Unit Plan: Gender Equality & Inclusive Language
Francesca Crutchfield-Stoker

COURSE OVERVIEW	
Course Name:	Spanish II
Course Proficiency Target:	Intermediate Low
Performance Target:	Intermediate

UNIT OVERVIEW	
Theme:	Gender Equality & Gender Expectations: Exploring Roles & Stereotypes and Inclusive Language in Spanish-speaking contexts
Global World Language Theme:	Identity & Belonging (ACTFL Global), Personal & Public Identities (AP), Gender Equality (Sustainable Development Goals)
Essential Question:	<u>Essential Question:</u> **How can inclusive language be used on social media to promote gender equality?** <u>Secondary Questions:</u> 1. How does inclusive language impact people's gender identities and sense of self? 2. How does social media influence gender stereotypes? 3. How do expectations of gender roles further gender stereotypes and inequality amongst genders?
Performance Objective: *I can + language function in each of the three modes + context + proficiency level information*	I can identify, analyze, and present information on gender expectations, gender roles, gender inequality, and the use of inclusive language, using simple sentences with details, and transition phrases.
Summative Assessment Frame:	*Brief: Create a social media campaign to promote inclusive language and gender equality to break down gender roles and expectations in your exchange school.* Expanded: You will be studying abroad next fall in Argentina as part of an exchange program through your high school. You and your friend have been in touch with a student from the high

	school in Argentina, who is going to be your host. The student from Argentina has asked the two of you if you are interested in joining an interest group at their school working to promote gender equality through using gender inclusive language. Argentina is known for using gender inclusive language in certain arenas, but still has a lot of work to do. To prepare for joining this group, you will do some research on gender equality, gender stereotypes, and inclusive language in Spanish. First, you will be reviewing information about gender equality and inclusive language in Spanish-speaking countries. Next, you will be sharing your ideas with your classmate in Argentina, to find out what each of you has found, and will be comparing your ideas. Finally, you will be creating a social media campaign to use at the school in Argentina, once you arrive in the fall. In the social media campaign, you will be creating a hashtag, a short video, and multiple content posts to share with the school to promote the usage of gender inclusive language to help combat gender inequality and stereotypes.
Social Justice Standards:	**Identity Anchor:** Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. • **Identity 3:** I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too. • **Identity 4:** I express pride and confidence in my identity without perceiving or treating anyone else as inferior. **Diversity Anchor:** Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. • **Diversity 7:** I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups. • **Diversity 10:** I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. **Justice Anchor:** Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). • **Justice 12:** I can recognize, describe and distinguish unfairness and injustice at different levels of society. • **Justice 14:** I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life. **Action Anchor:** Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. • **Action 19:** I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does. • **Action 20:** I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals
Unit Duration:	6-8 weeks (Beginning of year)

CORE KNOWLEDGE & SKILLS	
Language Function Skill Objectives (Performance Indicators)	**Proficiency Benchmark** *NCSSFL-ACTFL Can-Do Statements*
I can + language function + context I can **identify** what exclusive language is, and how Spanish is a binary/gendered language I can **identify** what inclusive language is and which minority groups it helps include. I can **describe** how inclusive language is different in Spanish and in English, as English is not gendered. I can **identify** steps each of us can take to use inclusive language in our daily lives. I can **ask and answer questions** about inclusive language use in Argentina. I can **summarize** information about gender equality and inclusive language use in Argentina and the United States. I can **tell someone** what to do to address gender inequality through utilizing inclusive language on social media.	*Interpretive:* I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. *Interpersonal:* I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. *Presentational:* I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

CORE VOCABULARY & FORMS
+ Degree of Control (emerging, partial, full)

EMERGING CONTROL
students are able to use these vocabulary/structures with limited accuracy

- Commands/Telling people how to use inclusive language (*Tu debes…;Tu necesitas…*)
- Expressing Opinions (*Es importante, Yo creo, Es injusto, Me parece injusto*)
- Asking & Answering questions, including follow-up questions

