



Course Numbers

** denotes a weighted/ dual credit course*

French- WL103 & 104

German- WL 141, *142

Italian- WL151, *152

Spanish- WL111, 111F, 111IB, 112, 112F, 112IB

French, German, Italian and Spanish

Hours 0-150 (Approximately Year 1)

2021-2022

World language courses develop essential global awareness and foundational target-language skills in reading, writing, listening and speaking. Level I classes are for students with Novice Low language proficiency, or no prior target language instruction, will interact with the target language every class through a variety of scaffolded experiences with readings, oral stories, music, short partner exchanges, and more. Because learning to navigate multiple languages is only one component of becoming global citizens, students will study the many aspects of world cultures while using the target language. Through these explorations, focusing on growing language proficiency, and teacher supports, students can expect to move from Novice-Low to Novice-Mid proficiency level and expand their global awareness.

<http://worldlanguages.dmschools.org>

<http://grading.dmschools.org>

Version: 1.22.2

World Language Mission and Vision

World language courses at DMPS exist to empower all students as global citizens who are both culturally and linguistically prepared to enter the next stages of life.

The world language program at DMPS strives to offer relevant, rigorous, and proficiency-based instruction to build students' abilities to communicate in an additional language. We acknowledge that all students can develop an additional language with appropriate support and coaching. We believe our world language courses help our students grow both academically and socially as community members. By focusing on what students can accomplish, we seek to build communicative skills and advance literacy development in the student's primary and additional languages.

Students should exit world language courses with the confidence to communicate effectively with others as their careers and education paths continue beyond their experiences in DMPS.

Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

Note: Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.

Language acquisition focuses on developing communicative competency in an additional language. This focus on skill development makes these courses much more similar to a band or ceramics course than an English Language Arts course. Students new to language study develop their receptive skills (listening and reading) prior to being able to produce the language (speaking and writing). It also takes multiple years of practice to use the new language with accuracy. Because of this, Topic Scores are consistent throughout all years of study with proficiency level expectations adjusted based on the amount of time studied.

Multiple Opportunities

There are two forms of multiple opportunities; both require intentional planning by both the student and the teacher. One form is the opportunities planned by the teacher throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](#)). Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence over time to be confident students have developed a skill set at a certain proficiency before deciding a final topic score.

Evidence shows the student can...	Topic Score
Demonstrate expected language abilities at the next proficiency level	4.0
Demonstrate all language abilities from Level 3 with partial success at the next proficiency level	3.5
Consistently demonstrate all expected language abilities at target proficiency level	3.0
Demonstrate expected language abilities with partial success at the target proficiency level	2.5
Demonstrate all expected language abilities of the previous proficiency level	2.0
Demonstrate expected language abilities of the previous proficiency level with scaffolds and inconsistencies	1.5
Demonstrate language abilities two levels below target proficiency level	1.0
Produce no evidence of language ability within two proficiency levels of the target	0
Level 3 target proficiency levels are indicated in World Language Course Guides. Target proficiency levels are research-informed by course and potential exposure time to the language per semester.	

Guiding Practices of Standards-Referenced Grading

1. Use a consistent 4-point grading scale.
2. Report student achievement and behavior separately.
3. Base scores on a body of evidence.
4. Achievement is organized by learning topic and converted to a grade at semester’s end.
5. Students have multiple opportunities to demonstrate proficiency.
6. Provide extension and support for learners.

French, German, Italian, and Spanish I 2021-2022

ACTFL National Standards for Learning Languages- Communication

The ACTFL National Standards for Learning Languages - Communication standard and corresponding proficiency levels are the foundation to all world language curriculum and are aligned with the Common Core. The target proficiency for each world language course is adjusted by semester using potential instructional time with consideration of the difficulty of the world language in relationship to English. It is understood that the world language curricula content purposefully integrates the additional and essential National Standards for Learning Languages- Cultures, Connections, Comparisons, and Communities- and are also aligned with the Common Core. The Common Core-ELA focus is the “weave element” known as the “Language System” and evidenced in the adjusted proficiency levels in each content guide and thus is not listed on the CCSS alignment table below. Access to the full alignment by ACTFL [can be found here](#).

