AP French, German, Italian and AP Spanish
Year 4 (Adjusted) | 2021-2022 | Hours 260-380

World language courses develop essential global awareness and foundational target-language skills in reading, writing, listening and speaking. Level 4 classes are for students with Novice High or higher language proficiency. Students will interact with and in 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 High to Intermediate Low proficiency level and expand their global awareness.

***Due to the COVID-19 pandemic** and the interrupted education experience of all DMPS students these scales for Language Acquisition courses have been amended to reflect the new proficiency expectations based on hours of and gap of exposure to the target language. This in no way lowers the expectation nor rigor of these courses. It sets reasonable, reach-based proficiency expectations for students and teachers. For the FY20 dual credit courses, instruction was required to continue. Teachers should note the total number of instructional hours and use professional judgement as to which scales to use with students.*

AP Courses- DMPS offers an AP Language & Culture course pending teacher certification in multiple languages. ACTFL has acknowledged that the AP exam is not linked to clear proficiency indicators or students' abilities to navigate daily target language usage (see ACTFL document at the end). For this reason, World Languages @DMPS will set rigorous and achievable standards based on language development research and include and AP Achievement Level Descriptions- Score of a 3- as applicable for student reference. Not all ALDs are in the DMPS scales because of the limited scope of these scales.

http://worldlanguages.dmschools.org

http://grading.dmschools.org

Version: 4.22.1

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.

Adjusted Hours of Instruction due to COVID-19

Rationale for hours by school year and modality

Student contact hours by sequential year course for FY22. This assumes a regular schedule and consistent contact with students in FY22.

Year 1 FY22	
S1	60 hours
S2	60 hours
	120 hours Total

Year 2 FY22	
S1 modality shifts	45 hours
S2 modality shifts	45 hours
S3	60 hours
S4	60 hours
	210 hours Total

Year 3 FY22	
S1 pandemic adjusted	40 hours
S2 pandemic adjusted	10 hours
S3 modality shifts	45 hours
S4 modality shifts	45 hours
S5	60 hours
S6	60 hours
	260 hours Total

Year 4 FY22	
S1	60 hours
S2	60 hours
S3 pandemic adjusted	40 hours
S4 pandemic adjusted	10 hours
S5 modality shifts	45 hours
S6 modality shifts	45 hours
S7	60 hours
S8	60 hours
	380 hours Total

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.

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
1.1	Listening • 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
1.2	Reading • 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	
1.3	Writing • 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
1.4	Speaking • 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

Current Curricula Adoptions & Resources

	Core Curriculum	**Supplements**	**Considerations & Recommendations**
AP French 4			
Italian 4	Sentieri, Second edition (2010)		
German 4	Deutsch aktuell 2, 6th edition (2010)		
AP Spanish 4	AP Spanish curriculum (2020)		

Standard 1.1: Listening- Approaching Intermediate Low
Hours 260-320 (approx. Year 4 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.

Learning targets adapted from [ACTFL]

> **Note:**
> Students approaching Intermediate Low are expanding their vocabularies and beginning to understand a wide variety of accents and colloquial terms.

	1 – Not Meeting Target *Approaching Novice High*	2 – Progressing Towards Target *Novice High*	3 – At Target *Approaching Intermediate Low*	4 – Exceeding Target *Intermediate Low*
	Using authentic audio, the student can: ○ Comprehend familiar words and phrases when they hear them spoken ○ Relies on extralinguistic support (visuals, social cues, body language, manipulatives, modeling…)	**Using authentic audio, the student can:** ○ Notice word groups and phrases when they hear them spoken ○ Infer meaning accurately ○ Comprehension is still uneven and changes with context and extralinguistic support	**Using authentic audio, the student can often:** ○ Accurately locate key information from announcements connected to daily activities (with repetition of the audio) ○ Relate to the main themes and significant details on topics from other subjects and products as presented on TV, radio, or live presentations (with repetition of the audio) ○ Integrate knowledge acquired in other setting and subject areas to comprehend TL messages	**Using authentic audio, the student can reliably:** ○ React to messages in video clips from the target culture on current issues with shortened audio input or with repetitions ○ Understand some detail and information from sentence-length speech in basic contexts with shortened audio input or with repetitions
AP Achievement Level Descriptions				• Use context to deduce meaning of unfamiliar words • Responds accurately to basic information questions • Can sometimes use context to deduce meaning of unfamiliar words and make limited inferences

Standard 1.2: Reading- Approaching Intermediate Low
Hours 260-320 (approx. Year 4 Semester 1)

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:**
> Students approaching Intermediate Low should expect all class directions, materials, and novels to be in the TL with a combination of authentic and scaffolded texts.

