Module 5: Interpersonal Communication Standards

This module provides an overview of the mode of Interpersonal Communication, discusses the Massachusetts World Languages Standards for Interpersonal Communication, and highlights ways to address the Standards.

Interpersonal Communication

This mode involves interacting and negotiating meaning in spontaneous spoken, signed, or written conversation to share information and express reactions, ideas, feelings, opinions, and perspectives. In this mode, students exercise reading, viewing, listening, writing, signing, and speaking skills to seek, convey, and/or exchange information. Proficiency in Interpersonal Communication increases students’ abilities to interact socially in any language, helps students develop strategies to negotiate meaning, and supports students in advancing their proficiency in other communicative modes.

Interpersonal Communication Standards

The Massachusetts World Languages Standards for Interpersonal Communication describe the skills that students can demonstrate at different levels of proficiency. The Interpersonal Communication Standard at each proficiency level contains between three and seven different Functions, numbered from 2.a. to 2.g along with the proficiency level abbreviation. The chart below shows how Functions progress across proficiency levels within the Interpersonal Communication Standards. Check marks in a new row indicate Functions that emerge at higher proficiency levels and check marks with a plus sign indicate new, more rigorous features of a previously acquired Function.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NL | NM | NH | IL | IM | IH | AL | AM | AH | S |
| a. | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓+ | ✓ |
| b. | ✓ | ✓+ | ✓+ | ✓ | ✓ | ✓+ | ✓+ | ✓ | ✓+ | ✓ |
| c. | ✓ | ✓+ | ✓+ | ✓+ | ✓ | ✓+ | ✓+ | ✓ | ✓ | ✓ |
| d. |  |  |  |  | ✓ | ✓+ | ✓ | ✓ | ✓+ | ✓ |
| e. |  |  |  |  |  | ✓ | ✓+ | ✓ | ✓+ | ✓ |
| f. |  |  |  |  |  |  | ✓ | ✓ | ✓+ | ✓ |
| g. |  |  |  |  |  |  |  |  | ✓ | ✓+ |

Addressing the Standards

Recommendations to effectively address Interpersonal Communication Standards include setting unit goals/objectives for Interpersonal Communication using the NCSSFL-ACTFL Can-Do Statements; designing Interpersonal Communication summative assessment tasks with the Integrated Performance Assessment model that encourage spontaneous language use; and including low-stakes, well-structured Interpersonal Communication activities that align with students’ interests and desires to communicate. When designing Interpersonal Communication assessments and learning experiences, educators should consider all students, including students with disabilities and those from diverse racial, cultural, and linguistic backgrounds. To align with Massachusetts’ vision for Deeper Learning, educators should provide students with opportunities to engage with others in the target language in a way that demonstrates Mastery, Identity, and Creativity.

Two Lenses: Proficiency and Equity

Proficiency and equity serve as the foundation of the Interpersonal Communication Standards. The Standards are organized by proficiency level according to the ACTFL Proficiency Guidelines, and they are addressed using Core Practices that align with proficiency-based approaches to language teaching. In terms of equity, the Interpersonal Communication Standards center and affirm students’ identities; engage students in conversations that carry significance for them; and encourage students to ask questions that drive their own learning.

Additional Resources

[ACTFL Resources](https://www.actfl.org/resources/guiding-principles-language-learning/communicative-tasks) • [CARLA Resources](https://carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html) • [CASEL Framework](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/)• [Massachusetts Deeper Learning Initiative](https://www.doe.mass.edu/kaleidoscope/overview.html) • [NCSSFL-ACTFL Can-Do Statements](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) • [Ohio Department of Education Interpersonal Communication Strategies](https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpersonal_MCwebsite.pdf.aspx) • [Ohio Department of Education Resources](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies#assessmentrubrics) • [STARTALK Assessment Resources](https://www.startalk.info/educators-principles-conducting/) • [STARTALK Interpersonal Tasks](https://startalkcreate.org/lpg/learning-plan/show/search-form?query=share&data=%7B%22cn__proficiencyIndicator___TEMP%22:%5B%22Interpersonal%22%5D,%22xx__custom%22:%5B%22All%20Published%22%5D,%22_action%22:%22db-search%22,%22_asciiOnly%22:1,%22_forceNotLoggedInExperience%22:%220%22,%22_actionFlowFromClient2DB%22:%22tbd%22%7D)