National Standards for Learning Languages- Communication		Corresponding CCSS for ELA Standards			
		Reading Literature	Reading Informational Text	Writing	Speaking and Listening
I.1	Listening <ul style="list-style-type: none"> Demonstrate comprehension of content from authentic audio and visual resources. Identify distinguishing features of authentic and aural texts (type of resource, intended audience, purpose). 			4, 6	1, 2, 3
I.2	Reading <ul style="list-style-type: none"> Understand the purpose of a message and point of view of its author. Interpret content from authentic multimedia and digital/print resources Apply critical reading skills to authentic written and aural sources. 	4, 5, 6, 7, 8, 9, 10	1, 2, 3, 7, 8, 10	7, 8, 9	
I.3	Writing <ul style="list-style-type: none"> Produce a variety of creative oral and written presentations (e.g. original story, personal narrative, script). Retell or summarize information in narrative form, demonstrating a consideration of audience Create and give persuasive speeches and essays. Produce expository writing. Self-edit written work for content, organization, and grammar. 			1, 2, 3, 4, 5, 6, 7, 8, 9	4, 5, 6
I.4	Speaking <ul style="list-style-type: none"> Self-monitor and adjust language production. State and support opinions in oral interactions. Converse in ways that reflect knowledge of target culture communities (e.g. historical, artistic, social, and/or political). Create and give persuasive speeches and essays. Produce a variety of creative oral and written presentations (e.g. original story, personal narrative, script). 			4, 6	1, 2, 3

Topic Scores

Organizing Principles

Language acquisition is unique from core content areas. Core content areas often contain content-specific units of study that have focused outcomes and verb-oriented scales (e.g. ELA- Unit three- Argumentation: evaluating arguments and purpose). Additionally, some skills in core content areas are specific to a “level” based on the cognitive complexity. World language focuses on student skills and not teacher-centered prompts.

Language proficiency continues to build and no one proficiency indicator can be measured in isolation. The content of a language acquisition class should reflect the cultural uniqueness and perspectives of, and in, the target language. World language scales measure the student’s ability to navigate the language, independent of specific content instruction. Thus, the world language scales reflect the proficiency continuum with the level three being the research-informed proficiency level expectation by the end of the term.

All learners new to a language, regardless of age, start at a Novice Low proficiency. Students are provided with continuous comprehensible input of high frequency vocabulary to build communicative capacity. Any student with an existing linguistic system can develop and grow an additional language.

Topic scores in the World Language program are essential to the function and organization of a course and persist throughout the course and between levels. Topics are to be assessed using proficiency-based learning targets with unit-based instruction throughout the instructional period. All topics are reported, in equal weight and importance, in all terms. Proficiency indicators are updated based on hours of instruction and may change between semesters and school years due to scheduling considerations.

Topic Scores:

1. Listening
2. Reading
3. Writing
 - a. Interpersonal
 - b. Presentational
4. Speaking
 - a. Interpersonal
 - b. Presentational

Teacher-Resources

ACTFL Performance Descriptors for Language Learners- [pdf](#) & [website](#)
ACTFL Proficiency Guidelines by language- [pdf](#) & [website](#): [Arabic](#), [Chinese](#), [French](#), [German](#), [Japanese](#),
[Spanish](#)
NCSSFL and ACTFL Can-Do Statements- [novice pdf](#), [intermediate pdf](#), & [website](#)
AVANT assessment, STAMP resources- [website](#)

French, German, Italian, and Spanish I 2021-2022

Current Curricula Adoptions & Resources

(Parenthesises are year of adoption of materials, not year of publication)