PARTIAL CONTROL
students are able to use these vocabulary/structures with some degree of accuracy

Phrases:
- To include/To exclude/Be inclusive/Be exclusive (*incluir, excluir, ser inclusivo, ser exclusivo*)
- Minority groups/Majority groups (*grupos minoritarios, grupos mayorías, el minoritario, la mayoría*)

Vocabulary:
- *La injusticia*
- *El estereotipo*
- *La expectativa*
- *La inequidad*
- *La sociedad*
- *El lenguaje inclusivo/exclusivo*

● *Binario*

FULL CONTROL *students are able to use these vocabulary/structures with almost complete accuracy*

● Gender vocabulary (*el género, la mujer, el hombre, transgenero*) ● Conjugated present tense verbs (*ar/ir/er*)

LEVEL UP Vocabulary & Forms *With **developing control**, students may push beyond the core of this unit by focusing on…*

● Personalized gender terms of interest to students (asexual, gender fluid, nonbinary, etc.) ● Use simple perfect *Ir + a* (I'm going to) when explaining how to implement a plan ● Express opinions using conjugated verb + infinitive (*Es importante usar lenguaje…*) ● Providing detailed rationale for opinions/expression (*Es importante porque; yo creo esto porque, yo pienso esto por estas razones…*)

Cultural Comparisons	**Intercultural Communication Benchmark**
Product: Social Media **Practice:** Using inclusive language on Social Media **Perspective:** How is inclusive language used on social media differently in Argentina and the U.S. in order to promote gender equality? It's easy to use "normal" language such as "he" or "she" or "el" or "ella", without realizing who it might be excluding. The English language does not have gender, is it easier to use "they" in English than it is to use "elles" in Spanish?	**Investigate:** In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. **Interact:** I can interact at a functional level in some familiar contexts.

SEQUENCE of LEARNING			
Learning Outcomes	**Learning Tasks**	**Checks for Learning**	**Resources**
(I can + language function + context) *These are lesson-level learning outcomes that build sequentially toward the unit performance objective.*	*Space for notes on essential tasks to use in the lesson that lead students toward the learning outcome.*	*How will you check to ensure that students have achieved the learning outcome?*	
I can **identify** what exclusive language is, and how Spanish is a binary/gendered language	***Interpretive*** Students view short videos about gender equality and how Spanish is a binary language.	Students are able to describe what exclusive language is and binary language (masculine/feminine).	Aprender español: El género - masculino y femenino (nivel básico) GÉNERO NEUTRO Y LENGUAJE INCLUSIVO (2ª generación) - Guía Práctica ¿Qué es el Lenguaje inclusivo?

			[¿Qué es el LENGUAJE INCLUSIVO? - TKM Explica](#) (Teacher will show selected clips at .75 speed.)
I can **identify** what inclusive language is and which minority groups it helps include.	***Interpretive*** Students view infographic about gender equality and how using inclusive language can include minority groups.	Students are able to describe what inclusive language is and list which minority groups are impacted by exclusive language and how inclusive language can be used to help include them in different contexts.	[¿Por qué se usa el lenguaje inclusivo?](#)
I can **describe** how inclusive language is different in Spanish and in English, as English is not gendered.	***Presentational*** Students use the infographic (without text) to create their own descriptions of inclusive language in Spanish.	Students are able to describe inclusive language practices in the Spanish language in their own words.	[¿Por qué se usa el lenguaje inclusivo?](#) (Teacher texts text out of boxes and asks students to write in descriptions)
I can **identify** steps each of us can take to use inclusive language in our daily lives.	***Interpretive*** Students read infographic about how to use inclusive language to promote gender equality.	Students are able to find a list of action items to incorporate inclusive language into daily life.	[#Lenguaje Para Todos: por un lenguaje más inclusivo](#)
I can **ask and answer questions** about inclusive language use in Argentina.	***Interpersonal*** Students are given infographics about inclusive language usage on social media in Argentina and must ask each other questions to gather information from their classmates regarding what they read on their respective infographic.	Students are able to ask and answer questions with some detail.	[Lenguaje inclusivo salva vidas : argentina](#) [#RAEConsultas en Twitter](#)
I can **summarize** information about gender equality and inclusive language use in Argentina and the United States.	***Presentational*** Students prepare flyers to distribute at their school promoting gender equality through using more inclusive language in school facilities.	Students are able to state key information and facts about inclusive language and what action steps to use inclusive language to promote gender equality.	Poster Board, markers, paper, or virtual flyers using Google Docs
I can **tell someone** what to do to address gender inequality through utilizing inclusive language on social media.	***Interpersonal*** Students participate in a role play activity where students ask each other how to use inclusive language on social media, and provide each other with action steps and opinions about what to do, using command forms, and expressing opinions with form conj.+infinitive (i.e *es importante hacer)* ***Presentational***	Students are able to express their opinions and provide suggestions on how to incorporate inclusive language into daily practices in order to promote gender equality.	Class Google Classroom or Blog to post social media posts/videos from students.

