Skill: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

Criteria	Not Yet 1	1.5	Approaches Expectations 2	2.5	Meets Expectations 3	3.5	Exceeds Expectations 4
Functions	*Begins to present information about most familiar experiences and provides information using non-memorized simple sentences. *Begins to communicate using non-memorized simple sentences.		*Usually presents information about most familiar topics and provides information using a series of simple sentences. *Usually communicates using non-memorized simple sentences. Attempts to communicate using a series of simple sentences.		*Presents about most familiar topics and provides information using a series of simple sentences. *Begins to communicate using a series of simple sentences.		*Attempts to briefly present about most familiar topics and provide information using a series of non-memorized sentences. *Communicates using connected, non-memorized sentences.
Context/Content/ Vocabulary	*Attempts to present information on a limited number of tasks, without complication, in straightforward social situations such as daily activities, preferences and most immediate needs. *Vocabulary is strongly influenced by L1.		*Begins to present information on some tasks, without complication, in straightforward social situations, such as daily activities, preferences and immediate needs. * Vocabulary is strongly influenced by L1		*Usually presents information on tasks, without complication, in straightforward social situations such as daily activities, preferences and immediate needs. * Vocabulary is strongly influenced by L1.		*Attempts to present information on a variety of tasks, without complication, in straightforward social situations, such as food, shopping, travel and lodging, as well as other physical and social needs. * Vocabulary is limited in scope, but with less reliance on L1.
Text Type	* Frequently produces simple, unrehearsed sentences and attempts to connect them.		* Mostly produces simple, unrehearsed sentences and begins to connect them.		* Produces simple, unrehearsed and sometimes connected sentences.		* Produces unrehearsed, connected sentences.
Language Control	*Attempts to present information using a series of simple sentences. *Always understood by sympathetic audience, but usually requires rephrasing and repetition.		*Begins to present information using a series of simple sentences. *Always understood by sympathetic audience, but sometimes requires rephrasing and repetition.		*Presents information using a series of simple sentences. *Always understood by a sympathetic audience, but may require rephrasing and repetition.		*Attempts to present information using connected sentences. *Sometimes understood by sympathetic audience with little rephrasing or repetition.

World Languages **Intermediate Mid– Presentational Speaking (PS) and Writing (PW)**

Enduring Skill: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	*Attempts to briefly present about most familiar topics and provide information using a series of non-memorized sentences. *Communicates using connected, non-memorized sentences.		*Begins to present about a wide variety of familiar experiences using connected sentences and attempts to use all major time frames *Attempts to communicate using connected sentences.		*Presents about a wide variety of familiar experiences using connected sentences and begins to use all major time frames. *Mostly communicates using connected sentences.		*Attempts to present on topics such as school, work, and community in a somewhat organized way and begins to use all major time frames. *Attempts to communicate using simple paragraphs.
Context/Content/ Vocabulary	*Attempts to present information on a variety of tasks, without complication, in straightforward social situations, such as food, shopping, travel and lodging, as well as other physical and social needs. * Vocabulary is limited in scope, but with less reliance on L1.		*Begins to present information on a variety of tasks without complication in straightforward social situations such as food, shopping, travel and lodging, and other physical and social needs. * Begins to communicate by combining and recombining known elements. Vocabulary is limited in scope.		*Usually presents information on a variety of tasks without complication in straightforward social situations such as food, shopping, travel and lodging, and other physical and social needs. * Usually communicates by combining and recombining elements. Vocabulary is limited in scope.		*Attempts to present on routine tasks without complication in social situations such as work, school, or particular interests. *Native language usually interferes with L2 vocabulary with code-switching or false cognates.
Text Type	* Produces unrehearsed, connected sentences.		* Produces sentences and attempts to connect these sentences in paragraph-like form.		* Produces more-complex sentences and begins to connect these sentences in paragraph-like form.		*Produces more-complex sentences that are occasionally connected in paragraph-like form.
Language Control	*Attempts to present information using connected sentences. *Sometimes understood by sympathetic audience with little rephrasing or repetition.		*Begins to present information using connected sentences. Attempts to use all major time frames. *Always understood by a sympathetic audience with little rephrasing or repetition.		*Presents information using connected sentences. Begins to use all major time frames. *Understood readily by a sympathetic audience.		* Attempts to present information using simple paragraphs. Begins to use all major time frames. *Sometimes comprehensible to a non-sympathetic audience with frequent gaps in comprehension.

