

**Tri-County Educational Service Center  
Foreign Language Course of Study  
Grade 9-12**

**August 2005**

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**Tri-County Educational Service Center  
Governing Board**

**Foreign Language 2005 Course of Study Approval**

This Tri-County Schools Foreign Language Course of Study has been reviewed by all members of the Tri-County Educational Service Center Governing Board. The Governing Board President's signature indicates approval of this Tri-County Foreign Language Course of Study as meeting the requirements of Section 3313.60 of the Ohio Revised Code. Its content is consistent with the curricular requirements as stated in the Ohio Department of Education's operating standards, effective February 2001, and with the curriculum requirements of Senate Bill 1, effective September 12, 2001.

First Reading Date: \_\_\_\_\_

Second Reading Date: \_\_\_\_\_

Approval Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
President, Tri-County ESC Governing Board



**Tri-County ESC Advisory Committee**  
**9-12 Foreign Language**

<b>First Name</b>	<b>Last Name</b>	<b>District</b>	<b>Language</b>
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Janet	Broda	Green Local	French/Spanish
Rachel	Ferris	Chippewa Local	French
Zelma	Hamilton	N. Central and Northwestern Local	French
Jean	Keener	Northwestern Local	Spanish
Helga	Long	West Holmes Local	German
Sheryl	Rawson	West Holmes Local	Spanish
Monica	Sved	Mapleton Local	Spanish
Ken	Swartz	Triway Local	Spanish
Cassia	Vaughn	Orrville City	Spanish
Lisa	Gonzalez Miller	Tri-County ESC	Consultant/Chairperson
Donna	Plunkett	Tri-County ESC	Director of Curriculum and Instruction



# Philosophy and Guiding Assumptions

## **PHILOSOPHY and GUIDING ASSUMPTIONS of FOREIGN LANGUAGE INSTRUCTION**

Ohio's foreign language academic content standards serve as the basis for what all students should know and be able to do in foreign language by the time they graduate from high school. These standards, benchmarks and mastery- (grade) level indicators are intended to provide Ohio's educators with a set of common expectations upon which to base foreign language curricula.

### ***Philosophy of Ohio's Foreign Language Academic Content Standards***

The broad learning goals delineated in Ohio's foreign language academic content standards better prepares (ensure that all) students to develop linguistic and cultural insights and skills (proficiency) to function in a multilingual, multicultural world. A sequential, and continuous (kindergarten through grade 12) foreign language program that integrates elements of language systems, communicative functions and cultural knowledge:

- Prepares students to use a language in addition to English to communicate appropriately in a culturally diverse (pluralistic) American society and with the global community;
- Helps students understand and expand their awareness of (appreciate) other cultures' world views, unique ways of living and behavior patterns, as well as their contributions to humankind;
- Equips students to interpret a variety of authentic live, print and technology-based resources to access knowledge related to all content areas;
- Helps students understand the nature of language systems, including their own, and how language and thought are inextricably linked;
- Prepares students to pursue language learning on their own for personal enjoyment, enrichment, and to advance career opportunities.

### ***Assumptions for Ohio's Foreign Language Content Standards***

- Align with national and other states' foreign language standards;
- Set high expectations for foreign language proficiency for all students;
- Guide the development of fully articulated, district-wide foreign language curricula and instructional programs for kindergarten through grade 12;
- Incorporate results from research on how students' proficiency develops as they continue through an uninterrupted sequence of language instruction kindergarten through grade 12;
- Identify foreign language knowledge and skills needed to succeed in post-secondary programs to function effectively in multilingual workplaces and communities;
- Encourage active and experiential learning by balancing among structural, meaningful and culturally appropriate aspects of language that enable students to perform real-life tasks;
- Focus on foreign language content knowledge (what students need to know) and skills (what students need to do) in relation to communicating appropriately in a variety of situations about a variety of topics and understanding cultures at home and abroad;
- Focus on important concepts across grade levels through well-articulated benchmarks and grade-level indicators, resulting in a rigorous, increasingly more sophisticated program;
- Incorporate the appropriate use of multimedia technology to facilitate learning for all students;
- Serve as the basis for all formative (tracking growth and development) and summative (end-of-course) assessments.

# Philosophy and Guiding Assumptions

## OHIO'S FOREIGN LANGUAGE STANDARDS

### ***Communication: Communicate in languages other than English.***

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

### ***Cultures: Gain knowledge and understanding of other cultures.***

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as, monuments, food and literature, and intangibles such as, laws and music) and perspectives (attitudes, values, ideas, world views).

### ***Connections: Connect with other disciplines and acquire information.***

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

### ***Comparisons: Develop insight into the nature of language and culture.***

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products, and perspectives (cultural comparisons).

### ***Communities: Participate in multilingual communities and cultures at home and around the world.***

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

# Philosophy and Guiding Assumptions

## When Should a Language Program Begin?

### The Middle Years

Middle school students begin to compare themselves to others in order to more clearly define themselves and their various roles. The foreign language classroom provides a context for such comparisons, allowing students to look systematically at humankind so that negative stereotypes may be avoided. Authentic oral, print and visual texts, coupled with technology-enhanced mechanisms for connecting with others, afford middle school students the opportunity to arrive at informed conclusions about humankind and themselves. Role plays, conversations and interdisciplinary investigations represent some of the possible avenues for language acquisition. Because middle school students bring literacy skills to bear on the learning of a second language, they can interpret much more than they can produce. Similarly, because they have acquired the metalanguage to talk about grammar in English, they are also ready for more formal instruction on aspects of the target language system. As students work toward the Comparisons goal in a second language, they develop insights into how languages operate. ... A broadening of opportunities with middle and high school programs capitalizes on the general linguistic advantage that comes from extended study and early opportunities (National Standards in Foreign Language Education Project, 1999, p. 21).

### High School

High school students continue to compare themselves to others in order to more clearly define themselves, their various roles and their place in the global community. The foreign language classroom provides a context for such comparisons, allowing students to look systematically at humankind and to bracket their egocentric views of the world, so that understanding of “things different” continues to develop. Authentic oral, print and visual texts, coupled with technology-enhanced mechanisms for connecting with others, afford high school students the opportunity to arrive at informed conclusions about humankind and themselves. They begin to see themselves as representative of a culture in relation to many cultures, all of which view the world in a variety of ways. Upper-level high school students engage in in-depth study of contemporary and historical issues and seek solutions to problems that impact all of humankind as they become knowledgeable about the global community and how they might function in it.

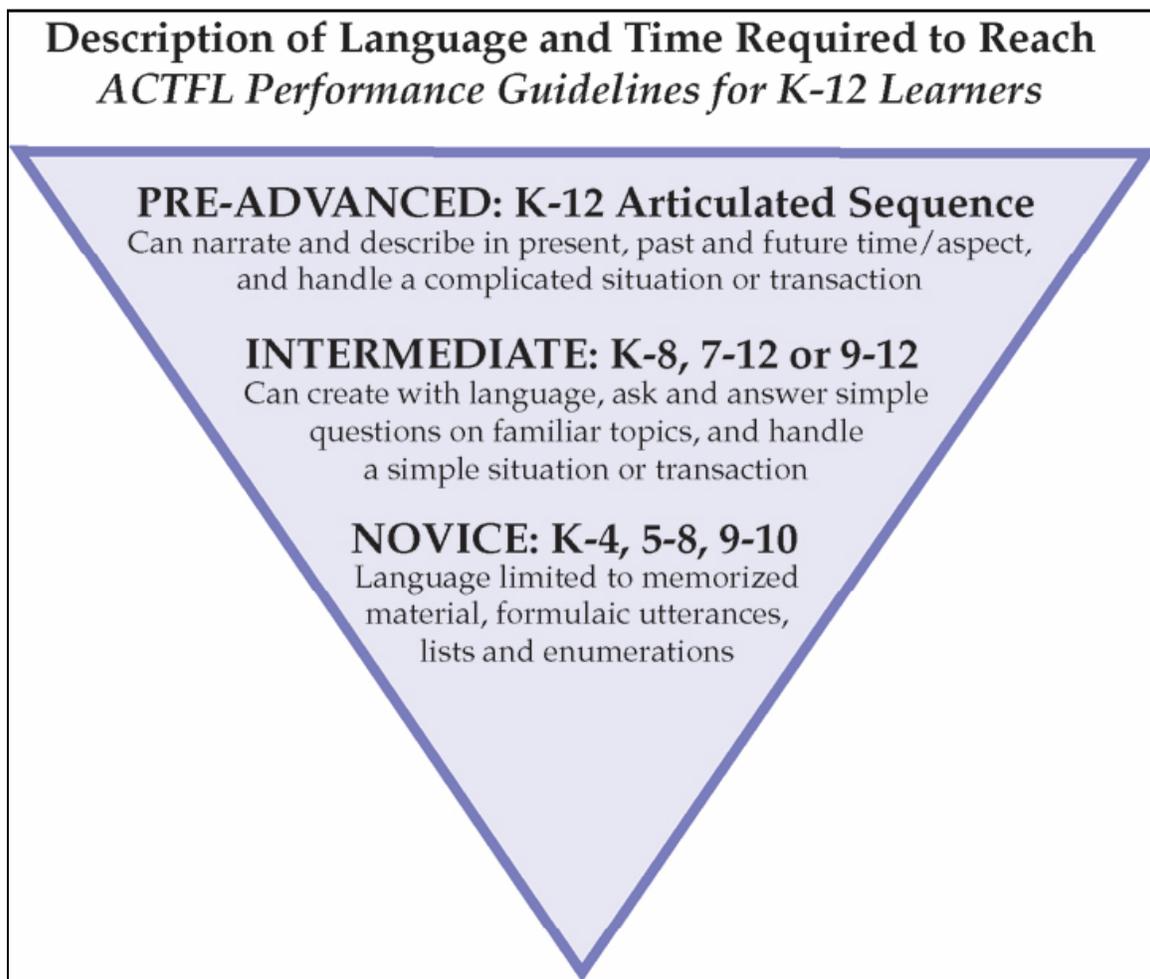
While the value of learning a second language in earlier grades may be simpler and ideal, Tri-County ESC realizes the financial limitations of many rural school districts. Every high school in the tri-county region offers foreign language courses but not until the students reach high school. All offer at least one language, but most offer two and three different languages. For this reason, at this time, the Foreign Language Course of Study will focus on language acquisition in the 9-12 grades.

