STANDARDS FOR FOREIGN LANGUAGE LEARNING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Standards** | | | |
| **1.Communication**  Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | **1.1 Interpersonal Communication:**  Learners **interact and negotiate meaning** in spoken, signed, or written conversations to **share information, reactions, feelings, and opinions**.  ASSIGNMENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (SHOULD INTEGRATE 4Cs below) | **1.2 Interpretive communication:**  Learners **understand, interpret, and analyze** what is **heard, read, or viewed** on a **variety of topics**.  ASSIGNMENT:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (SHOULD INTEGRATE 4Cs below) | | **1.3** **Presentational Communications:**  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, and viewers**.  ASSIGNMENT:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (SHOULD INTEGRATE 4Cs below) |
| **2. Cultures**  Interact with cultural competence and understanding | **2.1 Relating Cultural Practices to Perspectives:**  Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | | **2.2 Relating Cultural Products to Perspectives:**  Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. | |
| **3. Connections**  Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | **3.1 Making Connections:**  Learners build, reinforce, and expand their knowledge of other disciplines while using the language through comparisons of the language studied and their own. | | **3.2Acquiring Information and Diverse Perspectives:**  Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Learners develop an understanding of the complexity of elements important to another culture in relation to its history, values, politics, economy, institutions, economy, beliefs and practices. | |
| **4. Comparisons**  Develop insight into the nature of language and culture in order to interact with cultural competence | **4.1 Language Comparisons:**  Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the language studied and their own. | | **4.2 Cultural Comparisons:**  Learners use the language to investigate, explain, and reflect on the concept of the culture through comparisons of the cultures studied and their own. Learners assess the impact of assumptions, judgments, and/or biases related to one’s own and other cultures. | |
| **5. Communities**  Communicate and interact with cultural competence in order to participate at home and around the world | **5.1 School and Global Communities:**  Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | **5.2 Lifelong Learning:**  Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Learning occurs because of working, interacting with/within diverse communities and cultures. | |

**UDM Master Languages & Cultural Proficiencies Rubric**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Total score**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course name and number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mode of Communication – check the line that the assignment fulfills:**

\_\_\_\_\_Interpersonal Communication \_\_\_\_\_Interpretive Communication \_\_\_\_\_Presentational Communication

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal Areas** | Developing 1-2 \_\_\_\_\_ | Novice 3-4 \_\_\_\_\_ | Full 5-6 \_\_\_\_\_ | Outstanding 7-8 \_\_\_\_\_ |
| **Communication**  Student comprehends spoken or written language and/or is able to present material persuasively. Succeeds at interacting with others by way of language. | Demonstrates limited skill in comprehending, speaking, reading, writing or presenting. Displays an as yet emerging ability to interact and negotiate meaning. | Student shows some competence in comprehending, speaking, reading, writing or presenting. Demonstrates a degree of sophistication in negotiating meaning. | Shows advanced ability to comprehend, speak, read, write or present in the language. Student displays high degree of competence and confidence with language. | Student comprehends, speaks, reads, writes or presents in the language with few mistakes. Able to form and express opinions, make comparisons and establish connections in the language. |
| **Cultures**  Interacts with cultural competence, empathy, and insights  **MARK ONE**  \_\_\_Practices to Perspectives  \_\_\_Products to Perspectives | Demonstrates minimal interest in other world-views. Resistant to considering alternatives outside of her own cultural perspective. | Student able to surpass surface understanding of the perspectives of other cultures. Willing to investigate the complexities of others’ world-views to a limited degree. | Displays enhanced ability to use language to investigate, explain and reflect on link between practices/ products and perspectives from other cultures. Can suspend judgment of other cultures. | Actively demonstrates ability to go beyond surface comforts of own culture. Forms developed questions or answers regarding others’ perspectives. |
| **Connections**  Investigates and utilizes other disciplines to connect with other perspectives to function competently for academic and career objectives. | Demonstrates little or no curiosity about the opinions or view from different cultures. Does not value the interconnectedness of cultures. Shows little or no interest in utilizing other disciplines to approach other cultures. | Demonstrates that viewpoints from other cultures exist and that they may be better understood, but responds for the most part from her own perspective. Asks elementary questions about other cultures. | Applies insights from other disciplines to approach intricacies of the perspectives of others. Uses the language with sophistication to connect with other cultures and perspectives. | Utilizes other disciplines or knowledge in explaining other cultural perspectives. Understands connections between languages and cultures and negotiate on her terms as well as those of other cultures. |
| **Comparisons**  Develops awareness and insights into the growth and change of a language and the cultures that arise within it. | Does not recognize that variations exist between and within different cultures. Indifferent to, or unaware of cultural misunderstandings. | Student attempts comparisons between her own cultural approaches, but mostly remains within own framework. Makes simple or incomplete comparisons. | Understands cultural and communicative differences/similarities in her and other cultures. Reflects on and considers alternative approaches. Grasps perspectives underlying products/practices. | Fully recognizes the value of comparing her and other cultures. Uses language to investigate, explain and suggest untried alternatives. |
| **Communities**  Manifests interest in maintaining long-term and changing cultural competence for maintaining continuous communicative competence. | Reveals unwillingness to interact with the cultures of others. Does not feel a need to interact with others outside of pre-arranged academic exercises. | Demonstrates respect for other cultures. Expresses more than simply surface interest in connectivity with others’ perspectives. | Recognizes limitations in remaining within one cultural framework. Demonstrates skill for moving beyond own perspectives. Initiates additional connections with others’ cultures through language. | Negotiates meaning and facilitates professional and personal growth through language. Expresses interest in maintaining connections with other cultures. |