	Students create a social media post (either a tweet, TikTok, or an Instagram post) in which they promote using inclusive language to promote gender equality, using command forms and expression of opinions.		

SUMMATIVE UNIT ASSESSMENT

(Include the overall unit frame from above here)

You will be studying abroad next fall in Argentina as part of an exchange program through your high school. You and your friend have been in touch with a student from the high school in Argentina, who is going to be your host. The student from Argentina has asked the two of you if you are interested in joining an interest group at their school working to promote gender equality through using gender inclusive language. Argentina is known for using gender inclusive language in certain arenas, but still has a lot of work to do. To prepare for joining this group, you will do some research on gender equality, gender stereotypes, and inclusive language in Spanish. First, you will be reviewing information about gender equality and inclusive language in Spanish-speaking countries. Next, you will be sharing your ideas with your classmate in Argentina, to find out what each of you has found, and will be comparing your ideas. Finally, you will be creating a social media campaign to use at the school in Argentina, once you arrive in the fall. In the social media campaign, you will be creating a hashtag, a short video, and multiple content posts to share with the school to promote the usage of gender inclusive language to help combat gender inequality and stereotypes.

Interpretive	Interpersonal	Presentational
(Include the frame for the Interpretive assessment here) You are preparing to join the club at your new school in Argentina, where you will be helping create a campaign to promote gender inclusive language. To prepare, you will be reviewing information about gender equality and inclusive language in Spanish-speaking countries. Read information from an infographic, and answer interpretive questions.	*(Include the frame for the Interpersonal assessment here)* You are leaving for your new school in Argentina at the end of the summer. In order to prepare for your role in the club at school, you will be having a role-play Zoom call with your host student in Argentina. During the call, you will be sharing your ideas with your classmate in Argentina, to find out what each of you has found, and will be comparing your ideas. You want to share all of the ideas you have found, and see what they have come up with as well.	*(Include the frame for the Presentational assessment here)* The club at the school in Argentina will be creating a campaign to promote the usage of gender inclusive language at the school. In order to take part in this club, you will be creating a social media campaign to use at the school in Argentina, once you arrive in the fall. The campaign will consist of creating a focus, a hashtag, several content posts for social media, and a video, in which you explain the importance of using gender inclusive language in order to combat gender inequality and stereotypes.

