

Candidate's Name: _____

West Virginia State University
Department of Education
SENIOR CAPSTONE ORAL PROFESSIONAL E-PORTFOLIO (SCOPE)
ASSESSMENT Content Specialization – Foreign Language
American Council on the Teaching of Foreign Languages (ACTFL)
Rubric
Evaluation form for the SCOPE Meeting

The following portion of the SCOPE Interview will be conducted in the candidate's target language. It aims at showing evidence for two ACTFL standards: 1 (Language, Linguistics, Comparisons) and 6 (Professionalism).

- I. Objective: Elicit a complete, detailed narration and description of an event of personal or public interest in Spanish or French.

Example: Tell me about your first day [at the university, at the school where you observed, practiced, visited]. [Follow up with factual questions: what time was it? How did you get there? How long did it take you to get there? What was the weather like? How many students were there? What was the classroom like? Etc.] We could also say: tell me more, and then what happened?

- II. Objective: Evaluate candidate's awareness of professional growth opportunities. This part of the interview will be conducted in English.

Which professional organizations in the field of language teaching or language learning are you familiar with?

Do you belong to any of these organizations? Or do you plan to become a member? [Do you know where they meet, cost of membership...how to access them on the Internet?]

Tell me about a problem you experienced or heard about while doing your student teaching. Have you read anything about it or discussed it [or a similar one?]. What did you do about it? How did you try to solve it? What was the result? I have had the same problem: where can I get more information about that problem and its possible causes and solutions?

What are your plans for professional growth after you graduate? Tell me about them.

At a school where I worked, the principal said s/he had to cut the budget, and s/he was planning to eliminate the foreign language position to leave only those subjects out of which the students derive benefits. How do you respond to this person [way of thinking]. Are there any benefits of learning a foreign language? Tell me about them.

When I was a student, to support my learning of a foreign language, I subscribed to foreign newspapers and went to the movies. The newspapers took two weeks to arrive, and going to the movies frequently wasn't easy. How do you support your learning or prepare products to support teaching?

Professionalism Rubric for SCOPE (Foreign Language Component)

First section will follow rubrics for interpersonal communication (Speaking)

Element	Emerging - Approaches Standard	Accomplished - Meets Standard	Distinguished - Exceeds Standard	ACTFL Standard
Speaking – Overall	Student speaks at the Intermediate-High level	Student speaks at the Advanced- Low level	Student speaks at the Advanced- Mid level	1A
Speaking complexity of exchange	Handles successfully uncomplicated social tasks requiring exchange of basic information related to work, school, recreation, and particular interests	Participates actively in most informal and some formal conversations dealing with school, home, and leisure activities; and to a lesser degree, in those dealing with work, current, public or personal interests	Participates actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interests	1A
Speaking – Time frame, Cohesiveness, Fluency	May fail to maintain the narration or description syntactically in the appropriate time frame; may fail to connect discourse; may misuse cohesive devices; there may be a reduction of vocabulary, or significant amount of hesitation	Narrates and describes in present, past, and future time frames, but control of aspect may be lacking at times; combines and links sentences into connected discourse of paragraph length	Narrates and describes in present, past, and future time frames, by providing a full account, with good control of aspect; relates relevant and supporting facts in connected, paragraph-length discourse; handles successfully and with ease a routine situation or familiar communicative task that presents a complication or unexpected turn of events	1A
Understandable by Others	Generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur	Understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved only through repetition and restatement	Readily understood by native speakers unaccustomed to dealing with non-natives	1A

Elements	Emerging - Approaches Standard	Accomplished - Meets Standard	Distinguished - Exceeds Standard	ACTFL Standard
Awareness of professional community	Identifies appropriate professional communities	Identifies and participates in at least one professional organization	Identifies and participates in multiple professional communities	6A
Reflection as a critical tool for growth	Recognizes the potential of reflection and research as essential tools for becoming an effective practitioner. Relies on others' questions to frame reflection	Frames own reflection and research questions and shows evidence of engaging in a reflective process to improve teaching and learning	Systematically engages in a reflective process for analyzing student work and planning future instruction. Identifies possibilities of classroom-based research to inform practice	6A
Disposition for seeking professional growth	Often responds to suggestions that others make regarding candidate's own professional growth	Seeks opportunities for professional growth	Develops a plan for continued professional growth	6A
Development of a rationale for foreign language learning	Realizes the importance of developing a rationale that supports foreign language learning	Develops a rationale that includes key benefits of foreign language learning	Develops and articulates a rationale for foreign language learning that includes the cognitive, academic, and affective benefits to students and society	6B
Accessing and employing data to support foreign language learning	Identifies the main data sources (both print and online) for accessing foreign language-specific data	Chooses appropriate data sources to develop products in support of foreign language learning for designated audiences	Accesses multiple sources of data and synthesizes findings to prepare a coherent rationale for foreign language learning for diverse audiences	6B
Dispositions regarding the value of K-12 language study	Believes that foreign language study benefits mostly a particular group of students	Based on readings and field experiences, believes that all students should have opportunities to learn a foreign language	Advocates for K-12 foreign language opportunities for all students	6B

Signature of Content Professor: _____ **Date:** _____