University of Kentucky

2022 Virtual
World Language Showcase
Saturday, April 16, 2022
9 AM – 2 PM

Join us Online to show what you can do with language!

What does a student do at Showcase?

1. They submit a project and writing sample virtually for judging by University of Kentucky World Language Faculty by March 26, 2022
2. They receive a speaking proficiency score after having a conversation online with a judge on the day of Showcase
3. They take part in online language and culture lessons from University of Kentucky World Language Faculty on the day of Showcase

What do teachers need to submit by the registration deadline, Mar 26, 2022?

- The registration fee of $7 per student (up to 10 students)
- A Youtube link to their students' intercultural projects (product or performance with a writing sample) for judging prior to the live event

1. What form can the projects take?

The Product or Performance must show interculturality with the target culture and must be an individual project.

PRODUCTS
Infographic, Website, Artwork, Photography, Costume, Self-Produced Film, Construction Model

● Products are presentations on history, literature and/or other forms of cultural expression.

● All projects must demonstrate an understanding of the target culture and compare the target culture with the student's own culture that is expressed through the project and its accompanying writing. The writing should be the student's own and should reflect what they can do with language.

● All projects must be submitted via video in 2022. Please preface your video with your full name, your school name, your teacher's name, your language of study, and your writing in the target language. For Spanish projects, please also indicate whether or not the student is a heritage speaker of the language. Please show all sides of any physical projects. The work must be the student's own work.

● Videos of all projects must be submitted prior to Showcase via YouTube link to the Showcase director by March 12, 2022. They must be between one (1) and three (3) minutes long.

PERFORMANCES
Dance, Dramatic Monologue, Vocal or Instrumental Performance

● Performances are based on culturally relevant pieces of music, songs or literary passages.

● All projects must demonstrate an understanding of the target culture and compare the target culture with the student's own culture that is expressed through the project and its accompanying writing. The writing should be the student's own and should reflect what they can do with language.

● Students must submit the music or literary passage along with the written description of their performance.

- Songs, whether sung or played on a musical instrument MUST be videoed for judging and linked to YouTube.

- Singers may sing unaccompanied or with a karaoke-like track. They cannot sing along with a famous singer.

- Dramatic monologues can be from classic plays, written yourself or a classic poem.

- Videos of all projects must be submitted prior to Showcase via YouTube link to the Showcase director by March 26, 2022. They must be between one (1) and three (3) minutes long.

What can I win?

There are awards for each category and each proficiency level. In all, it is possible to see 81 award winners per language! (9 categories of projects times 3 awards per category times 3 proficiency levels!) Heritage speakers of Spanish are judged separately from those who are learning Spanish as a second language. We offer awards in Chinese, French, German, Japanese and Spanish non-Heritage and Spanish Heritage. That makes 486 possible winners in the competition overall!

How will the project be judged?

Judging will take place virtually between the due date of registration and the day of Showcase. Judging of projects will be completed by University of Kentucky faculty members. The writing sample that accompanies the project determines the proficiency category where the student will compete. This is the reason the writing sample needs to be at the beginning of the digital project submission.

Novice Projects will have a maximum score of 30 points. Intermediate Scores will have a maximum score of 45 points. Advanced Scores will have a maximum score of 65 points. Any suspected use of translators can lower the writing score associated with the project at the judges' discretion and may cause a project to be disqualified. Please see the scoring rubrics below. The first one is for the project. The second one is for the writing sample and it fills in the second column of the project rubric.

Rubric   - World Language Showcase Projects 2022

Intercultural Performance Indicator	Writing score (please see rubric)	Quality of Workmanship or Performance
Novice - 0-5 points In my own and other cultures, I can **identify** some typical products OR practices related to familiar, everyday life. ____/5 points	Novice 0-10 points ____/10 points	Products - digital non-artwork - infographic or website _____/5 a) organization and style _____/5 b) information quality _____/5 c) overall quality Dramatic Monologue _____/5 a) pronunciation & intonation _____/5 b) enunciation, fluency & expression _____/5 c) poise & overall quality
Intermediate 6-10 points In my own and other cultures, I can **compare** some typical products OR practices related to everyday life and personal interests or studies. ____/10 points	Intermediate 11-20 points ____/20 points	Dance _____/5 a) accuracy of performance-rhythm _____/5 b) quality of choreography _____/5 c) poise & overall quality Self-Produced Film _____/5 a) storyboard & framing _____/5 b) audio _____/5 c) overall quality
Advanced 11-20 points In my own and other cultures, I can **explain how** a variety of products OR practices within familiar and social situations are related to cultural perspectives. ____/20 points	Advanced 21-30 points ____/30 points	Vocal or Instrumental Performance _____/5 a) staying on pitch & in rhythm _____/5 b) expression _____/5 c) poise & overall quality Visual Art - artwork, photography, costume or construction model _____/5 a) effective use of chosen medium _____/5 b) quality of artwork _____/5 c) overall quality of project

Rubric for the target-language writing that must accompany the project to fulfill the interculturality and writing components.

