

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

Interpersonal Speaking		
	Proficiency:	Targets:
<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 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.	

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

### Interpersonal Writing

	Proficiency:	Targets:
4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
3	<p>Students demonstrate they have the ability to:</p> <ol style="list-style-type: none"> <li>1. Start, maintain, and end a written conversation 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>	
2	<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>	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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

### Listening

	Proficiency:	Targets:
4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
3	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>	
2	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>	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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

### Reading

	Proficiency:	Targets:
<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)

<b>Presentational Speaking</b>		
	Proficiency:	Targets:
<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>	
<b>1</b>	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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

### Presentational Writing

	Proficiency:	Targets:
4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
3	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>	
2	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>	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	