

Proyecto de Aptitud Intercultural: Rúbrica de Evaluación (Reflexiones)

Intercultural Communicative Competence (Byram, 1997)

*“By learning foreign languages, people have the opportunity to become familiar with other cultures. Such insight provides the basis for respect and **increased tolerance** and **contributes to other ways of thinking**, broadens **pupil’s understanding of their own cultural belonging...** in this way **pupil’s own identity is strengthened**”*

Language Proficiency ACTFL Proficiency Guidelines	Intermediate Low (IL) 3 Makes some limited practical needs. Can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. Simple, conversational-style sentences with basic word order. Written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Basic errors in grammar, word choice, punctuation, and spelling.	Intermediate Mid (IM) 5 Able to meet a number of practical needs. Can create short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences. Writing is framed in present time but may contain references to other time frames. Shows evidence of control of basic sentence structure and verb forms. Writing is a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization.	Intermediate High (IH) 8 Able to meet all practical writing needs. Able to narrate and describe in different time frames when writing about everyday events and situations. May be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style essentially correspond to those of the spoken language.	Advanced Low (AL) 10 Demonstrates the ability to narrate and describe in major time frames with some control of aspect. Able to combine and link sentences into texts of paragraph length and structure. Writing may not be substantive. Demonstrates the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. Relies on patterns of oral discourse and the writing style of their first language.
Knowledge: <i>of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction:</i> <ul style="list-style-type: none"> • I take into consideration how social groups function in order to clarify meaning and avoid misunderstanding. • I seek to explore the reasons behind different practices and reactions. • I recognize the social and political implications of diversity. • I analyze a different worldview and belief system in order to uncover new information about a group’s identity. 	<div>3</div>	<div>5</div>	<div>8</div>	<div>10</div>

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<p>Skills of discovery and interaction: <i>ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.</i></p> <ul style="list-style-type: none"> • I utilize new knowledge to modify previously accepted perspectives and beliefs. • I incorporate various and diverse sources to help inform my argument and point of view. • I explain my thoughts and actions considering outside perspectives and situations. • I look for and clarify shared cultural needs and expectations. 	3	5	8	10
<p>Attitudes <i>curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own</i></p> <ul style="list-style-type: none"> • I am able to assume a perspective different from my own in creating or explaining an argument. • I am cognizant about, and seek to explore others' unique situations and its challenges. • I explore a foreign situation and take into consideration the conflicts that come with it. • I demonstrate an understanding of different experiences and develop an insight on the matter. 	3	5	8	10

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<p>Skills of interpreting and relating: <i>ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.</i></p> <ul style="list-style-type: none"> • I explain my point of view in connection with both conflicting and complementary opinions. • I use all available information and my analytical skills to verify my interpretations. • I offer different ways of interpreting the ideas and actions of people. • I give clear arguments to explain my thoughts and choices. 	3	5	8	10
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Adapted from: ACTFL & The European Wergeland Centre

Nota Final: /50