Student Directions: Read the information on the infographic [La "e"de la discordia: ¿Cómo se usa y para qué sirve el lenguaje inclusivo?](#) , and answer the questions on the handout with your classmate *(See Appendix A)*. This information will help you know what to discuss with your Argentinian host student.	Student Directions: You and your classmate will each play a role in this scenario, where one of you is the U.S. student and one is the host student from Argentina, who has also been researching gender equality. You will be calling them on Zoom, and the conversation will be recorded. **You may want to talk about:** ● Gender Equality in the U.S. and in Argentina ● Inclusive Language Practices ● Action steps for using inclusive language at school	Student Directions: The social media campaign should include a hashtag, several content posts for social media sites, and a 4 minute video for the release of your campaign. **You should include:** ● A hashtag that represents the theme of your campaign such as (#incluyetodes) ● Content posts for Instagram, Facebook, Twitter, TikTok that demonstrate why this campaign is important ● 4 minute video in which you describe the release of your campaign **You may want to consider these questions:** 1. Who is excluded when we do not use inclusive language? 2. How does inclusive language help combat gender discrimination and inequality? 3. What are action steps anyone can take to use inclusive language?
Resources: **Infographic:** [La "e"de la discordia: ¿Cómo se usa y para qué sirve el lenguaje inclusivo?](#) **Interpretive Assessment Worksheet** (below)	Resources: Smartphones or tablets or Chromebooks to record conversation between classmates.	Resources: Video camera, smartphone or tablet to record video, Computer or Chromebook or Tablet to create posts

Appendix A: Interpretive Assessment Questions:

I. Key Word Recognition. Find in the infographic the word/phrase in the target language that best expresses the meaning of each of the following English words/phrases.

a. inequality   _____
b. binary norms   _____
c. represented   _____
d. gender marker   _____
e. inclusion   _____

II. Main Idea(s). Using information from the infographic, provide the main idea(s) of the infographic in English.

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III. Supporting Details:
Instructions:

- Identify whether each statement is true or false.
- Find the part in the infographic that best supports _your_ answer for each question.
- Correct the statements that are false in English.

1. Inclusive language was created as a way to not exclude anyone (True/False)
   _____

2. You cannot use "e" or "x" for adjectives, articles, and pronouns (True/False)
   _____

3. Some people use "e" instead of "x" and "@" because it's harder to pronounce (True/False
   _____

4. Over 20 years ago, UNESCO implemented the use of masculine and feminine terms, instead of the generic masculine (True/False)
   _____

5. Calling a group of doctors of different genders "medicos" (masculine form of doctors) excludes members of certain genders.
   _____

IV. Organizational Features: How is the text organized? Circle all that apply. Explain briefly why you selected each organizational feature. What were the clues in the text that led you to select the answer(s).

- Chronological
- Compare and Contrast
- Cause and Effect
- Narrative Structure
- Pros and Cons
- Informational

Justification from the text in English (Why did you choose one or more of the features?):

V. Guessing Meaning from Context. Based on this passage, write what the following three phrases/expressions probably mean in English.

a. *"bandera de lucha"*
   _____

b. *"el lenguaje invisibiliza a las mujeres"*
   _____

c. *"la desigualdad entre hombres y mujeres"*
   _____

d. *"norma binaria"*
   _____

e. *"la marca de género"*
   _____

VI. Inferences. Using information from the text, answer the following questions in English.

a. What is the purpose of using inclusive language?
b. Which groups does inclusive language try to include?
c. How do you think some people feel about changing the written/spoken language?
d. Do you think everyone agrees with using inclusive language?
e. How do you think someone from a minority group might feel if they heard/saw inclusive language in a public space such as school?

VII. Author's Perspective: From the list below, choose the perspective you think the author adopted as they wrote this infographic and justify the answer you selected with details or quotes from the infographic. You may use direct quotes/phrases or explain in your own words. Please respond in Spanish.

    a. Argumentative
    b. Informative
    c. Persuasive
    d. Narrative

Justification from the text:

VIII. Comparing Cultural Perspectives:
    1. Which inclusive language practices listed in the infographic have you seen implemented in the United States or your own culture? Respond in Spanish. (Keep in mind that English is not a gendered language, but there are still examples of inclusive language practices)

    2. What inclusive language practices would you recommend for an audience in the U.S. and why? Respond in Spanish.

IX. Personal Reaction to the Text. Using specific information from the infographic, describe your personal reaction to the article, in Spanish. Be sure to provide reasons from the text that support your reaction. You can use the sentence starters to help you begin.

    a. After reading this, I feel…*(Después de leer esto, me siento...*
    b. This infographic makes me…*(Esta infografía me hace sentir…)*
    c. I think that…*(Yo pienso que…)*
    d. My personal reaction to the infographic is…*(Mi reacción personal a la infografía es…)*

