

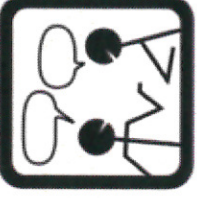




School District of New Berlin  
World Language Department Assessment Categories

<p><b>Interpretive</b> Student can demonstrate understanding of something they have heard, seen, or read.</p> 	<p><b>Presentational</b> Student can produce a product or give a presentation in the target language.</p> 	<p><b>Interpersonal</b> Students can interact with others in the target language.</p> 	<p><b>Benchmarks</b> Students can illustrate their knowledge of specific learning targets.</p> 	<p><b>Formative</b> Student practice that develops the skills needed to successfully perform.</p> 
<p>Student can demonstrate a broad understanding of the <u>main idea</u> and <u>some supporting details</u> when reading texts in the target language, watching Spanish/French/Mandarin video clips, and listening to audio clips.</p> <p>In this mode of communication, students will be graded on their ability to reproduce the main idea and supporting details of a text or audio source. Students will also engage in higher-order thinking by deriving meaning of unfamiliar words from context, making concept inferences, and comparing cultural perspectives.</p> <p><b>Examples:</b> End of unit assessments based on audio and video prompts, and reading passages</p>	<p>Student can share on-topic information in oral and written form.</p> <p>In this mode of communication, grammatical <u>accuracy</u>, vocabulary usage, pronunciation, and appropriate conventions of public speaking and/or writing are evaluated. Anything produced in this mode should be polished, practiced, and rehearsed.</p> <p><b>Examples:</b> Formal writing and oral presentations</p>	<p>Student can engage in a conversation on familiar topics with a classmate(s) or respond to a written prompt such as an email.</p> <p>Responses in this mode of communication are <u>spontaneous</u>. Students will be graded on their ability to communicate by contributing personal insights and by asking appropriate questions relevant to the topic or prompt.</p> <p><b>Examples:</b> End of unit interpersonal conversations or informal writing assignments</p>	<p>Students demonstrate that they are making progress toward the larger goals by meeting various benchmarks throughout each unit.</p> <p><u>Recorded, but not reflected in the grade.</u></p> <p><b>Examples:</b> Grammar and vocabulary quizzes, in-class partner and group conversations, and informal writing assignments</p>	<p>May include interpretive, presentational, and interpersonal, and benchmark activities.</p> <p><u>Recorded, but not reflected in the grade.</u></p> <p><b>Examples:</b> Many classroom and homework activities</p>



In language learning, there are three "communicative modes" that place primary emphasis on the context and purpose of the communication. These three modes are Interpersonal, Interpretive, and Presentational.

Your grade in class will be mainly based on these three modes of communication. Each mode of communication involves a particular link that is developed gradually over time between the language and its underlying culture. Modern languages employ a balanced use of these three modes while in learning classical languages, the interpretive mode predominates with occasional use of the presentational mode.

### The Interpersonal Mode

**Two-way communication between individuals that uses receptive skills (listening and reading) and productive skills (speaking and writing).** The interpersonal mode is characterized by active negotiation of meaning among individuals. Participants observe one another to see how well their meanings and intentions are being communicated and make adjustments and clarifications accordingly. The interpersonal mode is most obvious in conversation, but can be realized through reading and writing, such as the exchange of personal letters or e-mail messages.

#### Interpretive Communication

One-way listening and reading that does not require a response or reaction in real time.

Familiar or unfamiliar context impacts comprehension.

The ability to read often develops before the ability to comprehend rapid spoken language.

Content knowledge often affects successful and accurate comprehension.

#### Interpersonal Communication

Bi-directional oral or written communication between individuals who are in personal contact.

Involves interpreting and producing language in real-time and negotiation of meaning.

Beginner students often use functional chunks of language that help to initiate and maintain communication.

Over time, students rely less on functional chunks and employ their own authentic (novel) language structures.

### The Interpretive Mode

**One-way communication that uses the receptive skills of listening and reading.** The interpretive mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no active negotiation of meaning with the writer or the speaker. The interpretive mode includes "one-way" reading or listening, the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension in that the former implies the ability to "read (or listen) between the lines."

### The Presentational Mode

**One-way communication using the productive skills of speaking and writing.** The presentational mode refers to the creation of formal messages to be interpreted by listeners or readers without opportunities for the active negotiation of meaning. Examples of the Presentational mode include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that the listening or reading audience will readily understand the messages conveyed.

#### Presentational Communication

Formal presentation of information and ideas in spoken and written form.

One-way speaking and writing.

Novice language learners tend to produce written and spoken language that contains learned patterns.

Over time students produce more authentic (novel) structures.