

**Second Language Rubric for LO 1.2 (Updated on 6-27-18)**

Objective	Highly proficient- 4	Proficient-3	Approaching proficiency-2	Not proficient-1	Score
<p><b>1.2 Demonstrate an understanding of and sensitivity to the cultural products, practices, and perspectives exhibited in the language studied.</b> <u>Note:</u> examples of cultural products include monuments, clothing, music; examples of practices include pastimes or family interactions; perspectives include ideologies or values related to national symbols, appropriate dress, religion.</p>	<p>Content reflects strong knowledge, understanding, and sensitivity related to cultural products, practices or perspectives. Shows a developed understanding of the meaning of products, practices and perspectives within the culture.</p> <p><b>Note:</b> student responses that earn a “4” will be elaborated and show complexity in understanding of culture.</p>	<p>Content reflects some knowledge, understanding, and sensitivity related to cultural products, practices or perspectives. Shows a basic awareness of the meaning of products, practices and perspectives within the culture.</p> <p><b>Note:</b> to earn a “3” students should respond to more than one cultural product, practice, or perspective.</p>	<p>Content identifies cultural products, practices or perspectives, but knowledge of them may be formulaic without reflecting a deeper cultural understanding. Shows a limited awareness of the meaning of products, practices and perspectives within the culture.</p> <p><b>Note:</b> a “2” emphasizes that the student is providing more formulaic responses without explanation or elaboration. For example, “German houses tend to be smaller than American.” The student has not provided a reason for this that would reflect deeper understanding. This may be because of limited vocabulary. Nevertheless, we score it as a two.</p>	<p>Content reflects a very limited awareness of cultural products, practices or perspectives, and may be communicated predominantly from the point of view of one’s own culture. Shows very little or no awareness of the meaning of products, practices and perspectives within the culture.</p> <p><b>Note:</b> A score of “1” may be used when there is only a single example of a cultural practice offered, in addition to offering only predominant reflections from the point of view of student’s own culture.</p>	

**Notes:**

1. Follow the rubric regardless of the language in which the student writes about culture.
2. If the student writes about culture in the target language, concentrate on the content not the fluency of language. In other words, try to understand the intended meaning, despite errors in word usage or grammar, and score according to the rubric above, rather than language accuracy.
3. Scorers will note on the scoring sheet whether the student responded to cultural prompts only in the target language, in target language & English, or only English.
4. Please use the comments section to make notes that will help us interpret the scores, raise issues for faculty to discuss later on, or any other observation.
5. Use only whole numbers (1-4)
6. Give a score based on the “best” work you see, i.e., the highest level of student learning