Appendix B: Rubrics

Interpretive: (*Adapted* from ACTFL IPA Rubric with added Glow/Grow Feedback)

Rubric for Interpretive Mode: *Continuum of Proficiency (ACTFL IPA Rubric)

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREHENSION				
Key Word Recognition	I can identify all keywords appropriately within context of the text.	I can identify the majority of keywords appropriately within the context of the text.	I can identify half of keywords appropriately within the context of the text.	I can identify a few keywords appropriately within the context of the text.
Main Idea (s)	I can identify the complete main idea(s) of the text.	I can identify the key parts of the main idea(s) of the text but misses some elements.	I can identify some part of the main idea(s) of the text.	I may identify some ideas from the text but they do not represent the main idea(s).
Supporting Details	I can identify all supporting details in the text and accurately provide rationale from the text to explain these details.	I can identify the majority of supporting details in the text and provide rationale from the text to explain some of these details.	I can identify some supporting details in the text and may provide limited rationale from the text to explain these details. I may identify a supporting detail but may not provide information from the text to explain these details.	I can identify a few supporting details in the text but may not provide rationale from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational Features	I can identify the organizational feature(s) of the text and provide an appropriate justification.	I can identify the organizational feature(s) of the text, but my justification misses some key points from the text.	I can identify in part the organizational feature(s) of the text but my justification may miss some key points. I may identify the organizational feature(s) but do not provide rationale.	I can start to identify the organizational feature(s) of the text but my answer does not include justification from text.
Guessing Meaning from Context	I can infer the meaning of unfamiliar words and phrases in the text. My inferences are accurate.	I can infer the meaning of unfamiliar words and phrases in the text. Most of the inferences make sense although some may not be accurate.	I can infer the meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	I can start to infer the meaning of unfamiliar words but my answers don't make much sense.
Inferences/Expanding with Questions	I can infer and interpret the text's meaning in a highly plausible manner.	I can infer and interpret the text's meaning in a partially complete and/or partially plausible manner.	I make a few plausible inferences regarding the text's meaning.	My interpretations of the text's meaning are largely incomplete and/or do not make sense.
Author's Perspective	I can identify the author's perspective and	I can identify the author's perspective and provide a justification.	I can identify the author's perspective but justification is either	I am struggling to identify the author's perspective.

	provides a detailed justification.		confusing or incomplete.	
Comparing Cultural Perspectives	I can identify the cultural perspectives/norms with accuracy. I provide a detailed connection of cultural products/practices to perspectives.	I can identify some cultural perspectives/norms accurately. I can connect cultural products/ practices to perspectives.	I can identify some cultural perspectives/norms with accuracy. I provide a minimal connection of cultural products/ practices to perspectives.	My identification and description of cultural perspectives/norms are struggling. I have trouble connecting to cultural practices/products & perspectives.
Personal Reaction to Text	I provide a personal reaction to text and includes a detailed rationale/information from text to back up the response.	I provide a personal reaction to text and some rationale from text.	I provide a personal reaction to text, but provide limited connection or justification from text.	I do not provide a personal reaction to text, and there is no justification or information from text.

* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See *Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.

Glow	Grow

Interpersonal: (*Adapted* from ACTFL IPA Rubric with added Glow/Grow Feedback)

