

SUNY Cortland General Education
Foreign Language Requirement Rubric

Elements	Target	Acceptable	Unacceptable
SLO 1: Basic proficiency in the understanding and use of a foreign language	Student performs at a level of spoken, written, aural, and reading proficiency higher than what is appropriate for course level. Student consistently demonstrates skills that exceed those described by ACTFL ¹ at the proficiency level that learners can be expected to attain by the end of the course.	Student performs at a level of spoken, written, aural, and reading proficiency appropriate for course level. Student consistently demonstrates skills described by ACTFL at the proficiency level that learners can be expected to attain by the end of the course.	Student performs at a level of spoken, written, aural, and reading proficiency below what is appropriate for course level. Student does not consistently demonstrate skills described by ACTFL at the proficiency level that learners can be expected to attain by the end of the course.
SLO 2: An understanding of the distinctive features of culture(s) associated with the language they are studying	Student demonstrates the ability to comprehend and respond to the distinctive features of culture(s) through the use of target language skills in ways that exceed expectations for the course level, described according to ACTFL cultural awareness levels.	Student demonstrates the ability to comprehend and respond to the distinctive features of culture(s) through the use of target language skills in ways that meet expectations for the course level, described according to ACTFL cultural awareness levels.	Student does not demonstrate the ability to comprehend and respond to the distinctive features of culture(s) through the use of target language skills in ways that meet expectations for the course level, described according to ACTFL cultural awareness levels.

¹ The American Council on the Teaching of Foreign Languages. Language proficiency can-do statements: <https://www.actfl.org/sites/default/files/pdfs/Can-Do Statements 2015.pdf>. Performance descriptors, cultural awareness: 15, 17, 19 of <https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance Descriptors.pdf>