# Philosophy and Guiding Assumptions

## Multiple Entry Points

The greatest challenge in using the kindergarten through grade 12 foreign language academic content standards is adapting the content for shorter sequences of instruction. All Ohio districts offer foreign language at the high school level, about half have middle school programs and approximately 30 schools have some type of kindergarten through grade five/six foreign language program. In order to use the standards when kindergarten through grade 12 sequences are not in place, district personnel must consider language development, learner development, pedagogy and the nature of the standards themselves.

The Tri-County ESC Foreign Language Course of Study document focuses its instructional timeline on grades 9-12, levels I-IV/V respectively.



# Philosophy and Guiding Assumptions

## ***The ACTFL Performance Guidelines for K-12 Learners***

The ACTFL *Performance Guidelines* represent an expansion of the ACTFL Proficiency Guidelines by focusing on K-12 learners and providing performance standards that define how well students perform in the foreign language at each stage of language development. Three modes of communication, interpersonal, interpretive, and presentational act as the framework for describing language performance at the Novice (Beginning) range, Intermediate (Developing), and Pre-Advanced (Expanding) range. These terms, novice, advanced, and intermediate, refer to the language of the ACTFL *Performance Guidelines for K-12 Learners* introduced in 1998, and not the proficiency guidelines for adult learners introduced in 1982. The interpersonal, interpretive, and presentational modes provide a more integrated and natural way of looking at communication rather than the traditional approach of teaching and testing the four skills (listening, speaking, reading, and writing) in isolation.

### **What Do the Modes Mean?**

#### ***Interpersonal Mode***

This mode is characterized by active negotiation of meaning among individuals. Participants monitor each other to see how their meanings and intentions are being communicated. The most obvious vehicle for the interpersonal mode is conversation; however, communication can also take place through reading and writing (e-mail).

#### ***Interpretive Mode***

This mode focuses on the fit of cultural interpretations and understanding of meanings that occur in written and spoken form when no opportunity for clarification of meaning exists. This mode includes reading or listening to texts such as magazine selections, television and radio broadcasts, movies, etc. Interpreting cultural meaning should be distinguished from the idea of “comprehending” a reading or listening text through an American mindset.

#### ***Presentational Mode***

In this mode, participants create a message for interpretation where no opportunity for negotiation of meaning exists. This mode includes such tasks as writing reports, giving speeches, giving presentations. This one-way mode of speaking and writing requires participants’ in-depth knowledge of their audience’s culture.

**Performance descriptors at each stage of language learning are based on the three modes of communication and encompass six areas:**

***Comprehensibility: How well is the student understood?***

***Comprehension: How well does the student understand?***

***Language Control: How accurate is the student’s language?***

***Vocabulary Use: How extensive and applicable is the student’s vocabulary?***

***Communication Strategies: How does the student maintain communication?***

***Cultural Awareness: How is the student’s cultural knowledge reflected in language use?***

# Philosophy and Guiding Assumptions

## **Pedagogy**

In terms of cognitive complexity, younger learners thrive on recognition, recall or identification activities during initial practice with new concepts.

Older learners need sufficient cognitive challenges to engage them with content with which they may already be familiar. Older learners also bring literacy skills to bear on the learning of a second language. They can interpret much more than can produce, at least with languages with Roman alphabet. They bring good reader strategies or can be taught or reminded to use them: keep meaning of text in mind, use context to guess meaning, keep going. Go back to language development and show how can do more in interpretive because of this.

Identifying, evaluating and analyzing are more appropriate for older learners mapping new vocabulary and structures onto previously developed concepts. For example, rather than asking what color a student's sweater is (appropriate for young learners) the teacher may ask older students to prepare a graph with the number and colors of sweaters they own and to compare results with other students. In both cases, identifying colors and clothing is the focus of instruction, but the level of cognitive engagement with the content is age appropriate.

Finally, pedagogy must be relevant, meaningful and engage students in real-world tasks. When instruction ties to the interests and concerns of students, it is intrinsically motivating to them. Real-world tasks likely to be performed in the home, school or workplace of the target culture lend credibility and value to learning a foreign language. Many of the tasks that are commonplace in foreign language classrooms already meet the criteria of relevance, meaningfulness and authenticity. For example, elementary students describe a photo of their parents during show-and-tell. Middle school students plan, prepare and describe a healthy meal from the target culture. High school students access Web sites and a variety of print and video resources to produce a travel brochure with a planned itinerary for tourists with budget and time constraints.

Pedagogy from guided instruction to open-ended activities benefits from an initial use of an oral, written, or signed text. Guide learners through to glean meaning. First, get the gist, then main ideas. Then focus on vocabulary and structures contained in the text. Then practice in controlled to more open situations where language learning experiences can meaningfully relate to real-world communication, the interests of learners, the content of other disciplines, and the target culture communities (Robinson, 2003).

The foreign language academic content standards take into account both language development and learner development. Expectations of what students should know and be able to do follow the ACTFL Performance Guidelines. There was a concerted effort made on the part of the writing team to ensure a match between the functions/tasks of the communications standard and the functions/tasks found in the other four standards.

There is also a conscious effort to delay, by at least one grade level, concepts taught in other disciplines. The one exception is conversions between monetary systems, introduced in grade 7 for foreign language and in grade 8 for mathematics. Consequently, students of foreign language should already be familiar with the concepts of, say, the connections standard. As we saw, our job is to give them the vocabulary and structures to use those concepts through the medium of the target language. As such, the indicators and benchmarks build both from K-12 in terms of language and task complexity.

# Philosophy and Guiding Assumptions

## **Where Is Grammar? Where Are Vocabulary Lists? Where Are the Mechanics?**

In the past, textbooks and local curricula provided lists of vocabulary words and grammatical structures to “cover” before moving to the next chapter or unit. Students learned to manipulate the present tense before moving to the past tenses. It was expected that students master each form during initial contact with and practice of the material.

In today’s classrooms, grammar and vocabulary flow naturally from the standards, benchmarks and indicators. If, for example, students are expected to discuss the contributions of famous people from the target culture (Cultures Standard, Grand Nine, Benchmark D, Indicator 7), the natural fit of structures and vocabulary might be as follows:

- Professions;
- Past tense of verbs such as to live, to invent, to draw, to develop;
- Nouns related to scientific processes and inventions (pasteurization, fireworks, aqueducts) and/or cultural artifacts (paintings, monuments, historical documents);
- Expressions that enable students to state their opinions about contributions such as “I think,” “It’s important because”, “I disagree.”

If students are expected to discuss the contributions in writing, certain conventions and mechanics also will relate naturally to the task. For example, students might set up a written report to include an introductory paragraph with a topic sentence, as well as several sentences that detail the contributor’s life and the nature of the contribution. The second paragraph might emphasize the positive effects of the contribution. The third might lay out potential negative consequences of the contribution. A concluding paragraph might state the author’s personal point of view with supporting evidence.

Proper capitalization, placement of topic sentences and correct punctuation will vary depending on the language under study. In all cases, however, the task dictates the focus of explicit instruction where conventions and mechanics are concerned, as well as where vocabulary and structures are concerned.

Unlike past instructional practices, it is not possible to “check off” material that has been covered and to move on in a standards-based program. Research on how languages are learned supports a different approach to planning. Just as children need many occasions to use their first language accurately to convey and to make meaning, students learning a second language must be exposed repeatedly to rich input and must have multiple occasions to practice using the language. Also, just as children are exposed to the total array of linguistic features of their first language as they are used in meaningful ways in their daily lives, students learning a second language also must be introduced to forms and vocabulary on an “as-needed” basis. For example, young children are read stories that contain past, present and future time references long before they have mastered all present tense forms. In the same way, students learning a second language can be exposed to the rich tenses/aspects that are natural features of the language under study. Rather than mastery of the complete range of a given form, however, the structures are treated as vocabulary items.

(See Ellis, 1986; 1994 and Shrum and Glisan, 2000 for a more complete discussion of universal grammar, linguistic universals and linguistic typologies.)



**Foreign Language Textbook Recommendation**  
**2005 Course of Study**

Publishing Company	Series/Text Name	Company URL	Representative
<b>Secondary Grades 9-12 - FRENCH</b>			
<b>Glencoe/McGraw-Hill Publications</b> 860 Taylor Station Road Blacklick, OH 32003-9615  Phone: 800-334-7344 Fax: 614-755-5682	Bon Voyage 1  Bon Voyage 2  Bon Voyage 3	<a href="http://www.mcgraw-hill.com">www.mcgraw-hill.com</a>	Daniel Paul  Phone: 614/679-0890  <a href="mailto:daniel_paul@mcgraw-hill.com">daniel_paul@mcgraw-hill.com</a>
<b>Holt, Rinehart &amp; Winston</b> A Harcourt Inc. Company 1081 N. Mo Pac Expy, Bldg. 3 Austin, TX 78759-5459  Phone: 800-225-54258 Fax: 800-269-5232	Allez, viens Level 1  Allez, viens Level 2  Allez, viens Level 3	<a href="http://www.hrw.com">www.hrw.com</a>	Glenn Orwig  Phone: 419-448-0401  <a href="mailto:glenn.orwig@hrw.com">glenn.orwig@hrw.com</a>
<b>McDougal Littell</b> A Houghton Mifflin Company Customer Service Center 1900 S. Batavia Geneva, IL 60134  Phone: 800-462-6595 Fax: 888-872-8380	Discovering French 1	<a href="http://www.mcdougallittell.com">www.mcdougallittell.com</a>	Beverly Callow  Phone: 216/521-6780  <a href="mailto:beverly_callow@hmco.com">beverly_callow@hmco.com</a>
<b>EMC/Paradigm Publishing</b> 875 Montreal Way St. Paul, MN 55102-4245  Phone: 800-328-1452 Fax: 800-328-4564	C'est a Toi 1  C'est a Toi 2  C'est a Toi 3	<a href="http://www.emcp.com">www.emcp.com</a>	Ray Kepingier  Phone: 800/375-6078  <a href="mailto:rayk@emcp.com">rayk@emcp.com</a>