World Languages   **Intermediate High – Presentational Speaking (PS) and Writing (PW)**

Enduring Skill: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	*Attempts to present on topics such as school, work, and community in a somewhat organized way and begins to use all major time frames. *Attempts to communicate using simple paragraphs.		*Begins to present on topics such as school, work, and community in an organized way, sometimes in all major time frames. *Begins to communicate using simple paragraphs.		*Presents on topics such as school, work, and community in an organized way, often in all major time frames. *Mostly communicates using simple paragraphs.		*Begins to present and narrate on general interest, academic, and professional topics using various time frames in a somewhat organized manner. *Attempts to communicate using short, simple, organized paragraphs.
Context/Content/ Vocabulary	*Attempts to present on routine tasks without complication in social situations such as work, school, or particular interests. *Native language usually interferes with L2 vocabulary with code-switching or false cognates.		*Begins to present on routine tasks without complication in social situations such as work, school, or particular interests. *Native language sometimes interferes with L2 vocabulary with code-switching or false cognates. Breakdown occurs with decontextualized topics.		*Usually presents with ease and confidence on routine tasks without complication in social situations such as work, school, or particular interests. *Native language may interfere with L2 vocabulary with code-switching or false cognates. Breakdown occurs with decontextualized topics.		*Attempts to present on a variety of tasks, most informal and some formal, on topics such as school, home, and leisure activities. *Native language is usually evident in paragraph structure. Vocabulary is broad, but usually lacks specificity.
Text Type	*Produces more-complex sentences that are occasionally connected in paragraph-like form.		* Produces more-complex sentences that are often connected in paragraph-like form.		*Produces more-complex sentences that are usually connected in paragraph-like form.		* Produces sentences that are mostly connected in paragraph-like form.
Language Control	* Attempts to present information using simple paragraphs. Begins to use all major time frames. *Sometimes comprehensible to a non-sympathetic audience with frequent gaps in comprehension.		*Begins to present information using simple paragraphs, sometimes in all major time frames. *May be comprehensible to a non-sympathetic audience, with some gaps in comprehension.		*Presents information using simple paragraphs, often in all major time frames. *Generally comprehensible to a non-sympathetic audience, with possible gaps in comprehension.		*Attempts to present information using organized paragraphs in major time frames with little aspect control. *Generally comprehensible to a non-sympathetic audience, with few gaps in comprehension.

