**SHSU – Department of Foreign Languages**

**Degree Candidate Oral presentation (CAPSTONE)**

**Rubric**

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|  | **ACTFL Standard** | **UNACCEPTABLE**  Teacher Candidates: Below Advanced-Low  Majors: Below Intermediate-High  **1** | **ACCEPTABLE (Meets Standard)**  Teacher Candidates: Advanced Low  Majors: Intermediate High  **2** | **TARGET (exceeds standard)**  Teacher Candidates: Advanced-Mid or higher  Majors: Above Intermediate-High  **3** |
| **Presentational communication: Speaking** | 1a | Candidates deliver oral pre-planned presentations dealing with familiar topics. They speak using notes and the often read verbatim. They may speak in strings of sentences using basic vocabulary. They often focus more on the content of the presentation rather than considering the audience. | Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extra-linguistic support as needed to facilitate audience comprehension. | Candidates deliver oral presentations on a wide variety of topics, including those of personal interest. They speak in extended discourse and use specialized vocabulary. They use a variety of strategies to tailor the presentation to the needs of their audience. |
| **Content: Cultural knowledge and understandings** | 2a | Candidates cite examples of cultural practices, products, and perspectives that reflect a developing knowledge base.  Candidates chart or list similarities and differences between the target culture and their own. They tend to cite products or practices but are limited in connecting these with perspectives. | Candidates cite key perspectives of the target culture and connect them to cultural products and practices.  Candidates use the cultural framework of *Standards for Foreign Language Learning* (2006), or another cross-cultural model, that connects perspectives to the products and practices as a way to compare the target culture to their own or to compare a series of cultures. | Candidates view and can explain the target culture as a system in which cultural perspectives are reflected through products and practices. They distinguish between general patterns and more limited contexts, between tradition and contemporary practice; they account for the dynamic nature of culture and hypothesize about cultural phenomena that are unclear. Candidates describe how various cultures are similar and different. |
| **Dispositions for cultural learning** | 2a | Candidates base their own and their students’ cultural work on familiar and factual cultural content. | Candidates integrate cultural insights with the target language in its communicative functions and content areas. They work to extend their knowledge of culture through independent work and interactions with native speakers. | Candidates emphasize cultural concepts (as they teach language), analyze and synthesize cultural information from authentic sources in various media and in relation to specific communities or audiences. They work to build a large repertoire of cultural knowledge and experiences. |
| **Dispositions for seeking professional growth** | 6a | Candidates consider suggestions that mentors make regarding candidate’s own professional growth. | Candidates seek counsel regarding opportunities for professional growth and establish a plan to pursue them. | Candidates develop a plan for their induction to the professional world (teaching profession) and identify multiple pathways for pursuing professional growth and development. |
| **Dispositions regarding the value of (K-12) language study** | 6b | Candidates believe that foreign language study benefits mostly a particular group (of students). | Based on reading and field experiences, candidates believe that all (students) should have opportunities to learn a foreign language. | Candidates advocate for (K-12) foreign language opportunities for all (students). |

**Presentational Communication – Speaking**

***Intermediate-High***speakers handle a number of tasks of the Advanced level, but they are unable to sustain performance of these tasks, resulting in one or more features of linguistic breakdown, such as the inability to narrate and describe fully in a time frame or to maintain paragraph-length discourse.

***Advanced-Low***speakers narrate and describe in the major times frames in paragraph-length discourse with some control of aspect. They handle appropriately the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.

***Advanced-Mid***speakers narrate and describe in the major times frames and provide a full account of events, with good control of aspect. They handle successfully and with ease the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.

**ACTFL STANDARD 1: Language Proficiency.** Candidates in foreign language programs possess a high level of proficiency in the target language. They are able to communicat**e** effectively in interpersonal, interpretive, and presentational contexts. They comprehend and interpret oral, printed, and videotexts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" (Teacher candidates) or "Intermediate High" (majors).

**ACTFL STANDARD 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines**

Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

**ACTFL STANDARD 6: Professional Development, Advocacy, and Ethic**Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, (and pedagogical) competence (and promote reflection on practice. Candidates articulate the role and value of languages and cultures (in preparing all students to interact successfully in the global community. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional (language educator) and are committed to equitable and ethical interactions with all stakeholders.