Rubric for Interpersonal Mode: Intermediate Language Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner	I can successfully handle uncomplicated tasks and social situations requiring exchange of basic information related daily activities, particular interests, and areas of competence. I can tell stories and describe in all major time frames, although not always consistently.	I can create with language by combining and recombining things I know; the ability to express meaning expands in quantity and quality. I can successfully do a variety of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival when speaking in my target language.	I can create with language by combining and recombining known elements; I am able to express personal meaning in a basic way. I handle a number of uncomplicated communicative tasks successfully in straightforward social situations, primarily in concrete exchanges necessary for survival in my target language.	I am struggling to communicate in a comfortable and spontaneous manner.
Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	I use mostly connected sentences and some paragraph-like communication.	I use strings of sentences, with some complex sentences (dependent clauses).	I use simple sentences and some strings of sentences.	I use some simple sentences and memorized phrases.
Communication Strategies Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication	I can converse with ease and confidence when dealing with routine tasks and social situations. I sometimes use paraphrasing to clarify what I am trying to say.	I can respond to direct questions and requests for information. I can ask a variety of follow up questions to obtain simple information. I may clarify by restating.	I respond to direct questions and requests for information. I can ask a few appropriate questions, but my questions are based on what my partner has just stated. I may try to restate questions when I struggle to understand.	I respond to basic direct questions and requests for information. I can ask a few simple questions that are reactive. I may clarify by repeating and/or substituting different words.
Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic listeners used to interacting with non natives? Can a native speaker unaccustomed to non-native speech understand this speaker?	I can generally be understood by those unaccustomed to interacting with non-native speakers, although sometimes my knowledge from my first/other language may be evident and gaps in communication may occur.	I can generally be understood by those accustomed to interacting with non-natives speakers.	I can generally be understood by those accustomed to interacting with non-natives, although sometimes repetition or re phrasing may be required for me to be understood.	It is difficult for those accustomed to interacting with non-native speakers to understand me.

Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	I can demonstrate a significant quantity and quality of Intermediate-level language. When I try to complete an Advanced-level tasks, I struggle in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	I can demonstrate significant quantity and quality of Intermediate-level language. My accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	I am most accurate when producing simple sentences in the present tense. My pronunciation, vocabulary, and word order are strongly influenced by the native language. My accuracy decreases as language becomes more complex.	I am most accurate when using memorized language, including phrases. My accuracy decreases when I try to create more with language.

Glow	Grow

Presentational: (*Adapted* from ACTFL IPA Rubric with added Glow/Grow Feedback)

Rubric for Presentational Mode: Intermediate Language Learner

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function Language tasks the speaker/ writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	I can successfully handle uncomplicated tasks and social situations when I need to use information related to daily activities and things I am interested in. I can communicate and describe in all major time frames, although not always consistently.	I can create with language by combining and recombining things I know; and the ability to express my own meaning expands in quantity and quality. I can successfully do a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	I can create with language by combining and recombining known elements; I am able to express personal meaning in a simple way. I can successfully handle a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	I struggle to use the target language to speak or write in a consistent and comfortable way to present information on a certain subject.
Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	I can use connected sentences and some paragraph-like discourse.	I can use strings of sentences, with some complex sentences (dependent clauses).	I can use simple sentences and some strings of sentences.	I can use some simple sentences and memorized phrases.
Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience	I can present in a clear and organized manner. Presentation illustrates my own personality, originality, and has rich details, and an unexpected feature that captures the interest and attention of the audience.	I can present in a clear and organized manner. My presentation illustrates my own personality, originality and features rich details, visuals, and/or organization of the text to maintain the audience's attention and/ or interest.	I can present in a clear and organized manner. I try to maintain audience's attention through visuals, organization of the text, and/or details.	My presentation is a bit unclear or unorganized. I struggle to keep my audience engaged.
Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non natives? Can a native speaker unaccustomed to the speaking/ writing of non-natives understand this speaker/writer?	I can generally be understood by those unaccustomed to the speaking/writing of non-native speakers, although sometimes the interference from my first/other language impacts my comprehensibility.	I am generally understood by those accustomed to the speaking/writing of non-native speakers.	I can generally be understood by those accustomed to interacting with non-native speakers, although additional effort may be required to understand my speaking/writing.	It is hard for people who are used to working with non-native speakers to understand my writing and speaking.

Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	I can demonstrate significant quantity and quality of Intermediate-level language. When I try to do a more Advanced-level task, I struggle in the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	I can demonstrate significant quantity and quality of Intermediate-level language. My accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	I am most accurate when producing simple sentences in the present tense. My pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	I am most accurate with memorized language, including phrases. My accuracy decreases when creating with language and expressing personal opinions.

Glow	Grow