	Core Curriculum	Supplements	Considerations & Recommendations
French I			
Italian I	Sentieri, First edition (2010)		Semester 2 is Dual credit with DMACC with an attendance requirement
German I	Deutsch aktuell I, 6 th edition (2010)		Semester 2 is Dual credit with DMACC with an attendance requirement
Spanish I	Somos I: Units 1-10 (2020) Novel: <i>SI Agentes secretos y el mural de Picasso</i> by Mira Canion (2020) S2 Choice novel from Supplements->	El mundo en tus manos (biweekly) (2020) Novels: East- Don Quijote el último caballero (2020) Hoover- Bilingüe & El Silbón (2020) Lincoln- El Ekeko (2020) North- Don Quijote el ultimo caballero (2020) Roosevelt- El Ekeko & Bilingüe (2020) VC- El Silbón (2020)	

Standard 1.1: Listening- Novice Low

Hours 0-60; (approx. Year 1 Semester 1)

ACTFL proficiency standards indicate student abilities when interacting with a listening prompt from an authentic source and have no previous preparation. It is known that students working with a teacher to acquire language in a comprehension-focused classroom would have a higher degree of accuracy when participating in the classroom environment than in unrehearsed interactions. Teachers should think about the classroom’s balance of performance (focused language acquisition and student response) with proficiency (unrehearsed interaction with an authentic audio) monitoring.

Note:
At Novice Low, students are **not** expected to respond in the target language. Using LI or visual representation to show understanding and depth of connections is encouraged.

Learning targets adapted from ACTFL

1 – Not Meeting Target	2 – Progressing Towards Target	3 – At Target Novice Low	4 – Exceeding Target Novice Mid
<p>Using authentic audio, the student can:</p> <p>Recognize the target language is being used when they hear it spoken.</p>	<p>Using authentic audio, the student can:</p> <p>Recognize a few key words with strong visuals when they hear them spoken.</p>	<p>Using authentic audio, the student can:</p> <p>Recognize a few memorized words and phrases when they hear them spoken.</p> <ul style="list-style-type: none"> • Follow the audio with fluidity and accuracy • Focusing on what is understood <ul style="list-style-type: none"> ○ Understands isolated words ○ Understand the feeling or purpose of the audio • Use visuals to make inferences and connect meaning 	<p>Using authentic audio, the student can:</p> <p>Recognize some familiar words and phrases when they hear them spoken.</p>

<p style="text-align: center;">Multiple Opportunities & Understanding Proficiency</p> <p>Learning an additional language is much like learning to play an instrument. First comes understanding of how the basics work, trying it out with many errors, working with both teachers and peers, and lots of practice in a supportive environment. Also like in band, teachers would never expect new students to perform or understand the same material advanced-level students master. We expect to see continuous growth and improvement with comprehension being stronger than production abilities. For this reason, scores are ongoing and students are given a chance every class to showcase their skills. Trying to complete work from several months ago may not increase an overall grade. We expect that a student’s skills in December can accurately navigate the content from October. In band, when students can play longer and more complex songs, we wouldn’t raise a score for their ability to play simple notes. Students in World Languages should focus on showing what they can do with current content.</p>	<p style="text-align: center;">Additional Resources</p> <table style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Paid Subscriptions</p> <p>Señor Woolly (MS only)</p> </td> <td style="vertical-align: top;"> <p>Free Subscriptions</p> <p>LyricsTraining Quizlet Duolingo EdPuzzle</p> </td> </tr> </table>	<p>Paid Subscriptions</p> <p>Señor Woolly (MS only)</p>	<p>Free Subscriptions</p> <p>LyricsTraining Quizlet Duolingo EdPuzzle</p>
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Standard 1.2: Reading- Novice Low

Hours 0-60; (approx. Year I Semester I)

ACTFL proficiency standards indicate student abilities when interacting with a reading prompt from an authentic source and have no previous preparation. It is known that students working with a teacher to acquire language in a comprehension-focused classroom have a higher degree of accuracy when participating in the classroom environment than in unrehearsed interactions. Teachers should think about the classroom’s balance of performance (focused language acquisition and student response) with proficiency (unrehearsed interaction with an authentic text) monitoring.

