

World Languages @DMPS Scale Revision 2021-2022

Amended scales for high school World Language courses

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.

Scale Revision Rationale

Response to COVID-19

All students at DMPS experienced an interruption in their education in the spring semester of 2020 and a fractured FY21 experience. From research, we know that large gaps of time in exposures to a new language prevent, or regress, progress in language proficiency gains. It is with this knowledge DMPS recommends looking at the hours of study rather than the sequential year enrollment of a student in world language courses for SRG targets. This will change the original target proficiency indicators for years two through five of language study. Teachers and students will remain focused on building students' communicative skills in the target language through learning cycles to monitor growth.

In a typical year, DMPS students receive a maximum of 124 hours of classroom contact. Absences by the teacher or student reduces the amount of contact time. The goal is to use the target language in a comprehensible manner at least 80% of every class period, reserving the 20% for explanations, progress monitoring, and other procedural items. Due to the closure of schools in March 2020, the varied instructional modalities of FY21 and the Term structure, it is estimated world language students at the high school level received 75-90 hours of target language instruction in the FY21 school year. The likelihood is that students had reduced world language class time followed by planned gaps without target language exposure or instruction is reason to adjust the previously established SRG target proficiency levels at each year of language course.

Interpersonal Communication & Social Distancing

Interpersonal communication is one mode of the productive skills: writing and speaking. DMPS World Language teachers will ensure to abide by all social distancing guidelines to protect the health of all present in the classroom. The World Language team will develop ways to work on supported and spontaneous interpersonal communication in safe manner.

Students will not be asked to be physically near each other to rehearse dialogues (presentational), practice conversations (presentational), or for other activities.

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French, Italian, German, Spanish (FIGS)

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Japanese, Arabic, Chinese (JAC)

JAC: Reading

JAC: Listening

JAC: Writing

JAC: Speaking

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

FIGS SRG Scales: Overview

SRG Expectations for French, Italian, German, and Spanish as additional languages.

Below is a proficiency continuum of what learners of a new language can do when given authentic written materials with a high level of accuracy. The hours listed are what [ACTFL recommends](#) as contact/exposure to the language to reach a certain proficiency level. These hours do *not* include time spent in English in the classroom nor do they account for gaps in language exposure.

The markers below are the Target (AT or 3) for the end of semester target recommendations.

How to read the Semester adjusted recommendations: Semesters 2 and 3 fit in the “Novice Mid” description. However, semester 2 students will have a much more limited vocabulary and may not yet be securely reading authentic materials at a Novice Mid proficiency. Semester 3 students will not only be confidently navigating authentic text in the Novice Mid proficiency level, they will also have clear indicators of approaching Novice High and a more developed vocabulary and decoding skill set. It is similar with Semesters 5,6 and 7.

0-60 hours Novice Low	120-140 hours Novice Mid	250-300 hours Novice High	400-450 hours Intermediate Low
At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.	At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.	At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.	At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.
S1	S2	S3	S5 S4
60 hours	120 hours	150 hours	200 hours 210 hours
			S6 S7 S8
			260 hr 320 hr 380 hr

FIGS SRG Scales: Listening Overview

SRG Expectations for French, Italian, German, and Spanish as additional languages.

Below is a proficiency continuum of what learners of language can do when given authentic spoken materials with a high level of accuracy. The hours listed on the top row are what [ACTFL recommends](#) as contact/exposure to the language to reach a certain proficiency level. These hours do *not* include time spent in English in the classroom nor do they account for gaps in language exposure.

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0-60 hours Novice Low	120-140 hours Novice Mid	250-300 hours Novice High	400-450 hours Intermediate Low			
At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.	At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.	At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.			
S1	S2	S3	S5 S4	S6	S7	S8
60 hours	120 hours	150 hours	200 hours 210 hours	260 hr	320 hr	380 hr

FIGS SRG Scales: Writing Overview

SRG Expectations for French, Italian, German, and Spanish as additional languages.

Below is a proficiency continuum of what learners of language can do when interacting with native speakers or spontaneous prompts with a high level of accuracy. The hours listed on the top row are what [ACTFL recommends](#) as contact/exposure to the language to reach a certain proficiency level. These hours do *not* include time spent in English in the classroom nor do they account for gaps in language exposure.

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0-100 hours Novice Low	135-150 hours Novice Mid	270-300 hours Novice High	400+ hours Intermediate Low			
Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected	Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.	Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.	At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.			
S1	S2	S3	S5 S4	S6	S7	S8
60 hours	120 hours	150 hours	200 hours 210 hours	260 hr	320 hr	380 hr

FIGS SRG Scales: Speaking Overview

SRG Expectations for French, Italian, German, and Spanish as additional languages.

[ACFTL descriptions](#) and recommendations. See notes above.

0-100 hours Novice Low	135-150 hours Novice Mid	270-300 hours Novice High	400+ hours Intermediate Low
<p>Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.</p>	<p>Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.</p>	<p>Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and some times incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.</p>	<p>Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. Speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.</p>
S1	S2	S3	S8
<i>60 hours</i>	<i>120 hours</i>	<i>150 hours</i>	<i>200 hours 210 hours 260 hr 320 hr 380 hr</i>



JAC SRG Scales: Reading Overview

SRG Expectations for Japanese, Arabic, and Chinese as additional languages.

Below is a proficiency continuum of what learners of language can do when given authentic written materials with a high level of accuracy. The hours listed in the top row are what [ACTFL recommends](#) as contact/exposure to the language to reach a certain proficiency level when the primary language is English. These hours do *not* include time spent in English in the classroom nor do they account for gaps in language exposure.

The markers below are the Target (AT or 3) for the end of semester target recommendations.

How to read the Semester adjusted recommendations: Semesters 2 and 3 both fit the “Novice Low” description. However, semester 2 students will have a much more limited vocabulary and may not yet be securely reading authentic materials at a Novice Low proficiency. Semester 3 students will navigate authentic text with ease and teacher assistance, they will also have clear indicators of approaching Novice Mid and a more developed vocabulary and decoding skill set. It is similar with semesters 4, 5, and 6, and again with Semesters 7 and 8.

0-135 hours Novice Low	270-300 hours Novice Mid	405-600 hours Novice High	800+ hours Intermediate Low
At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.	At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.	At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.	At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.
S1	S2 S3	S4 S5 S6	S7 S8
60 hours	120 hr 150hr	200 hr 210 hr 260hr	320 hr 380hr

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