

Evaluating Learners' Progress from IA to IC in Relation to the Three Savoirs

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Using the assessment rubrics:

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance. The rubrics are meant for use in evaluating and **discussing** student learning in terms of IC development, not for grading. To measure the progression on the IA - IC continuum, we added the following indicators: the benchmark (1) and milestone (2) are levels of performance associated with IA and the milestone (3) and capstone (4) are associated with IC.

The context of FSL brings an additional level of complexity and adaptations have to be considered with respect to expressing IC through more limited linguistic skills as well as the different needs and dynamics in the FSL core and immersion programs. Given the complexity of these rubrics, especially the ones referring to **verbal communication skills**, we would say that they are more suited for Grades 9 -12 in the immersion or extended programs. For all learners, regardless of their level of linguistic competence, the value of the rubrics is more in terms of formative guidelines that allow the educator to understand where the learner is on the continuum of progress from IA to IC with respect to the three savoirs.

	Capstone 4 IC	Milestones 3 IC	Milestones 2 IA	Benchmark 1 IA
Knowledge/ Savoir <i>Developing cultural self-awareness and observation</i>	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group[s]) (e.g., uncomfortable with identifying possible cultural differences with others).
	Note that this category can also be graded through a test, where the grade continuum can move on this continuum: surface knowledge - partial - adequate - sophisticated			
Knowledge/ Savoir <i>Developing knowledge of cultural worldview frameworks, the ability to shift frames of reference, as well as behavioral adaptation</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills / Savoir faire <i>Cultivating empathy and promoting understanding and acceptance among people from different cultures</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.

<p>Skills / Savoir faire <i>Verbal and nonverbal communication</i></p> <p><i>Participating in an intercultural dialogue by negotiating shared meanings, forming identity, and understanding belonging to various cultural groups.</i></p>	<p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</p>	<p>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</p>	<p>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</p>	<p>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</p>
<p>Attitudes / Savoir être <i>Cultivating curiosity through practicing active listening, effective communication, openness, non-judgmental approach, and sensitivity to ethnic, linguistic, religious, and class differences.</i></p>	<p>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>	<p>Asks deeper questions about other cultures and seeks out answers to these questions.</p>	<p>Asks simple or surface questions about other cultures.</p>	<p>States minimal interest in learning more about other cultures.</p>
<p>Attitudes/ Savoir être <i>Cultivating openness and acknowledging that people can belong to multiple cultural groups simultaneously, leading to diverse identities and senses of belonging.</i></p>	<p>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</p>	<p>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others and is aware of own judgment and expresses a willingness to change.</p>	<p>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others but is unaware of own judgment.</p>



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