Major Focus	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
What language do I use? **Vocabulary**	I can use a small number of repetitive words and phrases for common objects and actions.	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words & expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.	I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.	I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate idiomatic expressions.
How do I use language? **Function & Structure**	I can use some simple words to provide basic information.	I can use words, phrases and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.	I can use connected sentences to narrate, describe or explain. I can begin to communicate in paragraph length.	I can communicate in clear and organized paragraph length.
How well am I understood doing the task? **Comprehensibility**	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.	I can generally be understood by someone accustomed and those unaccustomed to a language learner	I can understand by native speakers, even those unaccustomed to a language learner.
How well do I understand? **Comprehension** use only for interpersonal Task	I can understand some isolated words.	I can understand some simple questions and statements. I frequently need to hear things again.	I can understand simple questions and statements. Sometimes I need to hear things again.	I can understand questions and statements. Sometimes I need to hear things again.	I can understand questions and statements from real-life situations which may take place face-to-face or electronically.	I can understand the main idea and most details in conversations on familiar topics.	I can understand and link ideas in extended discussions. I can participate actively in most informal and a few formal conversations.

Adapted from the ACTFL Proficiency Guidelines-Speaking (1999) and the ACTFL Performance Guidelines form K-12 Learners (1998) and LinguaFolio (2008).

2. What is the interview like?

Each student will be called to talk with one judge in their target language. This conversation will start out very basic for each student, with questions on different topics that many world language students have studied. The difficulty of the language the student uses will determine how the interviewer proceeds. If questions are generally answered very simply, the judge will keep the question simple to keep the conversation going at a level that is comfortable for the student. If questions are answered in a way that is showing more skill, the judge will ask more follow up questions that vary in difficulty to assess the student's skill. If a student doesn't know the answer to a question, that's okay! The interviewer will keep looking for questions they can answer. The main purpose of the conversation is to allow the student to show what they can do with language!

How is the interview assessed?

The judges for the interview are mostly K-12 world language teachers who have also brought students to the Showcase event, but may also be university professors or instructors. They have a short training the morning of the event that reviews expectations for the judging experience and should come to the event with a good working knowledge of the ACTFL proficiency levels. This is usually a very positive experience for students! Please see the scoring rubric on the next page.

Interpersonal Speaking Rubric

	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
Vocabulary	Limited words and phrases; a lot of repetition	Familiar words and phrases on familiar of topics; some elaboration	Variety of words on a range of topics; begins to give more details	Words and expressions on a wide variety of topics, can elaborate on a specific topic; elaborated	Consistent use of words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.
Text Type	Words and phrases	Simple Sentences	Elaborated sentences, mostly in present tense	Strings of sentences	Connected sentences, in several time frames
Language Control	Errors interfere with communication; Accuracy decreases beyond word level	Some errors interfere with communication; Accuracy decreases when creates with language	Errors do not interfere with communication; Accuracy decreases when creates with language	Present tense is solid; Errors more common in other tenses	Paragraph-length discourse in present time; errors in other tenses do not interfere with communication
Comprehension	simple questions understood with repetition needed frequently	simple questions and statements understood, some repetition needed	questions and statements understood, some repetition needed	questions and statements clearly understood	understands main ideas and details in conversations on familiar topics

3. What are the language and culture sessions like?

The faculty of World Languages at the University of Kentucky have put together short cultural or language lessons for you! You may be in a class that learns how to pronounce the Russian alphabet, learns about the original versions of German fairy tales, or participates in a Chinese tea ceremony! If you have a lesson in the language you study, the lesson may be taught in that language. Otherwise, the classes are taught in English or like you are a total beginner student of that language!

Questions? Please contact Showcase Director, Lydia Kohler at showcase@kwla.org