

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

Interpersonal Speaking		
	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"> 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"> • preferences on topics of interest • needs and wants • experiences or events • people, places or things • the lives and experiences of others 2. Speak with fluidly connected sentences, ease of speech, and organization. 3. Be understood by a native speaker. 	
2	<p>Students demonstrate they have the ability to:</p> <ol style="list-style-type: none"> 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"> • preferences on topics of interest • needs and wants • experiences or events • people, places or things • the lives and experiences of others 2. Speak with inconsistent pacing. May lack fluidity and/or hesitate. 3. Be understood with interpretation by a native speaker. 	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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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"> 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"> • preferences on topics of interest • needs and wants • experiences or events • people, places or things • the lives and experiences of others 2. Write with fluidly connected sentences, ease of expression, and appropriate organization. 3. Be understood by a native speaker. 	
2	<p>Students demonstrate they have the ability to:</p> <ol style="list-style-type: none"> 1. Ask and answer some questions using expressions and sentences in different tenses about: <ul style="list-style-type: none"> • preferences on topics of interest • needs and wants • experiences or events • people, places or things • the lives and experiences of others 2. Write with strings of sentences that may not be organized. 3. Be understood with interpretation by a native speaker. 	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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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"> 1. Interpret the main idea and essential points. 2. Infer the speaker's purpose and point of view. 3. Critically analyze the audio resource. 4. Make inferences about the culturally-relevant products, practices, and perspectives presented. 	
2	Students demonstrate they have the ability to: <ol style="list-style-type: none"> 1. Interpret some main facts and essential points. 2. Identify some culturally-relevant products, practices, and perspectives presented. 	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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Reading

	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"> 1. Interpret the main idea and essential points. 2. Infer the speaker's purpose and point of view. 3. Critically analyze the text. 4. Make inferences about the culturally-relevant products, practices, and perspectives presented. 	
2	Students demonstrate they have the ability to: <ol style="list-style-type: none"> 1. Interpret some main facts and essential points. 2. Identify some culturally-relevant products, practices, and perspectives presented. 	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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Presentational Speaking		
	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"> 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. 2. Speak with fluidly connected sentences, ease of expression, and organization. 3. Be understood with little interpretation by a native speaker. 	
2	Students demonstrate they have the ability to: <ol style="list-style-type: none"> 1. Create a basic comparison presentation between the target culture and their own that lacks development. 2. Speak with inconsistent pacing. May lack fluidity and/or hesitate. 3. Be understood with some interpretation by a native speaker. 	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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