**Foreign Language Textbook Recommendation**  
**2005 Course of Study**

Publishing Company	Series/Text Name	Company URL	Representative
<b>Secondary Grades 9-12 - GERMAN</b>			
<b>Holt, Rinehart &amp; Winston</b> A Harcourt Inc. Company 1081 N. Mo Pac Expy, Bldg. 3 Austin, TX 78759-5459  Phone: 800-225-54258 Fax: 800-269-5232	Komm Mit 1  Komm Mit 2  Komm Mit 3	<a href="http://www.hrw.com">www.hrw.com</a>	Glenn Orwig  Phone: 419-448-0401  <a href="mailto:glenn.orwig@hrw.com">glenn.orwig@hrw.com</a>
<b>McGraw-Hill Publications</b> 860 Taylor Station Road Blacklick, OH 32003-9615  Phone: 800-334-7344 Fax: 614-755-5682	NTC's Language Project Books Weit und Breit 1	<a href="http://www.mcgraw-hill.com">www.mcgraw-hill.com</a>	Daniel Paul  Phone: 614/679-0890  <a href="mailto:daniel_paul@mcgraw-hill.com">daniel_paul@mcgraw-hill.com</a>
<b>EMC/Paradigm Publishing</b> 875 Montreal Way St. Paul, MN 55102-4245  Phone: 800-328-1452 Fax: 800-328-4564	Deutsch 1  Deutsch 2  Deutsch 3	<a href="http://www.emcp.com">www.emcp.com</a>	Ray Kepingner  Phone: 800/375-6078  <a href="mailto:rayk@emcp.com">rayk@emcp.com</a>

**Foreign Language Textbook Recommendation**

**2005 Course of Study**

Publishing Company	Series/Text Name	Company URL	Representative
<b>Secondary Grades 9-12 - Latin</b>			
<b>McGraw-Hill Publications</b> 860 Taylor Station Road Blacklick, OH 32003-9615  Phone: 800-334-7344 Fax: 614-755-5682	Glencoe Latin 1 Latin for Americans  (not reviewed)	<a href="http://www.mcgraw-hill.com">www.mcgraw-hill.com</a>	Daniel Paul  Phone: 614/679-0890  <a href="mailto:daniel_paul@mcgraw-hill.com">daniel_paul@mcgraw-hill.com</a>

**Foreign Language Textbook Recommendation**

**2005 Course of Study**

Publishing Company	Series/Text Name	Company URL	Representative
<b>Secondary Grades 9-12 - Spanish</b>			
<p><b>McDougal Littell</b>                      A Houghton Mifflin Company                      Customer Service Center                      1900 S. Batavia                      Geneva, IL 60134</p> <p>Phone: 800-462-6595                      Fax: 888-872-8380</p>	<p>En espanol 1</p> <p>En espanol 2</p> <p>En espanol 3</p>	<p><a href="http://www.mcdougallittell.com">www.mcdougallittell.com</a></p>	<p>Beverly Callow</p> <p>Phone: 216/521-6780</p> <p><a href="mailto:beverly_callow@hmco.com">beverly_callow@hmco.com</a></p>
<p><b>McGraw-Hill Publications</b>                      860 Taylor Station Road                      Blacklick, OH 32003-9615</p> <p>Phone: 800-334-7344                      Fax: 614-755-5682</p>	<p>Glencoe Middle School                      Intro Spanish                      Como te va?</p> <p>Glencoe Middle School                      A Spanish                      Como te va?</p> <p>Glencoe Middle School                      Como te va?</p> <p>Buen viaje 2</p> <p>Buen viaje 3</p> <p><u>Supplementals:</u></p> <p>Glencoe</p> <p>Galeria de arte y vida                      Nivel Avanzado</p> <p>Tesoro Literatura                      Nivel Avanzado</p>	<p><a href="http://www.mcgraw-hill.com">www.mcgraw-hill.com</a></p>	<p>Daniel Paul</p> <p>Phone: 614/679-0890</p> <p><a href="mailto:daniel_paul@mcgraw-hill.com">daniel_paul@mcgraw-hill.com</a></p>
<p><b>Holt, Rinehart &amp; Winston</b>                      A Harcourt Inc. Company                      1081 N. Mo Pac Expy, Bldg. 3                      Austin, TX 78759-5459</p> <p>Phone: 800-225-54258                      Fax: 800-269-5232</p>	<p>Exprésate! Level 1</p> <p>Exprésate! Level 2</p> <p>Exprésate! Level 3</p>	<p><a href="http://www.hrw.com">www.hrw.com</a></p>	<p>Glenn Orwig</p> <p>Phone: 419-448-0401</p> <p><a href="mailto:glenn.orwig@hrw.com">glenn.orwig@hrw.com</a></p>

Publishing Company	Series/Text Name	Company URL	Representative
<b>Secondary Grades 9-12 – Spanish Continued</b>			
<b>EMC Publishing</b> 875 Montreal Way St. Paul, MN 55102-4245  Phone: 800-328-1452 Fax: 800-328-4564	Navegando 1 Navegando 2 Navegando 3	<a href="http://www.emcp.com">www.emcp.com</a>	Ray Keping Phone: 800/375-6078  <a href="mailto:rayk@emcp.com">rayk@emcp.com</a>



# TCESC COURSE OF STUDY ORGANIZATION

9-12

## Ohio Foreign Language Content Standard

Benchmark

Organizer

Performance Assessment  
(How will I assess what students know?)

Evidences of Understanding  
(What will student know and be able to do?)

Grade level Indicators  
(Grade level requirement)

Grade 9 or Level I

Grade 10 or Level II

Grade 11 or Level III

Grade 12 or Level IV/V



## Foreign Language Evidences of Understanding Grades 9-12

### Communication: Communicate in languages other than English

A. Interact using extended spoken, signed, or written communication by providing and obtaining information.

**Interpersonal**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 9</b>		
<ol style="list-style-type: none"> <li>1. Check correct usage of vocabulary and grammar on list of individual students.</li> <li>2. Assess speaking skills in dialogue – do student rubric to one another or simply read their list.</li> </ol>	Create written list of weekly activities with friends or family. Then in group of 2-3, discuss, compare, and contrast each others lists.	1. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).
<b>Grade 10</b>		
1. Checklist	Summarize a news event from Channel 1.	1. Discuss current events and issues (e.g., immigration, environmental concerns).
2. Presentational rubric assessing ability to communicate.	Sequence steps necessary to complete a game or craft and demonstrate the procedures to the class.	2. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).
<b>Grade 11</b>		
1. Interpersonal rubric with content, comprehensive ability, fluency, accuracy and effort (intermediate level).	Create a phone conversation with a friend about summer vacation. React to each others experiences.	1. Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.
<b>Grade 12</b>		
1. Interpersonal mode rubric pre-advanced learner	Create a dialogue with fellow student (on a prescribed topic).	1. Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics.

## Foreign Language Evidences of Understanding Grades 9-12

**Communication: Communicate in languages other than English.**

**B:** Express a wide range of feelings and emotions, and discuss and support opinions.

**Interpersonal**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Write the number of comparisons and contrasts the student has listed. Note number of opinions expressed with a timeline.	In a brief summary, research George Washington and Simon Bolivar. Compare and contrast their leadership roles in their respective countries. (1-2 paragraphs written – present to rest of class)	2. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.
<b>Grade 10</b>		
1. Interpersonal rubric – novice level – language control portion.	Student will prioritize his/her music preferences.	3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).
<b>Grade 11</b>		
Rubric – Interpersonal or Intermediate or Pre-advanced	Identify a school rule that needs to be changed and provide three reasons to support your viewpoint.	2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues).
		3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.
<b>Grade 12</b>		
1. Interpersonal mode rubric pre-advanced learner	Take part in a discussion and express opinions and offer solutions to an assigned issue.	2. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.
		3. Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community

## Foreign Language Evidences of Understanding Grades 9-12

**Communication: Communicate in languages other than English.**

**C:** Use a wide range of strategies to negotiate meaning.

**Interpersonal**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Use key words from original texts and explain main ideas.	Read article about Frida Kahlo and paraphrase with your own words in six complete sentences.	3. Clarify meaning (e.g., paraphrasing, questioning).
<b>Grade 10</b>		
1. Complete an interpretive task worksheet.	Interpret the meaning of a simple short story in writing.	4. Clarify meaning (e.g., elaboration, questioning).
<b>Grade 11</b>		
1. Rubric – Interpersonal, Pre-advanced, or Intermediate	Create a role-play between a tourist who is lost and asking directions to a certain location from a local resident.	4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).
<b>Grade 12</b>		
1. Interpersonal mode rubric pre-advanced learner	Conduct interview with a candidate on a pertinent political issue.	4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).