Learning targets adapted from ACTFL

Note:
At Novice Low, students are **not expected** to respond in the target language. Using L1 or visual representation to show understanding and depth of connections is encouraged.

1 – Not Meeting Target	2 – Progressing Towards Target	3 – At Target Novice Low	4 – Exceeding Target Novice Mid
<p>Using authentic sources, the student can:</p> <p>Identify the target language is being used when they see it written.</p>	<p>Using authentic sources, the student can:</p> <p>Identify a few key words with strong visuals to support meaning when they read.</p>	<p>Using authentic sources, the student can:</p> <p>Identify key memorized words and phrases when they read.</p> <ul style="list-style-type: none"> • Identify the main idea • Use visuals to support comprehension • Apply decoding skills to infer meaning in non-cognates to support comprehension • Identify literary elements (dialogue, narrative, poetry) 	<p>Using authentic sources, the student can:</p> <p>Understand some learned or memorized words and phrases when they read.</p> <ul style="list-style-type: none"> • Infer the purpose of the text • Identify cognates and variations of familiar words and phrases • Navigate portions of text

<p align="center">Multiple Opportunities & Understanding Proficiency</p> <p>Learning an additional language is much like learning to play an instrument. First comes understanding of how the basics work, trying it out with many errors, working with both teachers and peers, and lots of practice in a supportive environment. Also like in band, teachers would never expect new students to perform or understand the same material advanced-level students master. We expect to see continuous growth and improvement with comprehension being stronger than production abilities. For this reason, scores are ongoing and students are given a chance every class to showcase their skills. Trying to complete work from several months ago may not increase an overall grade. We expect that a student’s skills in December can accurately navigate the content from October. In band, when students can play longer and more complex songs, we wouldn’t raise a score for their ability to play simple notes. Students in World Languages should focus on showing what they can do with current content.</p>	<p align="center">Additional Resources</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p>Paid Subscriptions</p> <p>Señor Woolly (MS only)</p> <p>El mundo en tus manos</p> </td> <td style="vertical-align: top;"> <p>Free Subscriptions</p> <p>LyricsTraining</p> <p>Quizlet</p> <p>Duolingo</p> <p>EdPuzzle</p> <p>FlipGrid</p> </td> </tr> </table>	<p>Paid Subscriptions</p> <p>Señor Woolly (MS only)</p> <p>El mundo en tus manos</p>	<p>Free Subscriptions</p> <p>LyricsTraining</p> <p>Quizlet</p> <p>Duolingo</p> <p>EdPuzzle</p> <p>FlipGrid</p>
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Standard 1.3: Writing- Novice Low

Hours 0-60; (approx. Year I Semester I)

1.3.A Interpersonal: ability to negotiate & clarify, communication between people, spontaneous

1.3.B Presentational: prepared, rehearsed, memorized, offering information with no interaction

Learning targets adapted from ACTFL

Note:
The learning targets are listed by letter (e.g. A and B). The sample Success Criteria are below and are not dependent on any specific task.

1 – Not Meeting Target	2 – Progressing Towards Target	3 – At Target Novice Low	4 – Exceeding Target Novice Mid
<p>Writing the target Language without help, the student can:</p> <p>A. Write in LI to convey their communication.</p> <p>B. Copies from aids around the room.</p>	<p>Writing the target Language without help, the student can:</p> <p>A. Uses singular phrases or words.</p> <ul style="list-style-type: none"> ○ May have no connection to the information exchange or indiscernible. <p>B. Writes random words in TL, often misspelled.</p>	<p>Writing the target language without help, the student can:</p> <p>A. Communicate on some very familiar topics using single words and phrases that they have practiced.</p> <ul style="list-style-type: none"> ● Seek clarification or to impact a conversation ● Uses the target language with many errors ● Respond with isolated, acquired vocabulary to partially suit the context ● Uses visuals and/or body language to clarify message <p>B. Offer information on very familiar topics using some words and phrases that they have practiced.</p> <ul style="list-style-type: none"> ● Target language use with errors ● Communicate an idea ● Repetitive word choices 	<p>Writing the target language without help, the student can:</p> <p>A. Communicate on very familiar topics using single words and phrases that they have practiced.</p> <ul style="list-style-type: none"> ● Seeks clarification or to exchange information ● Native speaker likely misunderstands <p>B. Offers information on familiar topics using some words and phrases that they have practiced.</p> <ul style="list-style-type: none"> ● Errors may cause confusion ● Brief word choices