1 – Not Meeting Target *Novice Mid*	2 – Progressing Towards Target *Novice High*	3 – At Target *Approaching Intermediate Low*	4 – Exceeding Target *Intermediate Low*
Using authentic sources, the student can: o Infer the purpose of the text o Show comprehension at the phrase, or pieces, level	**Using authentic sources, the student can easily:** o Derive meaning from short, non-complex texts that convey basic information for which there is contextual support o Use learned vocabulary they can understand predictable message (schedules, maps, street signs)	**Using authentic sources, the student shows consistent progress towards:** o Understanding connected, factual texts with some extralinguistic support o Comprehending with lengthy texts: factual or literary o Understanding the role of colloquial language in literature o Connecting main ideas and supporting details to complete a deeper understanding of the text	**Using authentic sources, the student can reliably:** o Understand some information from simple, connected texts o Navigate simple, connected texts dealing with a few mentions of personal and social needs o Identify the principal character and discuss the main ideas and themes in selected literary texts o Located key information from messages connected to the daily activities of the target culture o Describe the main themes and significant details on the topics from other subjects and products of the cultures as found in print sources from the TL
AP Achievement Level Descriptions			• Use context to deduce meaning of unfamiliar words • Responds accurately to basic information questions • Can sometimes use context to deduce meaning of unfamiliar words and make limited inferences

Standard 1.3: Writing- Approaching Intermediate Low
Hours 260-320 (approx. Year 4 Semester 1)

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: Students approaching Intermediate Low should write in the TL to express original thought and without worry of accuracy.

Learning targets adapted from ACTFL

1 – Not Meeting Target *Novice Mid*	2 – Progressing Towards Target *Novice High*	3 – At Target *Approaching Intermediate Low*	4 – Exceeding Target *Intermediate Low*

Writing the target Language without help, the student can:
 	
A. Communicates using single words and phrases
 	
B. Offers information on familiar topics using some words and phrases.
	Writing the target language without help, the student can reliably:
	A. Write about limited basic practical needs
	   ○ Can express self within learned vocabulary (not well in new contexts or situations)
	
	B. Able to recombine learned vocabulary and structures to create simple sentences on *very* familiar topics
		Writing in the target language without help, the student shows progress towards:
		A. Participating in conversations on familiar topics using sentences and series of sentences with a wide range of vocabulary
		   ○ Incorporates new vocabulary accurately
		   ○ Asks questions for clarification or context
		B. Writing briefly about most familiar topics using series of simple, original sentences
		   ○ Uses high-frequency, key verbs in multiple tenses- not always accurately
		   ○ Ideas are clear but do not convey an entire message due to limited vocabulary
			Writing the target language without help, the student reliably:
			
			A. Communicates on familiar topics using a range of words and phrases.
			   ○ Simple, conversational-style sentence with basic word order
			   ○ Almost all in present tense with adequate vocabulary range
			B. Presents writings on familiar topics using a range of words and phrase
			   ○ Naturally less repetitive but still relies on re-combinations to add length
			   ○ Effective integration of new vocabulary
			   ○ Due to increasing length, basic errors like punctuation, spelling, and word choice become more prevalent

AP Achievement Level Descriptions				• State opinions on topics of personal interest • Use vocabulary from familiar thematic word groups; Some culturally appropriate and idiomatic expressions • There may be basic errors in punctuation, spelling.

Standard 1.4: Speaking- Approaching Intermediate Low
260-320 (approx. Year 4 Semester 1)

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:
Students approaching Intermediate Low should aim to speak with fluidity and worry about accuracy later.