## Foreign Language Evidences of Understanding Grades 9-12

**Communication: Communicate in languages other than English.**

**D:** Give and follow a series of complex directions.

**Interpersonal**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS										
<b>Grade 9</b>												
1. Using infinitives and simple structure, student will create 8 suggestions written in complete sentences to share with partner.	Explain what a student should do to be successful in a Foreign Language class using infinitives and simple structure.	4. Give and follow directions, instructions and requests (e.g., installing software, dance steps).										
<b>Grade 10</b>												
1. Checklist for matching pictures.	Student will describe a simple picture to a partner, who attempts to duplicate it – then reverse roles.	5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).										
<b>Grade 11</b>												
1. Rubric – Interpersonal, pre-advanced or intermediate	Student will read a recipe while partner demonstrates how to make the dish describing his/her steps.	5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).										
<b>Grade 12</b>												
1. Interpersonal mode rubric pre-advanced learner.	<ul style="list-style-type: none"> <li>• Complete an application to a foreign exchange program to a country in the target language.</li> <li>• A new student has just enrolled in your school. Guide the student through the first day in this new school.</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">schedule</td> <td style="width: 50%;">lunch</td> </tr> <tr> <td>classes (including study hall)</td> <td>bell</td> </tr> <tr> <td>parking</td> <td>Pledge of Allegiance</td> </tr> <tr> <td>books</td> <td>lockers</td> </tr> <tr> <td>school layout</td> <td>Homework and grades</td> </tr> </table>	schedule	lunch	classes (including study hall)	bell	parking	Pledge of Allegiance	books	lockers	school layout	Homework and grades	5. Give and follow complex directions, instructions and requests (filling out job applications, renting an apartment).
schedule	lunch											
classes (including study hall)	bell											
parking	Pledge of Allegiance											
books	lockers											
school layout	Homework and grades											

## Foreign Language Evidences of Understanding Grades 9-12

**Communication: Communicate in languages other than English.**

**E:** Interact in a wide range of situations using culturally authentic language and gestures.

**Interpersonal**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 9</b>		
1. Create a skit "At the Restaurant" using at least 5 complete sentences. Grammar, fluency, creativity, and props will be assessed using a rubric.	Student will order food in a Mexican Restaurant and express likes and dislikes.	5. Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).
<b>Grade 10</b>		
1. Interpersonal Rubric, intermediate low, mid, high.	Student will role play ordering and paying for food in a restaurant.	6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).
<b>Grade 11</b>		
1. Rubric – interpersonal, pre-advanced	Initiate a conversation with someone who is upset. Ask him/her to describe the problem, then offer advice.	6. Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).
<b>Grade 12</b>		
1. Interpersonal mode rubric pre-advanced learner	Role play a discussion on issues about the environment. (Also: Connections Benchmark A-2)	6. Role play in a wide range of culturally authentic social and/or professional contexts using appropriate language and gestures (e.g., family gathering, job interview, recitation).

## Foreign Language Evidences of Understanding Grades 9-12

**Communication: Communicate in languages other than English.**

F: Follow complex oral, signed or written directions and requests.

**Interpretive**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 9</b>		
1. Interpersonal Rubric: Literal comprehension	<p>One person will request information about places to go while visiting city of your choice. Other person will provide information about the city.</p> <p>Present dialogue between tourist and local resident using question words and new expressions.</p>	6. Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs).
<b>Grade 10</b>		
1. Interpersonal rubric – comprehension component.	The student will find destinations on a street map based on verbal directions.	7. Follow directions, instructions and requests (e.g., using voice mail, travel options).
<b>Grade 11</b>		
1. Rubric including: organization of materials, fluency, effort, completion of the product.	Read and follow directions to make a piece of origami.	7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).
<b>Grade 12</b>		
1. Interpretive rubric for pre-advanced learner.	Follow the instructions in the target language on how to set the timer on a VCR.	7. Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts, product assembly).

## Foreign Language Evidences of Understanding Grades 9-12

**Communication: Communicate in languages other than English.**

**G:** Use a variety of reading and listening strategies to derive meaning from texts.

**Interpretive**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Interpretive rubric – literal comprehensions	Listen to a song in target language and demonstrate understanding by listing new vocabulary, underline cognates, and summarize the meaning of the song.	7. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.
<b>Grade 10</b>		
1. Interpretive rubric – literal comprehension.	The student will answer objective questions to demonstrate understanding of selected authentic passages. Passages will be geared towards a specific audience and the tone of each will be geared towards a specific emotion.	8. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.
<b>Grade 11</b>		
1. Provide feedback on the various strategies. Point out other strategies.	Predict the main idea of a reading passage or document by using visual clues, conceptual clues and format.	8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.
<b>Grade 12</b>		
1. Interpretive rubric pre-advanced learner.	Listen to and read the lyrics to a popular singing group in the target language and infer meaning.	8. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions.

## Foreign Language Evidences of Understanding Grades 9-12

**Communication: Communicate in languages other than English.**

**H:** Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.

**Presentational**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Create Christmas cards using culturally proper phrases, authentic vocabulary, and customs. Rubric used to assess phrases, vocabulary, and customs.	On the internet, research how Christmas is celebrated in various countries.	8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions.
		9. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).
<b>Grade 10</b>		
1. Interpretive rubric.  ACTFL interpretive task Comprehension Guide – Intermediate Level	The student will summarize a simple, short story in writing.	9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).
2. Interpersonal rubric.	The student will relate their summary to another orally and discuss one or two points of interest from the selection with each other.	10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

### Communication: Communicate in languages other than English.

**H:** Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.

**Presentational**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 11</b>		
1. Presentational mode rubric intermediate or pre-advanced	Find two articles on the <i>*War in Iraq</i> that portray different points of view. Read them, summarize, and present the information to the class  * or another engaging topic or current event	9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).
		10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).
<b>Grade 12</b>		
1. Presentational mode rubric pre-advanced learner.	Students collect, read, analyze and report their opinion on political propaganda.	9. Present and support an opinion using information from articles, documentaries or historical narratives.
	Choose an artist and present an aspect of their work to the class.	10. Analyze expressive products of the target culture (e.g., selections from various literary genres, fine arts).

## Foreign Language Evidences of Understanding Grades 9-12

**Communication: Communicate in languages other than English.**

I: Create presentations on a range of original or authentic expressive products.

**Presentational**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 9</b>		
1. Presentational rubric and/or verb checklist.	List things done in a daily routine.  Using the list, create paragraph listing sentences in chronological order and present to class (using reflexive verbs).	10. Create and present a narrative (e.g., current events, personal experiences, school happenings).
<b>Grade 10</b>		
1. Presentational rubric.	The student will present a poem demonstrating understanding by using appropriate visuals and/or gestures.	11. Present an age-appropriate song, story or poem from the target language culture.
<b>Grade 11</b>		
1. Presentational mode rubric intermediate or advanced	Create a skit about a blind date or a prom-date gone wrong and present it to the class.  Act out a story as told by the teacher or a classmate.	11. Create texts (e.g., short stories, poems, skits) based on themes/ perspectives (e.g., family, dating, careers, music) from the target culture.
		12. Perform scenes from literature studied.
<b>Grade 12</b>		
1. Presentational mode rubric pre-advanced learner.	In the target language, use 3 different presentational modes to highlight one historical, one artistic, and one social event of a particular culture during a specific time period.	11. Create and present a wide range of personal, historical and cultural texts (e.g., skits, monologues, plays, reports, slide shows, digital videos, CD-ROMs).

## Foreign Language Evidences of Understanding Grades 9-12

**Communication: Communicate in languages other than English.**

**J:** Present information and ideas on a range of topics.

**Presentational**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Comparison rubric  Presentational rubric	Compare products from 2 commercials viewed on TV from different target cultures.  Describe ( in English) the differences in ways commercials target the audiences to buy the products	11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture.
	Create a list of at least 5 familiar words or expressions.	12. Prepare and deliver a summary of characters and plot in selected pieces of literature.
<b>Grade 10</b>		
1. Presentational rubric.  Written proficiency at novice-mid to intermediate-mid level.	The student will write and present an oral report on an outing with friends.	12. Write and present a speech on a cultural or historic topic, or on a personal experience.
2. Interpersonal rubric.	The student will contact by mail a famous restaurant of the target culture, requesting a menu.	13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job).

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Communication: Communicate in languages other than English.**

J: Present information and ideas on a range of topics.

**Presentational**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 11</b>		
1. Provide feedback on clarity and communication skills.  ACTFL writing proficiency at an intermediate level.	Choose a controversial issue (e.g. abortion) and prepare at least 6 statements about it, 3 pro and 3 con.	13. Debate a current or historical issue (e.g., right to vote, slavery).
2. Presentational rubric – debate.	Participate in a classroom debate.	
<b>Grade 12</b>		
1. Presentational mode rubric pre-advanced learner.	Analyze an article from the internet, newspaper, magazine or periodical.	12. Present analyses and personal reactions to authentic written texts.
2. ACTFL writing proficiency at an intermediate-mid to advanced-low level.	Write a research based essay comparing the topic of the article the perspective of both cultures.	13. Prepare and present a research-based analysis of a current event from the perspective of both the United States and the target culture.

## Foreign Language Evidences of Understanding Grades 9-12

**Communication: Communicate in languages other than English.**

**K:** Apply age-appropriate writing process strategies to produce a variety of documents for publication.

**Presentational**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 9</b>		
<ol style="list-style-type: none"> <li>1. Read the draft and offer feedback using the writing rubric.</li> <li>2. Evaluate the message and linguistic accuracy using writing rubric.</li> <li>3. Presentational rubric</li> </ol>	Write a paragraph about their immediate family and create a poster using drawings or pictures of the members of their family and share with the class.	13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).
<b>Grade 10</b>		
<ol style="list-style-type: none"> <li>1. Presentational rubric.</li> </ol>	The student will draft and revise a report on an outing with friends. J-12 K-14	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).
<b>Grade 11</b>		
<ol style="list-style-type: none"> <li>1. Feedback after webbing rough draft. Final draft graded with Holt writing rubric.</li> </ol>	Use webbing, create a rough draft and edited final copy to write an essay about your dream date.	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).
<b>Grade 12</b>		
<ol style="list-style-type: none"> <li>1. Presentational mode rubric pre-advanced learner.</li> </ol>	Write a letter to an editor using an outline, rough draft and re-writing a final draft for publishing.	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

## Foreign Language Evidences of Understanding Grades 9-12

**Cultures: Gain knowledge and understanding of other cultures.**

**A:** Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.

**Practices**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Interpretive task rubric or presentational rubric.	Demonstrate how the Quinceanera is celebrated in Mexico or other Latin American countries using a report format or pre-approved project.	1. Investigate and report on cultural events (e.g., rites of passage).
<b>Grade 10</b>		
1. Interpretive task rubric.	The student will compare in writing a typical day in the life of a student in the target culture to his/her daily routine.	1. Analyze and discuss behavior patterns of peers in the target culture.
<b>Grade 11</b>		
1. Oral rubric form from Holt	Write and present a skit demonstrating the ability to function in the target culture (e.g. public transportation, an event).	1. Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations).
2. Interpretive rubric or poster rubric	Given a list of idiomatic expressions from target culture, students will choose 2 to research their use reflects the target culture. Written and/or poster presentation.	2. Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Cultures: Gain knowledge and understanding of other cultures.**

**A:** Analyze, discuss, and report on a wide variety of practices and perspectives of the target culture.

**Practices**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 12</b>		
1. Interpretive rubric pre-advanced learner.	Students will read story, excerpt from books such as (Rigoberto Manchu, Sabines Elern, French Revolution, Café' des Reves video) and participate in class discussion.	1. Explain and discuss aspects of the target culture that may lead to bias within the target society (e.g., indigenous peoples, rural versus urban communities, social classes).
2. Interpretive rubric pre-advanced learner.	Using the Internet, research a current event and report on how other countries from the target language report on the findings.	2. Analyze how people in the target culture view the role of the United States in the world.
3. Interpretive rubric pre-advanced learner.	Students will read (article, comic strip, story) and select examples of humor and/or satire.  Students will explain how humor in the target culture differs from humor in the U.S.	3. Recognize and interpret elements of humor and satire in the target language and culture.
4. Interpretive rubric pre-advanced learner.	Choose a country/area of the target language and in groups/individuals examine/analyze the beliefs and practices. Give a presentation in the target language.	4. Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, terrain).