<p align="center">Multiple Opportunities & Understanding Proficiency</p> <p>Writing at Novice Low proficiency often mimics early writing attempts in the student’s original language: spelling errors, short lists, sentences of three words, and lots of repetition. Students should focus on what they do know and how to rearrange those few words to create meaning. If students feel pressured to use an online translator to complete an assignment, the student is either trying to do too much or the expectation is too high for the proficiency level. Students should practice the current vocabulary and try to integrate new words into their writings. Students realistically need at least three writing samples and teacher feedback cycles to demonstrate growth and proficiency.</p>	<p align="center">Additional Resources</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Paid Subscriptions</p> <p>Señor Wooly (MS only)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Free Subscriptions</p> <p>EdPuzzle Quizlet Canvas Studio</p> </td> </tr> </table>	<p>Paid Subscriptions</p> <p>Señor Wooly (MS only)</p>	<p>Free Subscriptions</p> <p>EdPuzzle Quizlet Canvas Studio</p>
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Standard 1.4: Speaking- Novice Low

Hours 0-60; (approx. Year 1 Semester 1)

1.4.A Interpersonal: ability to negotiate meaning, communication between people, spontaneous

1.4.B Presentational: prepared, rehearsed, memorized, offering information with no interaction

Note:

The learning targets are listed by letter (e.g. A and B). *Sample* Success Criteria are below and are not task-dependent.

Learning targets adapted from ACTFL

1 – Not Meeting Target	2 – Progressing Towards Target	3 – At Target Novice Low	4 – Exceeding Target Novice Mid
<p>Speaking the target language, the student can:</p> <p>A. Only engages in conversation with responses in LI</p> <p>B. Offers oral responses in LI</p>	<p>Speaking the target language, the student can:</p> <p>A. Uses highly limited words that may not suit the context nor add to the conversation</p> <p>B. Oral target language production are brief and seemingly random</p> <p align="center">OR</p> <p>Oral presentation of a key idea in LI related to course content</p>	<p>Speaking the target language, the student can:</p> <p>A. Orally interacts on some very familiar topics using single words and phrases that they have practiced.</p> <ul style="list-style-type: none"> • Seeks clarification or to impact a conversation • Target language use with many errors • Responses are isolated, acquired vocabulary may or may not suit the context • Reliant on visuals and/or body language to clarify message <p>B. Orally offers information on very familiar topics using a limited range of words and phrases that they have practiced.</p> <ul style="list-style-type: none"> • Target language use with errors • Communicates a clear idea 	<p>Speaking the target language, the student can:</p> <p>A. Orally interacts using words and phrases they know.</p> <ul style="list-style-type: none"> • Answers questions with appropriate, short answers • Repeats/integrates new vocabulary for practice or clarification <p>B. Orally lists and memorized phrases on familiar topics.</p>

Multiple Opportunities & Understanding Proficiency

Speaking at Novice proficiency often mimics early speaking attempts in the student's original language: pronunciation errors, repeating sounds, difficult to understand, and choppy speech patterns. It is very normal that students cannot engage in genuine conversation and that a native speaker would struggle to understand a Novice student's speech. Students should try to answer in Spanish when the opportunity presents itself. Students likely understand much more than they can produce at this time.

