Non-English Languages and Cultures Rubric DRAFT

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| SLO:Students will: |  Does not meet any level of proficiency | Beginning(Proficiency at 100 Level) |  Intermediate(Proficiency at 200 Level) | Advanced (Proficiency at 300 Level) | Beyond Advanced |
| Increase their non-English language proficiency in listening comprehension, speaking, reading, and writing, as appropriate to the target language, in order to develop effective communication skills across languages.  |  | [All languages at this level]**Identify** and **exemplify** basic grammatical features. **Produce** basic written and/or oral work in the target language. | [As appropriate to the language and level]**Identify** and **exemplify** a broader range of grammatical features. **Interpret** exemplary texts and/or films in the target language. **Produce** more complex written and/or oral work in the target language. | [As appropriate to the language and level]**Interpret** with nuance exemplary texts and/or films in the target language. **Produce** sophisticated written and/or oral work in the target language. |  |
| Acquire knowledge and appreciation of products, practices, and perspectives of cultures related to the target language to develop the intercultural skills needed to ethically engage the world in its diversity. |  | **Describe** (in English or in the target language) products, practices, and perspectives of cultures related to the target language as present in visual and/or textual materials appropriate to the level of the course. | **Explain** (in English or, where pertinent, in the target language) products, practices, and perspectives of cultures related to the target language as present in visual and/or textual materials appropriate to the level of the course. | **Interpret** (in English or, where pertinent, in the target language) products, practices, and perspectives of cultures related to the target language as present in visual and/or textual materials appropriate to the level of the course, placing them in specific contexts. |  |
| Place their own cultural values in dialogue with the values of cultures related to the target language to better understand connections and divergences among global cultures |  | **Recognize** and **describe** the values of one’s context as culturally constructed and **differentiate** them from those of the cultures related to the target language. | **Explain** the values of one’s context as culturally constructed and **differentiate** them from those of the cultures related to the target language. | **Interpret** the values of one’s context in nuanced dialogue with those of the cultures related to the target language in specific contexts. |  |

Rubric Information:

* This rubric specifies criteria for proficiency at the 100, 200, and 300 level. In some cases, a criteria for a language may not be appropriate (e.g. producing oral or written work in the target language). Instructors should ignore criteria that are not appropriate for the language.
* Student work must meet all the criteria in a category in order to satisfy that category. If the student work is between “Beginning” and “Intermediate” (meeting all the “Beginning” criteria and achieving some, but not all, of the “Intermediate” criteria), the student work belongs in the “Beginning” category.
* This rubric does not give specific criteria for “Does not meet General Education Proficiency” and “Beyond Advanced.” If student work does not meet “Beginning,” the work “Does not meet General Education Proficiency.” If the student work meets all “Advanced” criteria and exceeds some or all of it, the student work is “Beyond Advanced.”