



**CIED 4013: Capstone Course for Foreign Language Licensure  
Language Learning Profile Project Descriptor**

**Objective:** Students will develop a critical awareness of their language proficiency by writing a letter to an instructor describing their strengths and weaknesses in the target language, specific areas they would like to improve, and how they plan to achieve their goals.

**Goal:** Students will use self-assessment to develop “a critical self-consciousness . . . of their own role as active agents within the learning process” (Nunan, 1988, pp. 134-135).

**Directions:** Write a letter to your professor describing the strengths and weakness of your language proficiency. Include specific areas you would like to improve and how you plan to do that. The letter should be no more than three pages and written in the target language using the appropriate target-language stylistics for addressing a professor.

What are your strengths and weaknesses in these areas?

- Skill-based proficiency
- Cultural knowledge
- Literary knowledge
- Effective language learning strategies

How do you plan to improve?

- Establish goals and set priorities for future independent learning and a method for documenting your progress.

**Reference**

ACTFL (2012). *ACTFL proficiency guidelines--speaking, writing, listening, and reading*. Retrieved from <http://www.actfl.org/i4a/pages/index.cfm?pageid=5305>

Nunan, D. (1988). *The learner-centered curriculum*. Cambridge: Cambridge University Press.

## Rubric for Language Profile Assignment

	<b>Target Advanced Low  5 points</b>	<b>Acceptable Intermediate High  4 points</b>	<b>Needs Improvement Intermediate Mid 3 points</b>
Format	Writer shows knowledge of appropriate elements used in formal letter writing in TL (salutation, body, and closing)	Writer shows some knowledge of appropriate elements used in formal letter writing in TL (salutation, body, and closing)	Writer shows little to no knowledge of appropriate elements used in formal letter writing in TL (salutation, body, and closing)
Discourse	Writer shows knowledge of appropriate register used in formal letter writing in TL through word choice, formal forms of address, and ability to present information objectively	Writer shows some knowledge of appropriate register used in formal letter writing in TL; register may switch between formal/informal; word choice may include slang	Writer shows little or no knowledge of appropriate register used in formal letter writing in TL. Register may be chatty; word choice inappropriate.
Content	Writer paraphrases and elaborates to provide clarity of expression. Writer uses cohesive elements appropriate to paragraph length and structure. Writer has good control of frequently used structures and generic vocab.	Writer uses simple paragraphs with little elaboration. Sentences are loosely connected with limited use of cohesive elements. Writer uses basic vocab and structures.	Writer's discourse resembles oral language. Sentences are simple with little evidence of deliberate organization. Vocab is repetitive and limited.
Syntax	Writer can narrate and describe in major time frames with some control of aspect.	Writer struggles with narrating in major time frames. Vocab and structure reflect those in spoken language.	Writer frames content in present tense with some effort to incorporate other time frames. Vocab and structure reflect spoken language and/or interlanguage interference.
Comprehension	Writer can be understood by a native speaker unaccustomed to the writing of non-natives	Writer can be understood by a native speaker unaccustomed to the writing of non-natives with some gaps in comprehension.	Writer is only understood by a native speaker accustomed to the writing of non-natives