Additional Resources

Paid Subscriptions
Señor Wooly (MS only)

Free Subscriptions
EdPuzzle
Canvas Studio
Flipgrid

Standard I.I: Listening- Novice Mid

Hours 61-150 (approx. Year 1 Semester 2)

ACTFL proficiency standards indicate student abilities when interacting with a listening prompt from an authentic source and have no previous preparation. It is known that students working with a teacher to acquire language in a comprehension-focused classroom would have a higher degree of accuracy when participating in the classroom environment than in unrehearsed interactions. Teachers should think about the classroom's balance of performance (focused language acquisition and student response) with proficiency (unrehearsed interaction with an authentic audio) monitoring.

Note:
At Novice Mid, students are **not** expected to respond in the target language. Using L1 or visual representation to show understanding and depth of connections is encouraged.

Learning targets adapted from ACTFL

1 – Not Meeting Target	2 – Progressing Towards Target Novice Low	3 – At Target Novice Mid	4 – Exceeding Target
<p>Using authentic audio, the student can:</p> <p>Recognize a few key words with strong visuals when they hear them spoken.</p>	<p>Using authentic audio, the student can:</p> <p>Recognize a few memorized words and phrases when they hear them spoken.</p> <ul style="list-style-type: none"> • Follow the audio with fluidity and accuracy • Focusing on what is understood 	<p>Using authentic audio, the student can:</p> <p>Recognize some familiar words and phrases when they hear them spoken.</p> <ul style="list-style-type: none"> • Notices patterns of speech <ul style="list-style-type: none"> ○ Word order ○ Rate of speech ○ Pronunciation differences • Identifies cognates and phonetics similar to their L1 • Begins to notice regionalisms in native speakers <ul style="list-style-type: none"> ○ Word choice ○ Patterns of speech 	<p>Using authentic audio, the student can:</p> <p>Notices familiar words and phrases when they hear them spoken.</p> <p>Recognizes variations of familiar words and phrases.</p> <p>Begins to distinguish purpose and intonation in native speaker speech.</p>

<p>Multiple Opportunities & Understanding Proficiency</p> <p>Learning an additional language is much like learning to play an instrument. First comes understanding of how the basics work, trying it out with many errors, working with both teachers and peers, and lots of practice in a supportive environment. Also like in band, teachers would never expect new students to perform or understand the same material advanced-level students master. We expect to see continuous growth and improvement with comprehension being stronger than production abilities. For this reason, scores are ongoing and students are given a chance every class to showcase their skills. Trying to complete work from several months ago may not increase an overall grade. We expect that a student's skills in December can accurately navigate the content from October. In band, when students can play longer and more complex songs, we wouldn't raise a score for their ability to play simple notes. Students in World Languages should focus on showing what they can do with current content.</p>	<p>Additional Resources</p> <table border="0"> <tr> <td data-bbox="1312 1136 1606 1274"> <p>Paid Subscriptions</p> <p>Señor Woolly (MS only)</p> <p>El mundo en tus manos</p> </td> <td data-bbox="1753 1136 1986 1339"> <p>Free</p> <p>LyricsTraining</p> <p>Quizlet</p> <p>Duolingo</p> <p>EdPuzzle</p> </td> </tr> </table>	<p>Paid Subscriptions</p> <p>Señor Woolly (MS only)</p> <p>El mundo en tus manos</p>	<p>Free</p> <p>LyricsTraining</p> <p>Quizlet</p> <p>Duolingo</p> <p>EdPuzzle</p>
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Standard 1.2: Reading- Novice Mid

Hours 61-150 (approx. Year 1 Semester 2)

ACTFL proficiency standards indicate student abilities when interacting with a reading prompt from an authentic source and have no previous preparation. It is known that students working with a teacher to acquire language in a comprehension-focused classroom have a higher degree of accuracy when participating in the classroom environment than in unrehearsed interactions. Teachers should think about the classroom's balance of performance (focused language acquisition and student response) with proficiency (unrehearsed interaction with an authentic text) monitoring.

Learning targets adapted from ACTFL

Note:
At Novice Mid, students are **not** expected to respond in the target language. Using L1 or visual representation to show understanding and depth of connections is encouraged.