## Foreign Language Evidences of Understanding Grades 9-12

**Cultures: Gain knowledge and understanding of other cultures.**

**B:** Participate in and discuss a wide variety of cultural practices.

**Practices**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 9</b>		
1. Presentational/performance novice learner rubric	Choose a folksong from a selection and research the historical setting and influence from the culture.  Present findings about a song Present findings about singing Present findings about dance	2. Participate in age-appropriate cultural practices (e.g., music, dance, drama).
	Research socio-cultural practices. Perform, role-play, simulate an interaction in a given situation.	3. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings).
<b>Grade 10</b>		
1. Presentational rubric.	The student will demonstrate knowledge of verbal and nonverbal cues by including them in a short conversation.	2. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact).
2. Immediate feedback from partner who has an answer key.	The student will react nonverbally to statements and/or exclamations read by a partner.	3. Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Cultures: Gain knowledge and understanding of other cultures.**

**B:** Participate in and discuss a wide variety of cultural practices.

**Practices**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 11</b>		
1. Festival outline of events.  2. Planning checklist  3. Written rubric from Holt	Plan and participate in a cultural festival (e.g. Mardi Gras, Oktoberfest, Cinco de Mayo) incorporating authentic songs, cuisine and activities. Write a reaction summary in the target language.	3. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).
<b>Grade 12</b>		
1. Presentational rubric pre-advanced learner.	Students will write a skit incorporating real cuisine and manners from the target language.	5. Identify and simulate regionalisms of the target culture (e.g., dress/ costumes, foods, homes) and language (e.g., vocabulary, expressions, pronunciation/dialect).

## Foreign Language Evidences of Understanding Grades 9-12

**Cultures: Gain knowledge and understanding of other cultures.**

**C:** Analyze, discuss and report on a wide variety of products and perspectives of the target culture.

**Products**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Answer questions about their chosen reading.	Critique a poem or a brief short story from a selection.	4. Identify and explain cultural and literary elements of a variety of texts.
		5. Explain objects, images and symbols of the target culture (e.g., maneki neko—Japanese cat of happiness and good fortune; Chinese dragon; guayabera—Mexican short sleeved man's shirt; hijab—Arab female headcovering; kafeeyah—Arab male headcovering).
<b>Grade 10</b>		
1. Presentational rubric.	The student will research a product of the target culture and explain its significance.	4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen, pilón, tostonera).

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Cultures: Gain knowledge and understanding of other cultures.**

**C:** Analyze, discuss and report on a wide variety of products and perspectives of the target culture.

**Products**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 11</b>		
1. Presentation rubric, intermediate	After reading about the basic attributes of an art movement, students choose a particular artist, analyze 1 or 2 of his/her pieces or work and report to the class.	4. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).
2. Provide feedback during a class discussion.	Examine ads and commercials of American trade products for the target culture and determine social trends, economic focus, or political bias.	5. Examine media from the target culture to determine social, political and economic trends.
<b>Grade 12</b>		
		6. Research and report on themes, ideas and perspectives related to the products of the cultures studied and how these products have changed over time.
1. Interpretative rubric pre-advanced	Students search on-line for newspaper articles, periodicals, radio and news reports in the target country, analyze information, and report on the impact and the economy due to the conversion to the Euro.	7. Identify, discuss and analyze social, economic and political intangible products of the target language culture (e.g., conversion to the Euro, limited versus universal suffrage).
2. Interpretive rubric , presentational rubric, advanced.	Students watch a video of a play, opera, musical ballet, and read a literary selection and discuss and analyze how a specific theme is portrayed from the 2 selections (examples: Don Quiote, Giselle, Les Miserables).	8. Experience, discuss and analyze selections from various literary genres and the fine arts of the target culture.

## Foreign Language Evidences of Understanding Grades 9-12

**Cultures: Gain knowledge and understanding of other cultures.**

**D:** Analyze, discuss and report on significant contributions from the target culture.

**Products**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Informational rubric.	<p>Choose a product from a selection and research the manufacturer and the influence the chosen product has in its country.</p> <p>Present a written summary of found information using target language vocabulary for products.</p>	6. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture.
		7. Discuss the contributions of famous people from the target culture.
<b>Grade 10</b>		
1. Presentational rubric.	The student will research and create a poster about a famous actor or singer from the target culture.	5. Explain the contributions of the target culture in literature and the fine arts.
2. Checklist.	<p>Student will visit a supermarket or department store and list items produced in the counties of the target culture, organizing them by categories, using the target language.</p> <p>Items indigenous to other cultures and sold in U.S. stores that are now being absorbed by U.S. culture.</p>	6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Cultures: Gain knowledge and understanding of other cultures.**

**D:** Analyze, discuss and report on significant contributions from the target culture.

**Products**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 11</b>		
1. Presentational rubric, intermediate	Each of several groups will analyze a certain art, music or dance movement, find examples of works of famous artists of that movement, and describe them in a classroom presentation.	6. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.
<b>Grade 12</b>		
1. Interpretive rubric for pre-advanced learner.	Students chose an invention from the target language and write an essay on its impact on the world.	9. Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, abacus).

## Foreign Language Evidences of Understanding Grades 9-12

**Connections: Connect with other disciplines and acquire information.**

**A:** Investigate, analyze and present concepts from across disciplines.

**Integrated Studies**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. .Presentational rubric. - Science content	In a dual project with the science class, sort and examine flora and fauna from target language country.  Present information about the group project	1. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena).
		2. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms).
<b>Grade 10</b>		
1. Presentational rubric.	The student will survey classmates and prepare a graph representing personal possessions that originated in the target culture.	1. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems).
2. Presentational rubric.	The student will use the internet or newspaper to identify the:  a. currency and exchange b. timeline of immigrant populations from a target culture c. changes over time of an ecosystem due to open trading  of specific countries and share the information with classmates in the target language.	2. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Connections: Connect with other disciplines and acquire information.**

**A:** Investigate, analyze and present concepts from across disciplines.

**Integrated Studies**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 11</b>		
1. Written rubric – Holt	Compare rap lyrics of the home and target cultures. Record info in a Venn diagram and develop into a paragraph.	1. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).
	See above	2. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).
2. Presentational rubric – intermediate	Choose a famous person and describe his/her major contributions in a spoken report.	3. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchú, Goethe, Cousteau, Catullus, Ibn Haldun).

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Connections: Connect with other disciplines and acquire information.**

**A:** Investigate, analyze and present concepts from across disciplines.

**Integrated Studies**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 12</b>		
1. Interpretive rubric for pre-advanced learner.	Student(s) chose an historical event from the target culture and present a PowerPoint presentation on its impact on the target culture and the U.S. (e.g. The Holocaust, The French Revolution, The Spanish Explorers).	1. Prepare and deliver a presentation using various media about a specific time in history focusing on events that affected both the students' own culture and the target culture (e.g., the Great Depression, World War II, political revolution).
2. See: Communication Benchmark E.6		2. Discuss, propose and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, health issues, environmental concerns).
3. Interpretive rubric for pre-advanced learner.	Access information on-line (magazine, newspaper, video, radio) on a current event from the target culture to use in a presentation for another discipline.	3. Acquire and analyze information from a variety of authentic target language resources to complete projects in other disciplines (e.g., reference "Le Monde" for information on French political election, reference Livy for report on the history of Rome).
4. Interpretive rubric for pre-advanced learner.	<p>Student(s) prepare a persuasive speech on:</p> <p>a. Environmental Science - the importance of environmental cleanliness and recycling in the target language for a small target culture</p> <p>b. Health - differences in hygiene and health practices.</p> <p>Tech and Math – students will collect information on recycling rates in target culture. Using excel, transfer the data to a spreadsheet:</p> <p>a. show the mean, median and mode.</p> <p>b. create a line graph that compares the data for each type of recycling material</p>	4. Combine information from other disciplines with information from authentic target language sources to complete activities in the foreign language classroom (e.g., tessellations from geometry for Arabic project, ecosystems).

## Foreign Language Evidences of Understanding Grades 9-12

**Connections: Connect with other disciplines and acquire information.**

**B:** Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

**New Viewpoints**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Evaluate appropriateness of questions or comments.	<p>Research a social issue from the target culture</p> <p>Write and ask questions for guest speaker that requests clarification of the differences between target culture and North American culture</p>	<p>3. Interview a native speaker or expert in the field to develop new insights on topics of interest (e.g., foreign workers' experience in U.S., access to technologies).</p> <p>4. Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources.</p>
<b>Grade 10</b>		
1. Interpretive rubric.	The student will use the internet to find statistics comparing family size (in the target culture) now and 50 years ago.	3. Examine how cultural institutions have changed over time (e.g., family, education, government).
2. Interpretive rubric.	The student will research target culture sports figures from a list provided by the teacher, matching them with the appropriate sport.	4. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Connections: Connect with other disciplines and acquire information.**

**B:** Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

**New Viewpoints**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 11</b>		
1. Provide feedback in a class discussion.	Access on-line resources to analyze environmental practice, in the target culture. Create a Venn diagram to show similarities and differences between the target and home cultures.	4. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, political campaigns) using authentic target language resources.
	After researching different holiday traditions brought to the U.S. by immigrants, explain and demonstrate one of them. Then compare that tradition to one in a different culture.	5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.
		6. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.
<b>Grade 12</b>		
1. Interpretive rubric	Students form groups in order to represent various age groups. Each group develops and reports on solutions to deal with the growing elderly population in the target country. (See also G12)	5. Develop, propose and justify solutions to global issues and problems (e.g., drunk driving, treatment of the elderly) from the perspective of diverse groups.
2. Interpretive rubric.	Students listen to a song/music video from the target language and interpret the intended viewpoint.	6. Read, view, listen to and discuss topics in popular media to analyze viewpoints of the target culture.

