

Rubric for World Languages and Cultures ([WLC](#)) Artifact Assessment

Intended Learning Outcomes	Sufficient	Insufficient
<p>ILO 1: Demonstrate understanding of materials made by and for communities that use the language.</p> <p>→ The ILO does not specify that the demonstration must be done in the target language.</p> <p>→ The WLC ILO description does not specify how students are to demonstrate understanding.</p>	<p><i>A sufficient artifact:</i></p> <p>For example:</p> <ul style="list-style-type: none"> ● answers factual questions accurately and comprehensibly, and/or ● accurately summarizes in their own words, or describes or analyzes the source material’s content, context, themes, aesthetic, or other features. 	<p><i>An insufficient artifact:</i></p> <p>For example:</p> <ul style="list-style-type: none"> ● contains factual and/or interpretive errors, and/or ● simply repeats text content rather than summarizing text content in the student’s own words.
<p>ILO 2: Compare multiple perspectives on issues of cultural and/or linguistic significance for at least one studied culture.</p> <p>→ This ILO does not specify whether the <i>source material</i> or the <i>student production</i> must be in the target language or produced in a target-language culture. There is no extended description of this ILO in the WLC ILO description.</p> <p>→ Perspectives on an issue of significance could include cultural insiders or outsiders; it is not specified. Outsider perspectives may include, for example, those of subject experts (e.g., linguists, anthropologists), and national discourses that affect a minority/minoritized community.</p>	<p><i>A sufficient artifact:</i></p> <p>For example:</p> <ul style="list-style-type: none"> ● identifies relevant evidence from source materials and ● compares at least two perspectives on a cultural/linguistic issue. 	<p><i>An insufficient artifact:</i></p> <p>For example:</p> <ul style="list-style-type: none"> ● does not identify multiple perspectives and/or ● does not compare relevant evidence of cultural/linguistic perspectives on a cultural/linguistic issue and/or ● does not discuss a specific issue of cultural or linguistic significance from a specific culture or language of study; is overly general.

<p>ILO 3: Analyze the diverse experiences and perspectives of users of the language studied.</p> <p>→ This ILO does not specify whether the <i>source material</i> or the <i>student production</i> must be in the target language, but does specify that the source material must be produced within a target-language culture.</p> <p>→ ILO #3’s description states, “Analyzing diverse experiences and perspectives includes reflecting on and reframing students’ own experiences.”</p>	<p><i>A sufficient artifact:</i> For example:</p> <ul style="list-style-type: none"> ● compares texts produced by users of the language that reflect differing perspectives and experiences of similar historical or cultural events or issues, and ● accurately identifies and applies evidence from source materials to support an argument about the experiences and perspectives reflected in the sources, and ● explains how others' experiences and perspectives compare to one's own experiences. 	<p><i>An insufficient artifact:</i> For example:</p> <ul style="list-style-type: none"> ● does not compare texts produced by users of the language that reflect differing perspectives and experiences of similar historical or cultural events or issues, OR ● does not accurately identify and apply evidence to support an argument about the experiences and perspectives reflected in the sources, OR ● does not explain how others' experiences and perspectives compare to one's own experiences.
<p>ILO 4: Produce and/or explain language appropriate for the topics and contexts studied.</p> <p>→ See the WLC ILO description for the extended implications of this ILO.</p> <p>→ The ILO description speaks to the difference between generating accurate language versus <i>meaningful</i> language <i>specific</i> to a given task.</p> <p>→ The ILO explanation (d) distinguishes between the skills development expectations for modern languages versus Ancient Greek and Latin.</p> <p>→ The main ILO descriptor suggests that one could meet this ILO without using the target language (“and/or explain”).</p>	<p><i>A sufficient artifact:</i> For example:</p> <ul style="list-style-type: none"> ● applies target language skills in functionally and culturally appropriate ways, and ● uses appropriate vocabulary, register, and situation-specific discourse in the target language, <p>AND/OR</p> <ul style="list-style-type: none"> ● explains or demonstrates understanding of linguistic or cultural features of a target language text, such as in a translation or critical textual analysis. 	<p><i>An insufficient artifact:</i> For example:</p> <ul style="list-style-type: none"> ● does not apply target language skills in functionally and culturally appropriate ways, OR ● does not use appropriate vocabulary, register, and situation-specific discourse in the target language, <p>AND/OR</p> <ul style="list-style-type: none"> ● does not explain or demonstrate understanding of linguistic or cultural features of a target language text, such as in a translation or critical textual analysis.