1 – Not Meeting Target	2 – Progressing Towards Target Novice Low	3 – At Target Novice Mid	4 – Exceeding Target Novice Mid
<p>Using authentic sources, the student can:</p> <p>Identify a few key words with strong visuals to support meaning when they read.</p>	<p>Using authentic sources, the student can:</p> <p>Identify key memorized words and phrases when they read.</p> <ul style="list-style-type: none"> • Identify the main idea • Apply decoding skills to infer meaning in cognates to support comprehension • Identify literary elements 	<p>Using authentic sources, the student can:</p> <p>Understand various learned or memorized words and phrases when they read.</p> <ul style="list-style-type: none"> • Infer the purpose of the text <ul style="list-style-type: none"> ○ Identify the author ○ Identify the target audience • Identify cognates and variations of familiar words and phrases • Navigate portions of text with little prompting • Decode meanings of unknown words with accuracy through context clues and decoding skills 	<p>Using authentic sources, the student can:</p> <p>Understand learned words and phrases when they read.</p> <ul style="list-style-type: none"> • Infer the purpose of the text with great accuracy • Quickly comprehend cognates and variations of familiar words and phrases • Navigate portions of text <ul style="list-style-type: none"> ○ Can find references in text to support claims ○ Uses the text to make decisions • Decode meanings of unknown words with considerable accuracy and speed through context clues and decoding skills

<p align="center">Multiple Opportunities & Understanding Proficiency</p> <p>Learning an additional language is much like learning to play an instrument. First comes understanding of how the basics work, trying it out with many errors, working with both teachers and peers, and lots of practice in a supportive environment. Also like in band, teachers would never expect new students to perform or understand the same material advanced-level students master. We expect to see continuous growth and improvement with comprehension being stronger than production abilities. For this reason, scores are ongoing and students are given a chance every class to showcase their skills. Trying to complete work from several months ago may not increase an overall grade. We expect that a student's skills in December can accurately navigate the content from October. In band, when students can play longer and more complex songs, we wouldn't raise a score for their ability to play simple notes. Students in World Languages should focus on showing what they can do with current content.</p>	<p align="center">Additional Resources</p> <table border="0"> <tr> <td data-bbox="1278 1117 1535 1182">Paid Subscriptions Señor Wooly</td> <td data-bbox="1724 1117 1986 1279">Free Subscriptions LyricsTraining Quizlet Duolingo EdPuzzle</td> </tr> </table>	Paid Subscriptions Señor Wooly	Free Subscriptions LyricsTraining Quizlet Duolingo EdPuzzle
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Standard 1.3: Writing- Novice Mid

Hours 61-150 (approx. Year 1 Semester 2)

1.3.A Interpersonal: ability to negotiate & clarify, communication between people, spontaneous

1.3.B Presentational: prepared, rehearsed, memorized, offering information with no interaction

Note:
The learning targets are listed by letter (e.g. A and B). The sample Success Criteria are below and are not dependent on any specific task.

Learning targets adapted from ACTFL

1 – Not Meeting Target	2 – Progressing Towards Target Novice Low	3 – At Target Novice Mid	4 – Exceeding Target Novice Mid
<p>Writing the target Language without help, the student can:</p> <p>A. Uses singular phrases or words.</p> <ul style="list-style-type: none"> • May have no connection to the information exchange or indiscernible. <p>B. Writes random words in TL, often misspelled beyond recognition OR evidence of translator usage</p>	<p>Writing the target language without help, the student can:</p> <p>A. Communicate on some very familiar topics using single words and phrases that they have practiced.</p> <p>B. Write lists and memorized phrases on familiar topics.</p>	<p>Writing the target language without help, the student can:</p> <p>A. Communicate on very familiar topics using single words and phrases that they have practiced.</p> <ul style="list-style-type: none"> • Seeks clarification or to exchange information • Native speaker likely misunderstands <p>B. Offer information on familiar topics using some words and phrases that they have practiced.</p> <ul style="list-style-type: none"> • Errors may cause confusion • Brief word choices 	<p>Writing the target language without help, the student can:</p> <p>A. Communicate on very familiar topics using words and phrases that they have practiced.</p> <ul style="list-style-type: none"> • Seeks clarification or to exchange information • Native speaker generally understands • Integrates newer vocabulary <p>B. Offer information on familiar topics using words and phrases that they have practiced.</p> <ul style="list-style-type: none"> • Rearrange known words to express additional thought • Integration of new vocabulary