## Foreign Language Evidences of Understanding Grades 9-12

**Comparisons: Develop insight into the nature of language and culture.**

**A:** Analyze and discuss linguistic structures and conventions of the target language and English.

**Linguistic Comparisons**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1.Objective assessment.	Create a list of 20 cognates and false 5 cognates and discuss with the class why they are or are not cognates.	1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender).
<b>Grade 10</b>		
1. Interpretive rubric.	The student will recognize prefixes, suffixes, and word roots stating how they are similar in form and meaning in English and the target language.	1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).
<b>Grade 11</b>		
1. Students will answer reading comprehension questions with 80% accuracy.	Identify cognates in a reading passage as a strategy to simply reading comprehension.	1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).
<b>Grade 12</b>		
1. Objective assessment with 85% accuracy.	From a reading selection, students identify prefixes that are the same in English and the target language. Discuss origin and meaning.	1. Analyze and discuss etymological roots of English words from the target culture (e.g., Latin porto [carry] leads to transport, portable, porter, port).

## Foreign Language Evidences of Understanding Grades 9-12

**Comparisons: Develop insight into the nature of language and culture.**

**B:** Analyze and explain how the target language and English express meaning through variations in style.

**Linguistic Comparisons**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 9</b>		
1. Interpersonal novice rubric.	Examine the uses of the informal and formal address in Spanish and create dialogues using both.  Present a formal and informal greeting dialogue in both <i>Tú</i> and <i>Usted</i> forms.	2. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).
<b>Grade 10</b>		
1. Objective assessment.	The student will complete a matching activity using target culture expressions and their equivalents in English.	2. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., <i>Hay moros en la costa./There are Moors on the coast. =The walls have ears.;</i> <i>Shouji ni mimi ari./Be careful, you never know who is listening. = The walls have ears.;</i> <i>Revenons aux moutons./Let's get back to the sheep. =Let's get back to work).</i>
<b>Grade 11</b>		
1. Answer questions on a paper and pencil grammar test with 80% accuracy.	Compare and contrast how the home and target languages differ in describing actions (use or omission of helping verbs) (use of wish or want with the subjunctive).	2. Analyze and explain how the target language and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple indicative).
<b>Grade 12</b>		
1. Interpretive rubric pre-advanced level.	Using a web organizer, students identify important elements that represent specific cultural attributes.	2. Analyze literary allusions that represent a cultural awareness of the target language and English (e.g., quixotic, seize the day, waiting for Godot, Murasaki Shikibu, Don Juan).

## Foreign Language Evidences of Understanding Grades 9-12

**Comparisons: Develop insight into the nature of language and culture.**

**C:** Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.

**Cultural Comparisons**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Hand in notes for feedback	Students develop a comparison/contrast graphic organizer	3. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities).
Rubric for graphic organizer	Examine cultural notes provided on dating, going out with friends, curfew.	4. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter).
Poster rubric.	Create a poster depicting 5 major similarities and 5 major differences to present to the class	5. Analyze how the same current issue is covered in the media of the target culture and students' own culture.
Interpersonal Rubric	Write a scenario between 2 teens where they overcome a cultural obstacle because one of them did not understand the social conversation of the other.	6. Compare and contrast age-appropriate literary works (e.g., popular literature) from the target culture and students' own culture.
<b>Grade 10</b>		
1. Interpretive rubric.	The student will read a simple folk tale from the target culture and compare the theme of it with a similar one in English.	3. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture.
2. Presentational rubric, comparison rubric	The student will research and compare the: <ul style="list-style-type: none"> <li>a. cost of gasoline to drive his/her car in the target culture for a week versus the cost to drive the same amount in the U.S</li> <li>b. cell phone use by teens</li> <li>c. carbonated soft drinks</li> </ul>	4. Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, cable TV) in the target culture and students' own culture.

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Comparisons: Develop insight into the nature of language and culture.**

**C:** Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.

**Cultural Comparisons**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 11</b>		
1. Provide feedback in a class discussion.	Access on-line resources to analyze environmental practice, in the target culture. Create a Venn diagram to show similarities and differences between the target and home cultures.	3. Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, bureaucracy).
2. Written rubric – Holt	Compare rap lyrics of the home and target cultures. Record info in a Venn diagram and develop into a paragraph.	4. Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).
<b>Grade 12</b>		
1. Presentational or interpretive rubric pre-advance	Research immigrant population growth over a 100 year period. Graph the changes in population growth of that culture in U.S. with U.S. population growth.  Based on research, write a one page explanation of why population growth has changed.	3. Compare and contrast graphs and statistical information on various topics (e.g., population, income) about the target culture with similar information about the U.S.
2. Presentational rubric pre-advance.	Using media sources in the target language, students choose that representation of a significant historical event. Then student will find ways in which the U.S. has represented that event. Compare and contrast the findings using a graphic organizer.	4. Analyze how the media presents political or cultural historical events in the target culture and in the students' own culture.

## Foreign Language Evidences of Understanding Grades 9-12

**Comparisons: Develop insight into the nature of language and culture.**

**D:** Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.

**Concept of Culture**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Objective Assessment  2. Graphic organizer for comparison/contrast	List top 3 popular sports in 4 or 5 countries.  Compare and contrast the interest in a popular sport in both the U.S. and Latin America.	7. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school).
<b>Grade 10</b>		
1. Interpretive rubric.	The student will compare similar product ads in the U.S. and the target culture, stating how the ads reflect the views of each culture.	5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.
<b>Grade 11</b>		
1. Presentational rubric – intermediate	Student finds cultural expressions such as poems, songs, art..., in the home and target languages with a similar theme (e.g. love, death). Diagram or illustrate similarities or differences. Present to class.	5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).
<b>Grade 12</b>		
1. Rubric to score information.	Describe typical homes in the target culture (building materials, floor plans, location) and the USA. Draw floor plan of a typical home.	5. Analyze unique differences between the target culture and students' own culture and explain the reasons for such differences (e.g., driving habits, use of eating utensils).
2. Use Rubric to score.	Compare and contrast meal times (breakfast, lunch, snack, dinner) of target culture and USA. Create a menu for a day from target culture and from USA.	6. Explain how actions in the target culture and students' own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).

## Foreign Language Evidences of Understanding Grades 9-12

**Communities: Participate in multilingual and cultures at home and around the world.**

**A:** Provide information or services to individuals, the school or the community using knowledge of the target language and culture.

**Outreach**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Presentational rubric – novice.	Choose a country and a special holiday and explain the customs of its celebration and present findings to class – may work with a group.	1. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts).
		2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters).
<b>Grade 10</b>		
1. Presentational rubric.	The student will present a song from the target culture to an elementary or middle school music class. A1 – B 3	1. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).
2. Presentational rubric.	The student will create a dish from the target language to share on a special occasion such as Mardi Gras. Bring a recipe to exchange.	2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Communities: Participate in multilingual and cultures at home and around the world.**

**A:** Provide information or services to individuals, the school or the community using knowledge of the target language and culture.

**Outreach**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 11</b>		
1. Provide verbal feedback after the presentation.  2. Self-assessment after teaching songs or explaining soccer rules to the students.	Students teach songs to elementary students to promote the study of the target language.  Students will translate *soccer terms and rules to a player from another country whose rules are slightly different.  *or a sport specific to the target country whose rules may differ from those in the U.S.	1. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).
<b>Grade 12</b>		
1. Final projects scored by a rubric.	Students create a children's book in the target language and then visit local elementary classes during Right to Read week and read their books to students.  A.1 B.3	1. Help organize and participate in activities for the school or community (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages, hosting an international dinner).

## Foreign Language Evidences of Understanding Grades 9-12

**Communities: Participate in multilingual and cultures at home and around the world.**

**B:** Perform original or authentic works for a school or community event.

**Outreach**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Video tape production according to rubrics.	Prepare a skit to be videotaped to be put on the school (video) channel or announcements.	3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).
<b>Grade 10</b>		
1. Presentational rubric.	The students from the elementary/middle school music class will perform the song at a public concert. A1 – B3	3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).
<b>Grade 11</b>		
1. Provide verbal feedback after the presentation.	<p>Students teach songs to elementary students to promote the study of the target language.</p> <p>Students will translate soccer terms and rules to a player from another country whose rules are slightly different.</p>	2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).
<b>Grade 12</b>		
1. Attendance and participation in program.	Students perform target culture's Christmas carols (not translated U.S. carols) in the target language to the local community (nursing homes, holiday program).	2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).
	See indicator A.1	3. Present original written and illustrated stories to others.

## Foreign Language Evidences of Understanding Grades 9-12

**Communities: Participate in multilingual and cultures at home and around the world.**

**C: Sustain communication with people locally and around the world.**

**Outreach**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Interpersonal rubric. Write at the novice – mid ACTFL levels.	Write an introduction letter to an email pen-pal in target language.	4. Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on topics of mutual interest.
<b>Grade 10</b>		
1. Presentational rubric.	The student will write to another speaker of the target language, discussing topics of interest to both.	4. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.
<b>Grade 11</b>		
1. Written rubric – Holt	Invite a foreign chef to demonstrate the preparation of authentic dishes. Students taste samples and write a paragraph about their opinions.	3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.
<b>Grade 12</b>		
1. Interpretive rubric pre-advanced level.	Establish connection with a school in the target culture. Students correspond with each other sharing perspectives on (World Peace, nuclear testing, immigration, outsourcing of services, illegal MP3 downloading).	4. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues and problems of mutual concern.