Learning targets adapted from ACTFL

1 – Not Meeting Target *Novice Mid*	2 – Progressing Towards Target *Novice High*	3 – At Target *Approaching Intermediate Low*	4 – Exceeding Target *Intermediate Low*

Speaking the target language, the student can:
 	
A. Interact in straightforward social situations.
  o Long pauses and lack of fluidity
B. Offer information on very familiar topics using a limited range of words and phrases
  o Communicates an idea
  o Heavy reliance on repetition
	Speaking the target language without support, the student can reliably:
	
	A. Interact using words and phrases they know
	  o Speech is more fluid and consistent
	  o Ask formulaic questions
	
	B. Present information comprehensibly
	  o Pronunciation, vocabulary, and syntax are influenced by L1
		Speaking the target language without support, the student shows consistent evidence of:
		
		A. Interacting in straightforward social situations
		  o Concrete exchanges and predictable topics
		  o Mostly reactive or responsive
		  o Need to rephrase or restate what was said to help clarify due to pronunciation or word choice
		B. Comprehensibly presenting information
		  o Self-corrections (may be ineffective)
		  o Combining and recombing fragments into sentences with highly repetitive words and phrases
		  o May pause frequently
			Speaking the target language, the student can:
			
			A. Orally interact on a variety of familiar topics
			  o Responds to direct questions well
			  o Repeats/integrates new vocabulary to add detail
			  o L1 heavy impact on pronunciation
			
			B. Present with fluidity
			  o Present skits, poems, dramatic readings (rehearsed)
			  o Several sentences of original thought or idea

AP Level 3 Descriptions	• Seek clarification by asking for repetition		• State opinions on topics of personal interest • Use vocabulary from familiar thematic word groups; Some culturally appropriate and idiomatic expressions

Standard 1.1: Listening- Approaching Intermediate Low
Hours 320-380 (approx. Year 4 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.

Learning targets adapted from ACTFL

Note:
Students in Intermediate Low are expanding their vocabularies and beginning to understand a wide variety of accents and colloquial terms.

1 – Not Meeting Target *Novice High*	2 – Progressing Towards Target *Approaching I.L.*	3 – At Target *Intermediate Low*	4 – Exceeding Target *Intermediate Mid*
Using authentic audio, the student can: o Notice word groups and phrases when they hear them spoken o Infer meaning accurately o Comprehension is still uneven and changes with context and extralinguistic support	**Using authentic audio, the student can often:** o Accurately locate key information from announcements connected to daily activities (with repetition) o Relate to the main themes and significant details on topics from other subjects and products as presented on TV, radio, or live presentations	**Using authentic audio, the student can reliably:** o React to messages in video clips from the target culture on current issues with shortened audio input or with repetitions o Understand some detail and information from sentence-length speech in basic contexts with shortened audio input or with repetitions	**Using authentic audio, the student can reliably:** o Understand sentence length speech with accuracy in a variety of social contexts o Navigate advanced audio with generic understanding
AP 3 Level 3 Descriptions		• Use context to deduce meaning of unfamiliar words • Responds accurately to basic information questions • Can sometimes use context to deduce meaning of unfamiliar words and make limited inferences	• Comprehends text that convey basic information and deal with personal and social topics

Standard 1.2: Reading- Approaching Intermediate Low
Hours 320-380 (approx. Year 4 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.

Note:
Students in Intermediate Low should expect all class directions, materials, and novels to be in the TL with a combination of authentic and scaffolded texts.

Learning targets adapted from ACTFL

1 – Not Meeting Target *Novice High*	2 – Progressing Towards Target *Approaching I. Low*	3 – At Target *Intermediate Low*	4 – Exceeding Target *Intermediate Mid*

Using authentic sources, the student can easily:
o Derive meaning from short texts that convey basic information with contextual support
 	
o Understand predictable message (schedules, maps, street signs)
	Using authentic sources, the student shows consistent progress towards:
	o Understanding connected, factual texts with some extralinguistic support
	o Comprehending with lengthy texts: factual or literary
	o Understanding the role of colloquial language in literature
	o Connecting main ideas and supporting details to complete a deeper understanding of the text
		Using authentic sources, the student can reliably:
		o Understand some information from simple, connected texts
		o Navigate simple, connected texts focused on personal and social needs
		o Identify the principal character and discuss the main ideas and themes in selected literary texts
		o Located key information from messages connected to the daily activities of the target culture
		o Describe the main themes and significant details on the topics from other subjects and products of the cultures as found in print sources from the TL
			Using authentic sources, the student can reliably:
			o Understand short, non-complex text that convey basic information
			
			   • Especially accurate when the topic is of personal value or explicitly studied
			
			o Understand the connections between short texts that feature description and narration
			
			   • Focused on familiar topics

AP Achievement Level 3		• Use context to deduce meaning of unfamiliar words • Respond accurately to basic information questions • Can sometimes use context to deduce meaning of unfamiliar words and make limited inferences	• Comprehends text that convey basic information and deal with personal and social topics

Standard 1.3: Writing- Intermediate Low
Hours 320-380 (approx. Year 4 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:**
> Students in Intermediate Low should write in the TL to express original thought and without worry of accuracy.

Learning targets adapted from ACTFL

1 – Not Meeting Target *Novice High*	2 – Progressing Towards Target *Approaching I.Low*	3 – At Target *Intermediate Low*	4 – Exceeding Target *Intermediate Mid*

Writing the target language without help, the student can reliably:
A. Write about limited basic practical needs
  ○ Can express self within learned vocabulary (not well in new contexts or situations)
 	
B. Able to recombine learned vocabulary and structures to create simple sentences on *very* familiar topics
	Writing in the target language without help, the student often:
	A. Participating in conversations on familiar topics using sentences and series of sentences with a wide range of vocabulary
	  ○ Incorporates new vocabulary accurately
	  ○ Asks questions for clarification or context
	B. Writing briefly about most familiar topics using series of simple, original sentences
	  ○ Uses high-frequency, key verbs in multiple tenses
		Writing the target language without help, the student reliably:
		
		A. Communicates on familiar topics using a range of words and phrases.
		  ○ Simple, conversational-style sentence with basic word order
		  ○ Almost all in present tense with adequate vocabulary range
		B. Presents writings on familiar topics using a range of words and phrases
		  ○ Naturally less repetitive
		  ○ Effective integration of new vocabulary
		  ○ Due to increasing length, basic errors like punctuation, spelling, and word choice become more prevalent
			Writing the target language without help, the student reliably:
			
			A. Write short, simple communications and requests for information in loosely connected texts about personal topics
			  ○ Mostly present tense with some other, mostly accurate tenses
			  ○ Mimics speaking style
			  ○ Control of structure and verb forms
			  ○ Understood by native speakers
			B. Write short compositions about personal or studied topics
			  ○ May show lack of organization
			  ○ Understood by native speakers
			  ○ Control of essential structures and verb forms- heavily reliant on present tense

AP 3 Achievement Level		• State opinions on topics of personal interest Use vocabulary from familiar thematic • word groups; Some culturally appropriate and idiomatic expressions • Use of standard conventions of written language is inconsistent, which may cause confusion for the reader	• May recognize errors: attempts at correction are only occasionally successful • Comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility • Produce simple and compound sentences with the most accuracy in the present time; some accuracy in other time frames

Standard 1.4: Speaking- Approaching Intermediate Low
Hours 320-380 (approx. Year 4 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:**
> Students in Intermediate Low should aim to speak with fluidity and worry about accuracy later.

Learning targets adapted from [ACTFL](#)

1 – Not Meeting Target *Novice High*	2 – Progressing Towards Target *Approaching I. Low*	3 – At Target *Intermediate Low*	4 – Exceeding Target *Intermediate Mid*

Speaking the target language without support, the student can reliably:
 	
A. Interact using words and phrases they know
  ○ Speech is more fluid and consistent
  ○ Ask formulaic questions
 	
B. Present information comprehensibly
  ○ Pronunciation, vocabulary, and syntax are influenced by L1
	Speaking the target language without support, the student shows consistent evidence of:
	
	A. Interacting in straightforward social situations
	  ○ Concrete exchanges and predictable topics
	  ○ Mostly reactive or responsive
	B. Comprehensibly presenting information
	  ○ Self-corrections (may be ineffective)
	  ○ Combining fragments into sentences with highly repetitive words and phrases
		Speaking the target language, the student can:
		
		A. Orally interact on a variety of familiar topics
		  ○ Responds to direct questions well
		  ○ Repeats/integrates new vocabulary to add detail
		  ○ L1 heavy impact on pronunciation
		
		B. Present with fluidity
		  ○ Present skits, poems, dramatic readings (rehearsed)
		  ○ Several sentences of original thought or idea
			Speaking the target language without help, the student reliably:
			
			A. Creates or adds to conversational input with sentences and strings of sentences
			  ○ May contain brief pauses
			  ○ Limited to basic needs in a reactive manner
			  ○ Errors in vocabulary, pronunciation, grammar, and syntax are expected
			B. Express personal meaning through recombination of known elements
			  ○ May show lack of organization
			  ○ Understood by native speakers
			  ○ Control of essential structures and verb forms- heavily reliant on present tense

(AP Achievement Level)		• State opinions on topics of personal interest • Use vocabulary from familiar thematic word groups; Some culturally appropriate and idiomatic expressions • Use of standard conventions of written language is inconsistent, which may cause confusion for the reader	• May recognize errors: attempts at correction are only occasionally successful • Comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility • Produce simple and compound sentences with the most accuracy in the present time; some accuracy in other time frames

Attachment

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The American Council on the Teaching of Foreign Languages provides the following information to assist the Illinois State Board of Education in setting in its administrative rules the threshold level of language performance for earning the Illinois Seal of Biliteracy.

Talking Points on Setting Level for Illinois' Seal of Biliteracy

- The WIDA Performance Definitions and ACTFL Proficiency Levels represent different purposes and scales. WIDA criteria are intended to measure academic second language development, content and subject area specific, representing a hierarchy of vocabulary and text type. ACTFL Proficiency Levels are intended to measure a broader usage of language, not limited to an academic context, representing a hierarchy of language functions.
- Since the Illinois Seal of Biliteracy will be representative of high school performance, another source of comparison is the College Board's Advanced Placement descriptions of Achievement Levels for the Language and Culture Exams, a measure of end of program performance. The Advanced Placement Achievement Level Descriptions address language functions and provide a close match for purposes of comparison with the ACTFL Proficiency Levels.
- Native speakers spend most of their life for everyday communication at the ACTFL Advanced level. The WIDA level 5 therefore is more like Intermediate High as it is defined as "approaching comparability to that of proficient English peers." The Intermediate High language user is able to produce Advanced level language, as they approach comparability, but are not able to do it all the time.

Comparison of ACTFL Proficiency Levels with WIDA Performance Definitions

- Language functions are not the basis of the WIDA Performance Definitions; language functions are at the heart of the ACTFL Proficiency Guidelines. Intermediate High language users are able to perform the functions of the Advanced level, but not all the time, showing more success with more familiar topics.
- The WIDA Performance Definitions mainly focus on text type: "variety of sentence lengths of varying linguistic complexity, extended oral or written discourse, including stories, essays, or reports"
- The WIDA Performance Definitions focus on a different context: "specialized or technical language of content areas" (which is generally based on familiarity with basic information for the subject area)
- The WIDA Performance Definitions emphasize comparability to oral or written language of English-proficiency peers (when presented with grade level material). Grade level material will be practiced within a unit of instruction, thus providing the element of familiarity for Intermediate High language users to be able to frequently perform like Advanced level language users and deal with vocabulary that is

specialized. However, beyond vocabulary, it is important to identify the language functions and the degree of accuracy demonstrated.

Seal of Biliteracy Requirements in Other States

California: Not tied to a proficiency level (evidence includes years of study of a language)

New Jersey: Looking at Intermediate High, but maybe Intermediate Mid

New York: Criterion is "high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English." 2014-15 will be a one-year pilot implementation program; 2015-16 will be full implementation with participating districts

States considering the Seal of Biliteracy:

Utah: Under consideration is having two levels for the Seal of Biliteracy (likely a basic "gold" Seal at Intermediate Mid; a "platinum" level of the Seal at Advanced Low)

Maryland is considering Intermediate High for the Seal of Biliteracy

Comparison of ACTFL Proficiency Levels with Advanced Placement Exams:

- The College Board's Achievement Level Descriptions provide very detailed expectations for student performance at each AP score level for each of six learning objectives for the course and exam. These are published in each of the College Board's re-designed courses' *Course and Exam Descriptions*.
- Anecdotal evidence and examination of the scoring rubric indicate that students who are showing evidence of Intermediate Mid proficiency are likely to score a 3 (passing score) on the AP Language and Culture Exam; students showing evidence of Intermediate High proficiency are likely to score a 4 or 5; students showing evidence of Advanced level proficiency are the most likely to score a 5 on the AP exam. Intermediate High language users are able to function at the Advanced level, but are not able to sustain that performance across the tasks and contexts of the Advanced level.
- Here is a link to the current Achievement Level Descriptions in Spanish (see pages 8-29 of this document for the long and detailed descriptions): http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
- The College Board website provides sample activities from the AP Language and Culture exams, which are based on the National Standards' three modes of communication (Interpersonal, Interpretive, and Presentational):
  - Listen to a radio or television broadcast and present its content and your own opinions about it to your class)
  - Read and discuss current events
  - Compare and contrast cultural perspectives between your community and those of a Spanish-speaking community

Supporting Materials:

Comparison of AP Achievement Level Descriptions (Level 3 – Passing) with ACTFL Proficiency Level of Intermediate High

Categories	AP – Level 3	Corresponding ACTFL Proficiency Level and Sub-Level
Interpersonal		
Strategies	Circumlocution and paraphrasing	**Advanced** (Low): able to use rephrasing and circumlocution; some evidence at Intermediate High
	Seek clarification by asking for repetition	**Novice** (High): with repetition or rephrasing, can generally be understood by those used to non-natives
	Use context to deduce meaning of unfamiliar words	**Intermediate**: Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues; Advanced listeners compensate for limitations in lexical and structural control by using real-world knowledge and contextual clues
	May recognize errors; attempts at correction are only occasionally successful	**Intermediate** (Mid): speech may contain pauses, reformulations, and self-corrections
Opinions	State opinions on topics of personal interest	**Intermediate**: familiar topics related to their daily life (Advanced: topics of community, national, or international interest)
	Understand and respond to questions and statements on familiar topics	**Intermediate** (High): able to handle successfully uncomplicated tasks and social situations requiring an exchange related to work, school, recreation, interests, and areas of competence
Language structures	Narrations and descriptions characterized by strings of simple sentences and a few compound sentences; Most accuracy in the present time and some accuracy in other time frames	**Intermediate** (High): can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time; Intermediate Mid: produce responses typically consisting of sentences and strings of sentences
Vocabulary	Use vocabulary from familiar thematic word groups; Some culturally appropriate and idiomatic expressions	**Intermediate**: Recombine learned material in order to produce personal meaning
Pronunciation	Comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility	**Intermediate** (Mid): generally understood by sympathetic interlocutors accustomed to dealing with non-natives
Interpretive		
Comprehension of Content	Identify some main ideas and details on familiar topics	**Advanced** (Low): understand the main ideas and some supporting details; Intermediate High: occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

	Respond accurately to basic information questions	**Intermediate**: understand texts that convey basic information
	Can sometimes use context to deduce meaning of unfamiliar words and make limited inferences	**Intermediate**: Readers rely heavily on contextual clues
Vocabulary	Comprehend a variety of vocabulary on topics of personal interest	**Intermediate** (High): text that convey basic information and deal with personal and social topics
Presentational – Spoken or Written		
Discourse and development	Use strings of sentences and a few basic cohesive devices to express personal opinions, describe and narrate on familiar topics	**Intermediate** (High): can narrate and describe in different time frames when writing about everyday events and situations; often but not always of paragraph length
Language structures	Produce simple and compound sentences with the most accuracy in the present time; some accuracy in other time frames	**Intermediate** (Mid): their writing is framed in present time but may contain references to other time frames. Intermediate High: Narrations and descriptions are often but not always of paragraph length
	Errors may impede comprehensibility	**Intermediate** (High): even with numerous and perhaps significant errors, is generally comprehensible to native not used to the writing of non-natives.
Writing Conventions	Use of standard conventions of written language is inconsistent, which may cause confusion for the reader	**Intermediate** (Low): There may be basic errors in punctuation, spelling.

The redesigned Advanced Placement Spanish Language and Culture Exam requires students to demonstrate their ability to do the following tasks, which represent language functions across many different ACTFL Proficiency Levels; however, it is in the evaluation criteria that the performance expectations are defined for each rating (1-5):

- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture on an academic or cultural topic related to the Spanish-speaking world.
- Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the Spanish-speaking world.
- Identify and summarize main points and important details; make appropriate inferences and pre- dictions from a written text such as a newspaper/magazine article or contemporary literary excerpt.
- Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural or social issue, with control of grammar and syntax.
- Describe, narrate and present information or persuasive arguments on general topics with grammatical control and good pronunciation.
- Use information from sources provided to present a synthesis and express an opinion.
- Recognize cultural elements implicit in oral and written texts.
- Interpret linguistic cues to infer social relationships.
- Communicate via interpersonal and presentational written correspondence.
- Initiate, maintain and close a conversation on a familiar topic.
- Formulate questions to seek clarification or additional information.
- Use language that is semantically and grammatically accurate according to a given context.

End Document