<p align="center">Multiple Opportunities & Understanding Proficiency</p> <p>Writing at Novice proficiency often mimics early writing attempts in the student’s original language: spelling errors, short lists, sentences of three words, and lots of repetition. Students should focus on what they do know and how to rearrange those few words to create meaning. If students feel pressured to use an online translator to complete an assignment, the student is either trying to do too much or the expectation is too high for the proficiency level. Students should practice the current vocabulary and try to integrate new words into their writings. Students realistically need at least three writing samples and teacher feedback cycles to demonstrate growth and proficiency.</p>	<p align="center">Additional Resources</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Paid Subscriptions Garbanzo (MS only)</p> </td> <td style="vertical-align: top;"> <p>Free Subscriptions EdPuzzle Quizlet Canvas Studio</p> </td> </tr> </table>	<p>Paid Subscriptions Garbanzo (MS only)</p>	<p>Free Subscriptions EdPuzzle Quizlet Canvas Studio</p>
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Standard 1.4: Speaking- Novice Mid

Hours 61-150 (approx. Year 1 Semester 2)

1.3.A Interpersonal: ability to negotiate & clarify, communication between people, spontaneous

1.3.B Presentational: prepared, rehearsed, memorized, offering information with no interaction

Note:

The learning targets are listed by letter (e.g. A and B). *Sample* Success Criteria are below and are not task dependent.

Learning targets adapted from ACTFL

1 – Not Meeting Target	2 – Progressing Towards Target Novice Low	3 – At Target Novice Mid	4 – Exceeding Target Novice Mid
<p>Speaking the target language, the student can:</p> <p>A. Uses highly limited words that may not suit the context nor add to the conversation</p> <p>B. Oral target language production is too brief and seemingly random OR Oral presentation of a key idea in LI related to course content</p>	<p>Speaking the target language, the student can:</p> <p>A. Orally interacts on some very familiar topics using single words and phrases that they have practiced.</p> <p>B. Orally offers information on very familiar topics using a limited range of words and phrases that they have practiced.</p>	<p>Speaking the target language, the student can:</p> <p>A. Orally interact using words and phrases they know.</p> <ul style="list-style-type: none"> • Answer questions with appropriate, short answers • Repeat/integrate new vocabulary for practice or clarification • A sympathetic, native speaker could understand some of the communication <p>B. Orally list words and memorized phrases on familiar topics.</p> <ul style="list-style-type: none"> • Speech is clear and consistently paced yet not fluid • Information is organized and makes sense to an empathetic listener 	<p>Speaking the target language, the student can:</p> <p>A. Orally interacts with intent to communicate.</p> <ul style="list-style-type: none"> • May ask for clarification • Repeats/integrates new vocabulary to add detail to answers <p>B. Orally offers information familiar topics.</p> <ul style="list-style-type: none"> • Information serves a purpose • Ideas connect somewhat fluidly

Multiple Opportunities & Understanding Proficiency

Speaking at Novice Low proficiency often mimics early speaking attempts in the student's original language: pronunciation errors, repeating sounds, difficult to understand, and choppy speech patterns. It is very normal that students cannot engage in genuine conversation and that a native speaker would struggle to understand a Novice Low student's speech. Students should try to answer in Spanish when the opportunity presents itself. Students likely understand much more than they can produce at this time.

Additional Resources

Paid Subscriptions

Garbanzo (MS only)

Free Subscriptions

EdPuzzle

Canvas Studio