## Foreign Language Evidences of Understanding Grades 9-12

**Communities: Participate in multilingual and cultures at home and around the world.**

**D:** Report information about and personal reactions to various products, media and services of the target culture.

**Enjoyment and Enrichment**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Presentation rubric.	Plan a travel brochure of a chosen country and of a chosen media. Present travel brochure according to established parameters.	5. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate).
		6. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary).
		7. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest through a variety of means (e.g., letters, Web inquiry) and report findings to others.
<b>Grade 10</b>		
1. Presentational rubric.	The student will visit a cemetery in order to research the geographical history of immigrants. They will then prepare a summary of his/her findings.	5. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay).
2. Interpretive rubric.	The student will view a movie or soap opera in the target language and describe it in a short paragraph.	6. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others.
3. Presentational rubric.	The student will attend an international festival, such as the Wayne Co. International Fair, interact with presenters and report experiences.	7. Contact target culture organizations (e.g., Sister Cities International, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Communities: Participate in multilingual and cultures at home and around the world.**

**D:** Report information about and personal reactions to various products, media and services of the target culture.

**Enjoyment and Enrichment**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 11</b>		
1. Verbal feedback from teacher	Students explore exchange agencies and list the benefits of hosting.  Students interview a visiting exchange student or a former exchange student.	4. Explore the opportunity to host individuals from a target language country and report findings to others.
2. Immediate verbal feedback driving the discussion.	After viewing a film, students respond to teacher initiated questions about the plot.	5. Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others.
3. Project rubric.	Student contacts an agency to get info to prepare a written and illustrated brochure about a tourist destination in the target culture.	6. Contact target culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter) and report findings to others.
<b>Grade 12</b>		
1. Interpretive/presentational rubric.	Create a travel brochure choosing a country in the target culture.	5. Explore opportunities to live, travel or study in a target language country and report findings to others (e.g., research programs offered by service organizations, universities, government agencies).
2. Writing rubric.  3. Self assessment	Students attend an international festival in the community and participate in a scavenger hunt (see indicator E-9).  Students spend the day with a target language speaker at an event of mutual choice, where the target language had to be spoken. Student writes up the results of the extensive interaction and the process used to communicate more comfortably.	6. Report on interactions (e.g., teleconferencing, face-to-face meeting, instant messaging) with target language speakers related to common interests (e.g., teaching each other dances or songs, sharing recipes, comparing strategies for electronic games or simulations).

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Communities: Participate in multilingual and cultures at home and around the world.**

**D:** Report information about and personal reactions to various products, media and services of the target culture.

**Enjoyment and Enrichment**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 12 (Continued)</b>		
3. Interpretive rubric.	Students watch a movie in the target language and discuss the characters and main points.	7. Discuss with others oral, print and visual texts from a variety of media (e.g., print media, movies, TV, Internet).
4. Presentational rubric.	Contact the embassy requesting specific information about the target culture and report back to the class.	8. Contact target culture organizations (e.g., business alliances, universities, service organizations) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letter, videoconference) and report findings to others.

## Foreign Language Evidences of Understanding Grades 9-12

**Communities: Participate in multilingual and cultures at home and around the world.**

E: Attend, participate in or view target culture events and describe to others.

**Enjoyment and Enrichment**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Objective assessment whereby students answer questions, recognize vocabulary.  ACTFL Comprehension Guide Template – Novice level	View a video of a specific holiday or cultural celebration.	8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.
<b>Grade 10</b>		
1. Interpretive rubric.	Students watch a movie in the target language and discuss the characters and main points.	8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.
<b>Grade 11</b>		
1. Project rubric	Celebrate a holiday of the target culture with authentic dishes and activities. Students take pictures to create a poster to present to feeder schools.	7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances; programs given by Japanese/ American Society, Red Cross, consulates) and describe to others.
<b>Grade 12</b>		
1. Writing rubric.	Students attend an international festival in the community and participate in a scavenger hunt (see indicator E-9).  Students spend the day with a target language speaker at an event of mutual choice, where the target language had to be spoken. Student writes up the results of the extensive interaction and the process used to communicate more comfortably.	9. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions and performances; programs given by Japanese/ American Society, Red Cross, consulates) and describe to others.

## Foreign Language Evidences of Understanding Grades 9-12

**Communities: Participate in multilingual and cultures at home and around the world.**

**F:** Evaluate and discuss how understanding of another language and culture enhances job skills and career options.

**Career Exploration and Skills**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Presentational rubric	<p>Read provided material and discuss careers that require proficiency in target language.</p> <p>Summarize information and further explore specific careers that may interest you.</p>	9. Explore and obtain information about careers that require linguistic and cultural proficiency.
2. Poster rubric.	Construct a job fair tri-fold advertising a career opportunity for a language graduate. Use target language and knowledge from a specific culture.	10. Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.
<b>Grade 10</b>		
1. Checklist	<p>The student will job-shadow a profession that requires proficiency in the target language or culture.</p> <p>Explore and obtain information about careers that require linguistic and cultural proficiency.</p> <p>Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices</p>	9. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture.
2. Presentational rubric.	<p>The student will evaluate how a second language might benefit him/her in the profession he/she observed.</p> <p>Student will interview either someone who hired a bi-lingual employee or someone who was hired because of their 2 languages.</p>	10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).

## Foreign Language Evidences of Understanding Grades 9-12

(Continued)

**Communities: Participate in multilingual and cultures at home and around the world.**

F: Evaluate and discuss how understanding of another language and culture enhances job skills and career options.

**Career Exploration and Skills**

PERFORMANCE ASSESSMENT (How will I evaluate what the student has learned)	EVIDENCES OF UNDERSTANDING (What will the student be able to show me (s)he can do?)	GRADE LEVEL INDICATORS
<b>Grade 11</b>		
1. Written rubric.	Prepare a resume' in the target language.	8. Prepare documents (e.g., application for job, visa, passport; résumé) necessary to obtain a job, internship or volunteer position in the target language country.
2. Written rubric (questions).	Invite members of the business community for a panel discussion in a "coffee house" setting (complete with coffee cake). Students prepare questions in advance.	9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.
<b>Grade 12</b>		
1. Presentational rubric.	Contact corporations, government agencies, and volunteer organizations and report on the specific job benefits of being proficient in a second language.  Students create a dialogue applying for a position in the international division of the company that they researched above.	10. Participate in a mock job interview for a position in which proficiency in the target language is an asset.
2. Interpretive rubric.	Students contact (call or write) to a local company and gather information about its international division and prepare a report on the findings.	11. Contact corporations, government agencies and volunteer organizations and report on the specific job benefits of being proficient in a second language.

## Foreign Language Evidences of Understanding Grades 9-12

**Communities: Participate in multilingual and cultures at home and around the world.**

**G:** Develop evaluative tools and implement group strategies to complete tasks and solve problems.

**Career Exploration and Skills**

<b>PERFORMANCE ASSESSMENT</b> (How will I evaluate what the student has learned)	<b>EVIDENCES OF UNDERSTANDING</b> (What will the student be able to show me (s)he can do?)	<b>GRADE LEVEL INDICATORS</b>
<b>Grade 9</b>		
1. Reply to multiple choice questions – match the effect with the law.	Evaluate and discuss immigration laws and their effects upon your own community (information provided).	11. Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship).
<b>Grade 10</b>		
1. Presentational rubric.	The student will search an internet catalogue for clothing in the target language and create an ad for an outfit appropriate for a special occasion.	11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).
<b>Grade 11</b>		
1. Presentational rubric, intermediate.	Create a project on a historical event or issue and present to class.	10. Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).
<b>Grade 12</b>		
1. Interpretive/presentational rubric.	Explore opportunities to live, travel or study in a target language country and report findings to others (e.g., research programs offered by service organizations, universities, government agencies).	12. Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems.

# Appendix

- ACTFL Integrated Performance Guidelines, Assessments, and Rubrics  
*(permission to copy)*
- Rubrics for 2005 World Languages Student Showcase Performance
- Holt Publishing Rubrics for Writing (5)
- Teaching Proficiency Through Reading and Storytelling (T.P.R.S.)
- 4 ODE Model Lessons
  - Grade 9 All Roads Lead to Rome
  - Grade 10 The Cost of Living
  - Grade 11 Controversial Themes of the Hispanic World
  - Grade 12 Human Needs Know No Boundaries



# **ACTFL Integrated Performance Guidelines, Assessments, and Rubrics**

## Appendix A

### ACTFL Performance Guidelines for K-12 Learners

#### **NOVICE LEARNER RANGE** (Grade K-4, Grade 5-8, Grade 9-10)

##### **COMPREHENSIBILITY: How well are they understood**

###### **Interpersonal**

- ▶ Rely primarily on memorized phrases and short sentences during highly predictable interactions on very familiar topics;
- ▶ Are understood primarily by those very accustomed to interacting with language learners;
- ▶ Imitate modeled words and phrases using intonation and pronunciation similar to that of the model;
- ▶ May show evidence of false starts, prolonged and unexpectedly-placed pauses and recourse to their native language as topics expand beyond the scope of immediate needs;
- ▶ Are able to meet limited practical writing needs, such as short messages and notes, by recombining learned vocabulary and structure to form simple sentences on very familiar topics.

###### **Presentational**

- ▶ Use short, memorized phrases and sentences in oral and written presentations;
- ▶ Are understood primarily by those who are very accustomed to interacting with language learners;
- ▶ Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics;
- ▶ May show evidence of false starts, prolonged and unexpectedly-placed pauses, and recourse to their native language as topics expand beyond the scope of immediate needs;
- ▶ Show abilities in writing by reproducing familiar material
- ▶ Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.

##### **COMPREHENSION: How well do they understand?**

###### **Interpersonal**

- ▶ Comprehend general information and vocabulary when the communication partner uses objects, visuals, and gestures in speaking or writing;
- ▶ Generally need contextual clues, redundancy, paraphrase or restatement in order to understand the message.

###### **Interpretive**

- ▶ Understand short, simple conversations and narratives (live and recorded material), within highly predictable and familiar contexts;
- ▶ Rely on personal background experience to assist in comprehension;
- ▶ Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts;
- ▶ Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context;
- ▶ Determine meaning by recognition of cognates, prefixes, and thematic vocabulary.