World Languages **Advanced Low – Presentational Speaking (PS) and Writing (PW)**

Enduring Skill: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	*Begins to present and narrate on general interest, academic, and professional topics using various time frames in a somewhat organized manner. *Attempts to communicate using short, simple, organized paragraphs.		*Presents and narrates on general interest, academic, and professional topics using various time frames in a somewhat organized manner. *Produces complex sentences in paragraphs with limited details.		*Presents and narrates on general interest, academic, and professional topics using various time frames in an organized manner. *Produces complex sentences in paragraphs with some details.		*Begins to present and narrate on a wide variety of general interest, professional, and academic topics. *Attempts to produce extended, connected paragraphs that are organized and detailed.
Context/Content/ Vocabulary	*Attempts to present on a variety of tasks, most informal and some formal, on topics such as school, home, and leisure activities. *L1 is usually evident in paragraph structure. Vocabulary is broad, but usually lacks specificity.		*Begins to present on a variety of tasks, most informal and some formal, on topics such as school, home, and leisure activities. *L1 is sometimes evident in paragraph structure. Vocabulary is broad, but sometimes lacks specificity.		*Usually presents on a variety of tasks, most informal and some formal, on topics such as school, home, and leisure activities. Attempts to present on topics such as employment, current events, and matters of public and community interest. *L1 may be evident in paragraph structure. Vocabulary is broad, but may lack specificity.		*Attempts to communicate on a large number of communicative tasks, most formal and some informal, on topics such as work, school, home, leisure activities, and events of current, public, and personal interest, or individual relevance. *Vocabulary begins to relate to a variety of familiar topics. Vocabulary continues to broaden and gains specificity.
Text Type	*Produces sentences that are mostly connected in paragraph-like form.		* Produces complex sentences in paragraphs with limited details.		* Produces complex sentences in paragraphs with some details.		* Attempts to produce extended, connected paragraphs that are organized and detailed.
Language Control	*Attempts to present information using organized paragraphs in major time frames with little aspect control. *Generally comprehensible to a non-sympathetic audience, with few gaps in comprehension.		*Begins to present information using organized paragraphs in major time frames with little aspect control. *Sometimes understood by non-sympathetic audience, with some additional effort, repetition, or restatement required.		*Presents information using organized paragraphs in major time frames with some control of aspect. *Generally understood by non-sympathetic audience, although some additional effort, repetition, or restatement may be required.		Attempts to present information using well-organized, detailed paragraphs, sometimes using various time frames with good control of aspect. *Always understood by non-sympathetic audience, although some additional effort, repetition, or restatement may be required.

World Languages **Advanced Mid – Presentational Speaking (PS) and Writing (PW)**

Enduring Skill: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

Criteria	Not Yet 1	1.5	Approaches Expectations 2	2.5	Meets Expectations 3	3.5	Exceeds Expectations 4
Functions	*Begins to present and narrate on a wide variety of general interest, professional, and academic topics. * Attempts to produce extended, connected paragraphs that are organized and detailed.		*Usually presents and narrates on a wide variety of general interest, professional, and academic topics. *Begins to produce extended, connected paragraphs that are organized and detailed.		*Presents and narrates on a wide variety of general interest, professional, and academic topics. *Produces extended, connected paragraphs that are organized and detailed.		
Context/Content/ Vocabulary	*Attempts to communicate on a large number of communicative tasks, most formal and some informal, on topics such as work, school, home, leisure activities, and events of current, public, and personal interest, or individual relevance. *Vocabulary begins to relate to a variety of familiar topics. Vocabulary continues to broaden and gains specificity.		*Begins to communicates on a large number of communicative tasks, most formal and some informal, on topics such as work, school, home, leisure activities, and events of current, public, and personal interest, or individual relevance. *Vocabulary sometimes relates to a variety of familiar topics. Vocabulary continues to broaden and gains specificity.		*Usually communicates on a large number of communicative tasks, most formal and some informal, on topics such as work, school, home, leisure activities, and events of current, public, and personal interest, or individual relevance. *Vocabulary relates to a variety of familiar topics. Vocabulary is extensive, although primarily generic, except in the case of a particular area of specialization or interest.		
Text Type	* Attempts to produce extended, connected paragraphs that are organized and detailed.		*Begins to produce extended, connected paragraphs that are organized and detailed.		*Produces extended, connected paragraphs that are organized and detailed.		
Language Control	Attempts to present information using well-organized, detailed paragraphs, sometimes using various time frames with good control of aspect.		*Begins to present information using well organized, detailed paragraphs, sometimes in various time frames with		*Presents information using well-organized, detailed paragraphs in various time frames with good control of aspect.		

	*Always understood by non-sympathetic audience, although some additional effort, repetition, or restatement may be required.		good control of aspect. *Generally understood by a non-sympathetic audience, sometimes requiring effort.		*Readily understood by non-sympathetic audience.		