

## New Colorado World Language State Standards – Guidelines & Descriptors

### Standard 1.1: Communication in Languages Other Than English (interpersonal mode)

LEVEL	CONCEPTS & SKILLS TO MASTER	EVIDENCE OUTCOMES
<b>Novice Low</b>	Communicate about very familiar topics (written or oral) using isolated words and high-frequency phrases. (interpersonal mode)	<ul style="list-style-type: none"> <li>a. Copy and exchange simple messages</li> <li>b. Imitate modeled words and phrases using intonation and pronunciation</li> <li>c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases</li> <li>d. Use words and phrases without awareness of grammatical structures</li> <li>e. Answer simple questions about very familiar topics</li> </ul>
<b>Novice Mid</b>	Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases. (interpersonal mode)	<ul style="list-style-type: none"> <li>a. Use basic greetings and expressions of courtesy</li> <li>b. Express feelings, basic needs, emotions, or opinions</li> <li>c. Ask and answer questions using high-frequency and learned phrases</li> <li>d. State and follow simple oral or written requests or directions</li> </ul>
<b>Novice High</b>	Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures. (interpersonal mode)	<ul style="list-style-type: none"> <li>a. Exchange written communication</li> <li>b. Ask and answer questions to clarify information about familiar topics</li> <li>c. State and follow a short sequence of oral or written requests</li> </ul>
<b>Intermediate Low</b>	Initiate, sustain, and conclude conversations (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures. (interpersonal mode)	<ul style="list-style-type: none"> <li>a. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas (interviews, conversations)</li> <li>b. Give and follow a series of directions, instructions, and requests</li> <li>c. Meet practical writing needs such as short letters, blogs, or notes by recombining learned vocabulary and structures</li> </ul>
<b>Intermediate Mid</b>	Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures. (interpersonal mode)	<ul style="list-style-type: none"> <li>a. Express and support opinions about topics appropriate to grade level</li> <li>b. Initiate, sustain, and conclude conversations on a wide variety of general knowledge, personal and academic topics</li> <li>c. Persuade, negotiate, or offer advice about issues or points of view</li> <li>d. Use a wide range of strategies to negotiate meaning</li> <li>e. Paraphrase, ask questions, circumlocute, and self-correct as needed to sustain communication</li> </ul>

### Beginner Rubric (for use with all beginner and intermediate categories)

	1	2	3	4	Student #1	Student #2	Total	
<b>TASK COMPLETION</b>	Minimal completion of the task and/or frequently inappropriate.	Partial completion of the task; mostly appropriate yet underdeveloped.	Completion of the task; appropriate and adequately developed.	Superior completion of the task; appropriate and with elaboration.				
<b>COMPREHENSIBILITY</b>	Barely comprehensible.	Mostly comprehensible; requiring interpretations on the part of the listener.	Comprehensible; requiring some interpretation on the part of the listener.	Readily comprehensible; requiring little or no interpretation on the part of the listener.				
<b>FLUENCY</b>	Speech halting and uneven with long pauses and/or incomplete thoughts.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.	Some hesitation but manages to continue and complete thoughts.	Speech continuous and controlled with few pauses or stumbling.				
<b>PRONUNCIATION</b>	Frequently interferes with communication.	Occasionally interferes with communication.	Does not interfere with communication.	Enhances communication.				
<b>VOCABULARY</b>	Inadequate and/or inaccurate use of vocabulary.	Somewhat inadequate and/or inaccurate use of vocabulary.	Adequate and accurate use of vocabulary.	Rich and controlled use of vocabulary.				
<b>LANGUAGE CONTROL</b>	Inadequate and/or inaccurate use of basic language structures.	Emerging use of basic language structures.	Emerging control of basic language structures.	Control of basic language structures.				
<b>TEAM TOTAL SCORE:</b>								48

**Advanced Rubric (for use with all advanced and heritage categories)**

	STUDENT						
	1	2	3	4	#1	#2	Total
<b>TASK COMPLETION</b>	Minimal completion of the task; frequently underdeveloped &/or repetitive.	Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed w/ little elaboration or detail.	Completion of the task; content appropriate and adequately developed w/ some elaboration or detail.	Superior completion of the task; content rich w/ elaboration and detail.			
<b>COMPREHENSIBILITY &amp; PRONUNCIATION</b>	Content barely comprehensible, requires frequent interpretation and may interfere with communication.	Content mostly comprehensible; requiring interpretation on the part of the listener.	Content comprehensible; requiring some interpretation on the part of the listener.	Content readily comprehensible; requiring little or no interpretation on the part of the listener.			
<b>FLUENCY</b>	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts, some sustained speech.	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.	Speech sustained and controlled with few pauses or stumbling.			
<b>VOCABULARY</b>	Inadequate and/or inaccurate use of vocabulary.	Limited range, with some inadequate and/or inaccurate use of vocabulary.	Adequate range with few idiomatic expressions, use is generally appropriate and accurate.	Rich and controlled use of vocabulary with use of idiomatic expressions; use is accurate and appropriate.			
<b>LANGUAGE CONTROL</b>	Emerging use of basic language structures.	Emerging control of basic language structures.	Control of basic language structures with occasional use of advanced structures.	Control of basic structures with use of advanced structures that may or may not be fully controlled.			
<b>TEAM TOTAL SCORE:</b>							40