**i-Lingua: Communicative Competence in Modern Languages***

- The i-Lingua badge is based on the national proficiency standards developed by ACTFL (The American Council on The Teaching of Foreign Languages) and customized to the Lafayette College program for the study of languages, literatures and cultures.
- The emphasis on a communicative approach to language learning, which includes skill development across three communicative modes: interpretive (reading and listening), interpersonal, presentational (writing and speaking) as well as an understanding of one’s own and another culture’s customs, beliefs, and behaviors.
- Artifacts should show the development of the author’s awareness that his/her own attitudes and beliefs are different from those of other cultures as well as evidence of efforts to develop effective skills for interactions in multicultural context and communities.
- All artifacts must be posted in the student’s e-Portfolios. Only one artifact is required as “Evidence” to meet each criteria, but students may reference other artifacts in the “Explanation” section of the badge application.

<table>
<thead>
<tr>
<th>Criteria(6)</th>
<th>Gold</th>
<th>Silver</th>
<th>Ruby</th>
<th>Pearl</th>
<th>Baseline</th>
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<td><strong>Evidence</strong></td>
<td>Only one artifact is required as “Evidence” to meet each criteria, but students may reference other artifacts in the “Explanation” section of the badge application.</td>
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<td>hundred-level course that includes a variety of readings.</td>
<td>hundred-level courses that include a variety of readings.</td>
<td>level course that includes several readings.</td>
<td>elementary level course and cites several readings.</td>
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<td>2. Interpersonal</td>
<td><strong>● Evidence of highly effective speaking in 1 person-to-person interaction with native speakers, e.g., interviews, Skype, and conversations at language tables, or a study abroad environment (see study abroad form in LaFolio).</strong>  <strong>● Student includes recordings or reports of interpersonal interactions that show him or her to be a highly effective and culturally aware/polite interlocutor.</strong></td>
<td><strong>● Evidence of effective speaking in 1 long person-to-person interaction, e.g., interviews, Skype, and conversations at language tables, or a study abroad environment (see study abroad form in LaFolio).</strong>  <strong>● Student includes recordings or reports of interpersonal interactions that show him or her to be a strong and culturally aware / polite interlocutor.</strong></td>
<td><strong>● Evidence of effective speaking in 1 short, person-to-person interaction, e.g., interviews, Skype, and conversations at language tables, or a study abroad environment (see study abroad form in LaFolio).</strong>  <strong>● Student includes recordings or reports of interpersonal interactions that show him or her to be developing cultural awareness and increasing skill as an interlocutor.</strong></td>
<td><strong>● Insufficient evidence or evidence does not meet expectations.</strong></td>
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<td>3. Presentational: Writing</td>
<td><strong>● Evidence of 1 highly articulate written communication, e.g., reflective and research essays, journal, letter and business writing, poetry and creative prose.</strong>  <strong>● When making an argument, the student presents a thesis or assertion that is logical and robustly documented or supported.</strong>  <strong>● There are indications and</strong></td>
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<td><strong>● Evidence of at least 1 well-written, 1 to 2 page texts.</strong>  <strong>● When making an argument, the student presents a thesis or assertion that is logical and well documented or supported.</strong>  <strong>● There are indications and</strong></td>
<td><strong>● Evidence of a minimum of 1 well-written, short text: letter, description, narrative, script, blog, or poem that shows command of a variety of structures and vocabulary typical of advanced elementary, low intermediate language proficiency.</strong></td>
<td><strong>● Insufficient evidence or evidence does not meet expectations.</strong></td>
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<td>4. <strong>Presentational:</strong> Speaking</td>
<td>Evidence of highly effective speaking in 1 venue or genre, <em>e.g.</em>, PowerPoint presentations, essay presentations, creative video presentations or documentaries, voiceovers, performative readings such as poetry or plays, and conference presentations.</td>
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<td>Evidence of 1 well-spoken and linguistically more complex presentation, <em>e.g.</em>, PowerPoint presentations, essay presentations, multimedia photo stories, creative video presentations, or voiceovers.</td>
<td>Evidence of 1 well-spoken short presentation, <em>e.g.</em>, interpretive readings, multimedia photo stories, creative video presentations, or voiceovers.</td>
<td>Insufficient evidence or evidence does not meet expectations.</td>
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<td>● Ideas and information are well organized, delivered effectively, and are highly engaging.</td>
<td>● Sources have been correctly documented according to fair-use guidelines.</td>
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5. Cultural Contextualization

- Evidence referenced shows advanced knowledge of behaviors, values, and customs as well as effective skills for interactions in multicultural contexts and communities.
- Demonstrates changes in own attitude and beliefs due to working with and learning about other communities and cultures.
- Evidence referenced shows general knowledge of communities, behaviors, values, and customs as well as effective language skills for interactions in multicultural contexts and communities.
- Reflects on how own attitudes and beliefs are different from those of other cultures.
- Exhibits curiosity about what can be learned from diversity of communities.
- Evidence of developing use of language to identify values and connections in multi-cultural contexts and communities.
- Evidence referenced shows awareness that own attitudes and beliefs are different from those of other cultures.
- Exhibits curiosity about what can be learned from diversity of communities.
- Evidence of developing use of language to identify values and connections in multi-cultural contexts and communities.
- Evidence of developing use of language to identify values and connections in multi-cultural contexts and communities.
- Insufficient evidence or evidence does not meet expectations.

6. Verification of Proficiency

**Examples may include documentation of Dialang or OPI/WPI results**

- Presents a 3rd party proficiency test indicating the equivalence of high intermediate proficiency as per the ACTFL scale or B2 in 3 of the criteria on the ECFR Dialang assessment. Equivalent evaluations will be considered.
- Presents a 3rd party proficiency test indicating the equivalence of mid-intermediate proficiency as per the ACTFL scale or B1 in 4 of the criteria on the ECFR Dialang assessment. Equivalent evaluations will be considered.
- Presents a 3rd party proficiency test indicating the equivalence of low intermediate proficiency as per the ACTFL scale or C2 in 3 of the criteria on the ECFR Dialang assessment. Equivalent evaluations will be considered.
- Insufficient evidence or evidence does not meet expectations.

*Based on the AAC&U Value Rubrics, the ACTFL proficiency guidelines, and customized to the Lafayette College curriculum in Modern Languages, Literatures and Cultures.*