

kentucky world language association  
**WORLD LANGUAGE FESTIVALS**

## dialogue

Students demonstrate ability to communicate with a partner on familiar topics.

Score:

Place:

Student 1: _____	Student 2: _____
School: _____	Teacher: _____
Division: Middle School High School	Language: <input type="checkbox"/> Chinese <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Japanese <input type="checkbox"/> Latin <input type="checkbox"/> Spanish
Level: <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 5	

### Novice *High School Division: Level 1 and 2 – Middle School Division: Level 1, 2 and 3*

	Task Completion	Difficulty of Vocabulary	Comprehensibility/Pronunciation
<b>5*</b>	<input type="checkbox"/> Students complete tasks going well beyond basic requirements.	<input type="checkbox"/> Students interact using organized phrases and sentences with some details.	<input type="checkbox"/> Students can easily be understood by a sympathetic listener.
<b>4</b>	<input type="checkbox"/> Students go beyond simple task completion.	<input type="checkbox"/> Students interact using organized phrases and sentences.	<input type="checkbox"/> Students can be understood by a sympathetic listener most of the time.
<b>3</b>	<input type="checkbox"/> Students complete task.	<input type="checkbox"/> Students occasionally string together phrases and sentences.	<input type="checkbox"/> Students can be understood by a sympathetic listener with occasional repetition.
<b>2</b>	<input type="checkbox"/> Students complete task meeting minimum requirements but dialogue appears rehearsed.	<input type="checkbox"/> Students use somewhat disconnected phrases and sentences.	<input type="checkbox"/> Students can be understood by a sympathetic listener with patience and repetition.
<b>1</b>	<input type="checkbox"/> Students do not complete task or are missing key components.	<input type="checkbox"/> Students use single words and simple memorized phrases.	<input type="checkbox"/> Students communicate little or no meaning & frequently mispronounce common words.
<b>0</b>	<input type="checkbox"/> Students do not complete task.	<input type="checkbox"/> Students use little or no vocabulary.	<input type="checkbox"/> Students could not be understood.

### Intermediate *High School Division: Level 3, 4 and 5*

	Task Completion	Difficulty of Vocabulary	Comprehensibility/Pronunciation
<b>5*</b>	<input type="checkbox"/> Students complete tasks going well beyond basic requirements.	<input type="checkbox"/> Students can begin, end, & use transitions in conversations on a variety of familiar topics.	<input type="checkbox"/> Students can be understood by a native speaker.
<b>4</b>	<input type="checkbox"/> Students go beyond simple task completion.	<input type="checkbox"/> Students can ask and answer questions and exchange information in familiar situations.	<input type="checkbox"/> Students can easily be understood by a sympathetic listener.
<b>3</b>	<input type="checkbox"/> Students complete task.	<input type="checkbox"/> Students can ask and answer simple questions in highly familiar situations.	<input type="checkbox"/> Students can be understood by a sympathetic listener with occasional repetition.
<b>2</b>	<input type="checkbox"/> Students complete task meeting minimum requirements	<input type="checkbox"/> Students interact using organized phrases and sentences with some details.	<input type="checkbox"/> Students can be understood by a sympathetic listener with patience and repetition.
<b>1</b>	<input type="checkbox"/> Students do not complete task or are missing key components.	<input type="checkbox"/> Students interact using fragmented phrases and sentences.	<input type="checkbox"/> Students frequently mispronounces words. Language is heavily influenced by English.
<b>0</b>	<input type="checkbox"/> Students do not complete task.	<input type="checkbox"/> Students use little or no vocabulary.	<input type="checkbox"/> Students could not be understood.

\*5\* (only to be used to differentiate top five students for ranking.)

