*General guidelines for the Culminating Project & Panel Presentation:*

1. Students should be evaluated holistically on the three standards/modes of communication (interpretive, interpersonal, presentational).
2. Students should be assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language of the presentation. If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel can consist of fewer reviewers.
3. While schools are encouraged to recruit community members to serve on the panel of reviewers, evaluators should not be related to the student.

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| **Culminating Project Summary** |
| **Student Name:****Target Language of presentation:** |
| **Overall assessment** |
| **Assessment completed by (name, title, role): Date:**  |

**Standard 1: Interpretive Communication – *Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.***

*Interpretive Communication is assessed by the classroom teacher in English [English Language Arts (ELA), English as a New Language (ENL)] or World Languages, and/or an evaluator proficient in the target language prior to the presentation of the project.*

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| **Essential Questions** | **PERFORMANCE INDICATORS** |
| **INTERMEDIATE LOW** | **INTERMEDIATE MID** | **INTERMEDIATE HIGH** | **ADVANCED LOW** | **ADVANCED MID** | **ADVANCED HIGH** |
| **Interpretive Communication – What can I understand, interpret, or analyze in authentic informational and/or fictional texts that I hear, read, or view?** | Identify the topic and related information from simple sentences in short informational texts | Understand the main idea and key information in short straightforward informational texts | Usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts | Identify the underlying message and some supporting details across major time frames in descriptive informational texts | Understand the underlying message and most supporting details across major time frames in descriptive informational texts | Follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts |
| **Interpretive Communication – What can I understand, interpret, or analyze in conversations or discussions that I hear, read, or view, in which I am not a participant?** | Identify the main idea in short conversations  | Identify the main idea and key information in short straightforward conversations | Usually understand the main idea and flow of events expressed in various time frames in conversations and discussions | Understand the main message and some supporting details across major time frames in conversations and discussions | Understand the main message and most supporting details across major time frames in conversations and discussions | Follow the flow of ideas and some nuances from different viewpoints in conversations and discussions |

**STANDARD 2: Interpersonal Communication –** ***Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.*** Interpersonal Communication is evaluated by the Panel Reviewers at the student presentation during the question and answer period following the student presentation.

| **Essential Questions** | **PERFORMANCE INDICATORS** |
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| **INTERMEDIATE LOW** | **INTERMEDIATE MID** | **INTERMEDIATE HIGH** | **ADVANCED LOW** | **ADVANCED MID** | **ADVANCED HIGH** |
| **Interpersonal Communication – How can I exchange Information and ideas in conversations?** | Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions | Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions | Exchange information in conversations and some discussions on a variety of familiar and some concrete topics researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames | Exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames | Maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames | Discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations |
| **Interpersonal Communication – How can I meet my needs or address situations in conversations?** | Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions | Interact with others to meet needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions | Interact with others to meet needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames | Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames | Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames | Interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar |
| **Interpersonal Communication – How can I express, react to, and support preferences and opinions in conversations?** | Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions | Exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions  | Explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames | Maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames | Maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions | Discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions |

**STANDARD 3: Presentational Communication – *Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.*** Presentational Communication is evaluated by the Panel Reviewers at the student presentation.

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| **Essential Questions** | **PERFORMANCE INDICATORS** |
| **INTERMEDIATE LOW** | **INTERMEDIATE MID** | **INTERMEDIATE HIGH** | **ADVANCED LOW** | **ADVANCED MID** | **ADVANCED HIGH** |
| **Presentational Communication – How can I present information to narrate about my life, experiences, and events?**  | Present personal information about life, activities and events, using simple sentences | Tell a story about life, activities, events and other social experiences, using sentences and series of connected sentences | Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames | Tell stories about school and community events and personal experiences, using paragraphs across major time frames | Tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames | Give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues |
| **Presentational Communication – How can I present information to give a preference, opinion or persuasive argument?**  | Express preferences on familiar and everyday topics of interest and explain why he/she feels that way, using simple sentences | State viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences | State viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames | Sate a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames | Present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames | Clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically |
| **Presentational Communication – How can I present information to inform, describe, or explain?**  | Present on familiar and everyday topics, using simple sentences | Give straightforward presentations on a variety of familiar topics and some concrete topics researched, using sentences and series of connected sentences | Give detailed presentations on a variety of familiar topics and some concrete topics researched, using a few short paragraphs, often across various time frames | Deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames | Deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames | Deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically |