

## World Languages: Heritage Spanish Topic Scales (ACTFL Proficiency Level: Advanced)

ACTFL Standards:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

<b>Interpersonal Speaking</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
<b>3</b>	<p>Students demonstrate they have the ability to:</p> <ol style="list-style-type: none"> <li>1. Start, maintain, and end a conversation, asking and answering questions with detail using a variety of expressions and sentences in different tenses about:                             <ul style="list-style-type: none"> <li>• preferences on topics of interest</li> <li>• needs and wants</li> <li>• experiences or events</li> <li>• people, places or things</li> <li>• the lives and experiences of others</li> </ul> </li> <li>2. Speak with fluidly connected sentences, ease of speech, and organization.</li> <li>3. Be understood by a native speaker.</li> </ol>	
<b>2</b>	<p>Students demonstrate they have the ability to:</p> <ol style="list-style-type: none"> <li>1. Ask and answer some questions and/or speak with little detail using expressions and sentences in different tenses about:                             <ul style="list-style-type: none"> <li>• preferences on topics of interest</li> <li>• needs and wants</li> <li>• experiences or events</li> <li>• people, places or things</li> <li>• the lives and experiences of others</li> </ul> </li> <li>2. Speak with inconsistent pacing. May lack fluidity and/or hesitate.</li> <li>3. Be understood with interpretation by a native speaker.</li> </ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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<b>Interpersonal Writing</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
<b>3</b>	<p>Students demonstrate they have the ability to:</p> <ol style="list-style-type: none"> <li>1. Start, maintain, and end a written conversation, asking and answering questions in detail using a variety of expressions and sentences in different tenses about:                             <ul style="list-style-type: none"> <li>• preferences on topics of interest</li> <li>• needs and wants</li> <li>• experiences or events</li> <li>• people, places or things</li> <li>• the lives and experiences of others</li> </ul> </li> <li>2. Write with fluidly connected sentences, ease of expression, and appropriate organization.</li> <li>3. Be understood by a native speaker.</li> </ol>	
<b>2</b>	<p>Students demonstrate they have the ability to:</p> <ol style="list-style-type: none"> <li>1. Ask and answer some questions using expressions and sentences in different tenses about:                             <ul style="list-style-type: none"> <li>• preferences on topics of interest</li> <li>• needs and wants</li> <li>• experiences or events</li> <li>• people, places or things</li> <li>• the lives and experiences of others</li> </ul> </li> <li>2. Write with strings of sentences that may not be organized.</li> <li>3. Be understood with interpretation by a native speaker.</li> </ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

## World Languages: Heritage Topic Scales (ACTFL Proficiency Level: Advanced)

ACTFL Standards:

- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 2.1, 2.2 Students demonstrate an understanding of the relationship between the practices/products and then perspectives of the cultures studied.
- 3.1 Students reinforce and further their knowledge of other disciplines through the target language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### Listening

<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
<b>3</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Interpret the main idea and essential points.</li> <li>2. Infer the speaker's purpose and point of view.</li> <li>3. Critically analyze the audio resource.</li> <li>4. Make inferences about the culturally-relevant products, practices, and perspectives presented.</li> </ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Interpret some main facts and essential points.</li> <li>2. Identify some culturally-relevant products, practices, and perspectives presented.</li> </ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### Reading

<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
<b>3</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Interpret the main idea and essential points.</li> <li>2. Infer the speaker's purpose and point of view.</li> <li>3. Critically analyze the text.</li> <li>4. Make inferences about the culturally-relevant products, practices, and perspectives presented.</li> </ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"> <li>1. Interpret some main facts and essential points.</li> <li>2. Identify some culturally-relevant products, practices, and perspectives presented.</li> </ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

## World Languages: Heritage Topic Scales (ACTFL Proficiency Level: Advanced)

ACTFL Standards:

- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1, 2.2 Students demonstrate an understanding of the relationship between the practices/products and then perspectives of the cultures studied.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

<b>Presentational Speaking</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
<b>3</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"><li>1. Create an organized, detailed presentation using a variety of expressions and sentences in different tenses in order to make a comparison between the target culture and their own.</li><li>2. Speak with fluidly connected sentences, ease of expression, and organization.</li><li>3. Be understood with little interpretation by a native speaker.</li></ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"><li>1. Create a basic comparison presentation between the target culture and their own that lacks development.</li><li>2. Speak with inconsistent pacing. May lack fluidity and/or hesitate.</li><li>3. Be understood with some interpretation by a native speaker.</li></ol>	
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- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
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- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

<b>Presentational Writing</b>		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
<b>3</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"><li>1. Create a written text that expresses, defends, and develops opinions or arguments on a variety of topics.</li><li>2. Write fluidly connected sentences, ease of expression, and appropriate organization.</li><li>3. Be understood by a native speaker.</li></ol>	
<b>2</b>	Students demonstrate they have the ability to: <ol style="list-style-type: none"><li>1. Create a written text that expresses an opinion or argument with minimal or ineffective defense and supporting details.</li><li>2. Write with strings of sentences that may not be organized.</li><li>3. Be understood with some interpretation by a native speaker.</li></ol>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	