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|  | **Assessing Intercultural Communicative Competence (ICC)** | EU_flag_LLP |

**Assessment type: Rubric**

The rubric below allows you to indicate where in the ICC spectrum the performance of a specific language learner is to be situated.

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|  | **BASIC** | **INTERMEDIATE** | **FULL** |
| i) Tolerance of  ambiguity | Deals with ambiguity on a one-off basis, responding to items as they arise. May be overwhelmed by  ambiguous situations which imply high involvement. | Has begun to acquire a repertoire of approaches to cope with ambiguities in low involvement situations. Begins to accept ambiguity as a challenge. | Is constantly aware of the possibility of ambiguity. When it occurs, he/she tolerates and manages it. |
| Behavioural  flexibility | Adopts a reactive/defensive approach to situations. Learns from isolated experiences in a rather unsystematic way. | Previous experience of required behaviour begins to influence behaviour in everyday parallel situations. Sometimes takes the initiative in adopting/conforming to other cultures’ behaviour patterns. | Is ready and able to adopt appropriate behaviour in specific situations from a broad and well-understood repertoire. |
| Communicative  awareness | Attempts to relate problems of intercultural interaction to different communicative conventions, but lacks the necessary knowledge for identifying differences; tends to hold on to his own conventions and expects adaptation from others; is aware of difficulties in interaction with non-native-speakers, but has not yet evolved principles to guide the choice of (metacommunication, clarification or simplification) strategies. | Begins to relate problems of intercultural interaction to conflicting communicative conventions and attempts to clarify his own or to adapt to the conventions of others. Uses a limited repertoire of strategies (metacommunication, clarification, simplification) to solve and prevent  problems when interacting with a nonnative-speaker. | Is able to relate problems of intercultural interaction to conflicting communicative  conventions and is aware of their effects on the communication process; is able to identify and ready to adapt to different communicative conventions, or to negotiate new discourse rules in order to prevent or clarify misunderstandings; uses a variety of strategies (metacommunication,  clarification, simplification) to prevent, to solve, and to mediate problems when  interacting with a non-native-speaker. |
| Knowledge  discovery | Draws on random general knowledge and minimal factual research about other cultures. Learns by discovery and is willing to modify perceptions but not yet systematic. | Has recourse to some information sources in anticipation of everyday encounters with the other cultures, and modifies and builds on information so acquired, in the light of actual experience. Is motivated by curiosity to develop his knowledge of his own culture as perceived by others. | Has a deep knowledge of other cultures. Develops his knowledge through systematic research-like activities and direct questioning and can, where this is sought, offer advice and support to others. |

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| Respect for  otherness | Is not always aware of difference and, when it is recognised, may not be able to defer evaluative judgement as good or bad. Where it is fully appreciated, adopts a tolerant stance and tries to adapt to low-involving demands of the foreign culture. | Accepts the other´s values, norms and behaviours in everyday situations as neither good nor bad, provided that basic assumptions of his own culture have not been violated. Is motivated to put others at ease and avoid giving offence. | Is able to cope tactfully with the ethical problems raised by personally unacceptable  features of otherness. |
| Empathy | Tends to see the cultural foreigner’s differences as curious, and remains confused about the seemingly strange behaviours and their antecedents. Nonetheless tries to ‘make allowances’. | Has the beginnings of a mental checklist of how others may perceive, feel and respond differently to, a range of routine circumstances. Tends increasingly to see things intuitively from the other’s point of view. | Accepts the other as a coherent individual. Enlists role-taking and decentring skills and awareness of  different perspectives in optimising communication/interaction with the cultural foreigner. |

(Adapted from: www.incaproject.org)