



Bowles CIED 4013
Capstone Course for Foreign Language Licensure
Fall 2013

Student _____ **Score** _____

Project Description

ACTFL standards 1a, 1b, 1c, 2a, 2b

Objective: SWBT submit a presentation portfolio containing all graded assignments for the semester to demonstrate their linguistic and cultural knowledge of the target language.

Contents: cover page, table of contents, overview, assignments (language profile, language history, language samples, culture presentation, interpretive listening)

Overview: Introduce portfolio contents and provide evidence of your growth in each of the assignments. Reflect on how this course connects to teaching and learning your target language and how the course has benefitted you as an emerging professional.

Elements	Unacceptable	Acceptable	Distinguished
Overall Presentation	Sloppy or disorganized presentation with little or no attention to details. Includes some required components, but not all are complete, typed and arranged according to guidelines. Descriptions are not complete or lack accuracy.	Neat presentation with some attention to details. Includes most required components, typed and arranged according to guidelines. Descriptions are generally well presented and accurate.	Exceptionally professional presentation with attention to details. Includes all required components.
Overview	Overview introduces portfolio content, attempts to show linguistic and cultural growth in the TL, and makes an effort to draw connections between learning and teaching the TL.	Overview introduces portfolio content, addresses linguistic and cultural growth in the TL, and demonstrates ability to draw connections between learning and teaching the TL.	Overview introduces portfolio content, addresses linguistic and cultural growth in the TL with numerous examples and detail, and demonstrates ability to draw connections between learning and teaching the TL using a combination of synthesis, evaluation, and creativity.

ACTFL STANDARDS ADDRESSED IN THIS PORTFOLIO

1. Language, Linguistics, Comparisons. Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.