Module 6: Presentational Communication Standards

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

Presentational Communication

This mode involves presenting information, concepts, ideas, feelings, opinions, and perspectives to inform, explain persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. In this mode, students employ writing, signing, and/or speaking skills to plan and prepare communications for a specific audience. Proficiency in Presentational Communication increases students’ abilities to draft and revise presentations, helps students understand and use different presentational styles for various products and/or audiences, and supports students in advancing their proficiency in other communicative modes.

Presentational Communication Standards

The Massachusetts World Languages Standards for Presentational Communication describe the skills that students can demonstrate at different levels of proficiency. The Presentational Communication Standard at each proficiency level contains between two and five different Functions, numbered from 3.a. to 3.e along with the proficiency level abbreviation. The chart below shows how Functions progress across proficiency levels within the Presentational 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. |  |  |  |  |  |  |  |  | ✓ | ✓+ |

Addressing the Standards

Recommendations to effectively address Presentational Communication Standards include setting unit goals/objectives for Presentational Communication using the NCSSFL-ACTFL Can-Do Statements; designing Presentational Communication summative assessment tasks with the Integrated Performance Assessment model that reflect real-world situations for students to present information with awareness of their audience; and including Presentational Communication activities that allow students to produce rehearsed and on-demand presentations using various multimedia tools, materials, and resources. When designing Presentational 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 present 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 Presentational 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 Presentational Communication Standards center and affirm students’ identities; encourage students to create and deliver presentations on topics that carry significance for them; and promote a deeper understanding of and respect for diverse peoples, cultures, and communities.

Additional Resources

[CARLA Resources](https://carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html) • [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 Presentational 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_Presentational_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 Presentational Tasks](https://startalkcreate.org/lpg/learning-plan/show/search-form?query=share&data=%7B%22cn__searchCombo%22:%22presentational%22,%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)