## ***LANGUAGE CONTROL: How accurate is their language?***

### ***Interpersonal***

- ▶ Comprehend messages that include predominately familiar grammatical structures;
- ▶ Are most accurate when communicating about very familiar topics using memorized oral and written phrases;
- ▶ Exhibit decreased accuracy when attempting to create with the language;
- ▶ Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own;
- ▶ May exhibit frequent errors in capitalization and punctuation when target language differs from native language in these areas.

### ***Interpretive***

- ▶ Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts;
- ▶ Sometimes recognize previously learned structures when presented in new contexts.

### ***Presentational***

- ▶ Demonstrate some accuracy in oral and written presentations when reproducing memorized words, phrases and sentences in the target language;
- ▶ Formulate oral and written presentations using a limited range of simple phrases and expressions based on very familiar topics;
- ▶ Show inaccuracies and/or interference from the native language when attempting to communicate information which goes beyond the memorized or pre-fabricated;
- ▶ May exhibit frequent errors in capitalization and/or punctuation and/or production of characters when the writing system of the target language differs from the native language.

## ***VOCABULARY USE: How extensive and applicable is their vocabulary?***

### ***Interpersonal***

- ▶ Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics;
- ▶ Use words and phrases primarily as lexical items without awareness of grammatical structure;
- ▶ Recognize and use vocabulary from a variety of topics including those related to other curricular areas;
- ▶ May often rely on words and phrases from their native language when attempting to communicate beyond the word and/or gesture level.

### ***Interpretive***

- ▶ Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas;
- ▶ Demonstrate increased comprehension of vocabulary in spoken passages when these are enhanced by pantomime, props, and/or visuals;
- ▶ Demonstrate increased comprehension of written passages when accompanied by illustrations and other contextual clues.

### ***Presentational***

- ▶ Use a limited number of words and phrases for common objects and actions in familiar categories;
- ▶ Supplement their basic vocabulary with expressions acquired from sources such as the teacher or picture dictionaries;
- ▶ Rely on native language words and phrases when expressing personal meaning in less familiar categories.

## **COMMUNICATION STRATEGIES:**

### ***How do they maintain communication?***

#### ***Interpersonal***

- ▶ Attempt to clarify meaning by repeating words and occasionally selecting substitute words to convey their message;
- ▶ Primarily use facial expressions and gestures to indicate problems with comprehension.

#### ***Interpretive***

- ▶ Use background experience to anticipate story direction in highly predictable oral or written texts;
- ▶ Rely heavily on visuals and familiar language to assist in comprehension.

#### ***Presentational***

- ▶ Make corrections by repeating or rewriting when appropriate forms are routinely modeled by the teacher;
- ▶ Rely heavily on repetition, non-verbal expression (gestures, facial expressions), and visuals to communicate their message.

### ***CULTURAL AWARENESS: How is their cultural understanding reflected in their communication?***

#### ***Interpersonal***

- ▶ Imitate culturally appropriate vocabulary and idiomatic expressions;
- ▶ Use gestures and body language that are generally those of the student's own culture, unless they are incorporated into memorized responses.

#### ***Interpretive***

- ▶ Understand both oral and written language that reflects a cultural background similar to their own;
- ▶ Predict a story line or event when it reflects a cultural background similar to their own.

#### ***Presentational***

- ▶ Imitate the use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors modeled by the teacher.

## **ACTFL Performance Guidelines for K-12 Learners INTERMEDIATE LEARNER RANGE**

### ***COMPREHENSIBILITY: How well are they understood?***

#### ***Interpersonal***

- ▶ Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time;
- ▶ Are understood by those accustomed to interacting with language learners;
- ▶ Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners;
- ▶ Make false starts and pause frequently to search for words when interacting with others;
- ▶ Are able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary and structures demonstrating full control of present time and evidence of some control of other time frames.

### ***Presentational***

- ▶ Express their own thoughts, describe and narrate, using sentences and strings of sentences, in oral and written presentations on familiar topics;
- ▶ Use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners;
- ▶ Make false starts and pause frequently to search for words when interacting with others;
- ▶ Communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented.

### ***COMPREHENSION: How well do they understand?***

#### ***Interpersonal***

- ▶ Comprehend general concepts and messages about familiar and occasionally unfamiliar topics;
- ▶ May not comprehend details when dealing with unfamiliar topics;
- ▶ May have difficulty comprehending language supported by situational context.

#### ***Interpretive***

- ▶ Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts;
- ▶ Use background knowledge to comprehend simple stories, personal correspondence, and other contextualized print;
- ▶ Identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, radio, video or live and computer-generated presentations, although comprehension may be uneven;
- ▶ Determine meaning by using contextual clues;
- ▶ Are aided by the use of redundancy, paraphrase, and restatement in order to understand the message.

### ***LANGUAGE CONTROL: How accurate is their language?***

#### ***Interpersonal***

- ▶ Comprehend messages that include some unfamiliar grammatical structures;
- ▶ Are most accurate when creating with the language about familiar topics in present time using simple sentences and/or strings of sentences;
- ▶ Exhibit a decline in grammatical accuracy as creativity in language production increases;
- ▶ Begin to apply familiar structures to new situations;
- ▶ Evidence awareness of capitalization and/or punctuation when writing in the target language;
- ▶ Recognize some of their own spelling or character production errors and make appropriate adjustments.

#### ***Interpretive***

- ▶ Derive meaning by comparing target language structures with those of the native language;
- ▶ Recognize parallels between new and familiar structures in the target language;
- ▶ Understand high-frequency idiomatic expressions.

#### ***Presentational***

- ▶ Formulate oral and written presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation, in past and future time.
- ▶ May show inaccuracies as well as some interference from the native language when attempting to present less familiar material;
- ▶ Exhibit fairly good accuracy in capitalization and punctuation (or production of characters) when target language differs from native language in these areas.

## ***VOCABULARY USE: How extensive and applicable is their vocabulary?***

### ***Interpersonal***

- ▶ Use vocabulary from a variety of thematic groups;
- ▶ Recognize and use vocabulary from a variety of topics including those related to other curricular areas;
- ▶ Show some understanding and use of common idiomatic expressions;
- ▶ May use false cognates or resort to their native language when attempting to communicate beyond the scope of familiar topics.

### ***Interpretive***

- ▶ Comprehend an expanded range of vocabulary;
- ▶ Frequently derive meaning of unknown words by using contextual clues;
- ▶ Demonstrate enhanced comprehension when listening to or reading content which has a recognizable format.

### ***Presentational***

- ▶ Demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions;
- ▶ Supplement their basic vocabulary, for both oral and written presentations, with expressions acquired from other sources such as dictionaries;
- ▶ In speech and writing, may sometimes use false cognates and incorrectly applied terms, and show only partial control of newly acquired expressions.

## ***COMMUNICATION STRATEGIES: How do they maintain communication?***

### ***Interpersonal***

- ▶ May use paraphrasing, question-asking, circumlocution, and other strategies to avoid a breakdown in communication;
- ▶ Attempt to self-correct primarily for meaning when communication breaks down.

### ***Interpretive***

- ▶ Identify the main idea of a written text by using reading strategies such as gleaning information from the first and last paragraphs;
- ▶ Infer meaning of many unfamiliar words that are necessary in order to understand the gist of an oral or written text;
- ▶ Use contextual clues to assist in comprehension.

### ***Presentational***

- ▶ Make occasional use of reference sources and efforts at self-correction to avoid errors likely to interfere with communication;
- ▶ Use circumlocution when faced with difficult syntactic structures, problematic spelling, or unfamiliar vocabulary;
- ▶ Make use of memory aids (such as notes and visuals) to facilitate presentations.

## ***CULTURAL AWARENESS: How is their cultural understanding reflected in their communication?***

### ***Interpersonal***

- ▶ Use some culturally appropriate vocabulary and idiomatic expressions;
- ▶ Use some gestures and body language of the target culture.

### ***Interpretive***

- ▶ Use knowledge of their own culture and that of the target culture(s) to interpret oral or written texts more accurately;

- ▶ Recognize target culture influences in the products and practices of their own culture;
- ▶ Recognize differences and similarities in the perspectives of the target culture and their own;

***Presentational***

- ▶ Use some culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors;
- ▶ Demonstrate some cultural knowledge in oral and written presentations.

**ACTFL Performance Guidelines for K-12 Learners  
PRE-ADVANCED LEARNER RANGE  
(Grade K-12)**

***COMPREHENSIBILITY: How well are they understood?***

***Interpersonal***

- ▶ Narrate and describe using connected sentences and paragraphs in present and other time frames when interacting in topics of personal, school, and community interest;
- ▶ Are understood by those with whom they interact, although there may still be a range of linguistic inaccuracies, and on occasion the communication partner may need to make a special effort to understand the message;
- ▶ Use pronunciation and intonation patterns that are understandable to a native speaker unaccustomed to interacting with language learners;
- ▶ Use language confidently and with ease, with few pauses;
- ▶ Are able to meet practical writing needs such as letters and summaries by writing descriptions and narrations of paragraph length and organization, showing sustained control of basic structures and partial control of more complex structures and time frames.

***Presentational***

- ▶ Report, narrate and describe, using connected sentences, paragraph-length and longer discourse, in oral and written presentations on topics of personal, school, and community interest;
- ▶ Use pronunciation and intonation patterns that are understood by native users of the language, although the listener/reader may on occasion need to make a special effort to understand the message;
- ▶ Use language confidently and with ease, with few pauses;
- ▶ Communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.

***COMPREHENSION: How well do they understand?***

***Interpersonal***

- ▶ Comprehend main ideas and most details on a variety of topics beyond the immediate situation;
- ▶ Occasionally do not comprehend but usually are able to clarify details by asking questions;
- ▶ May encounter difficulty comprehending language dealing with abstract topics.

***Interpretive***

- ▶ Use knowledge acquired in other settings and from other curricular areas to comprehend both spoken and written messages;
- ▶ Understand main ideas and significant details on a variety of topics found in the products of the target culture such as those presented on TV, radio, video or live and computer-generated presentations, although comprehension may be uneven;
- ▶ Develop an awareness of tone, style and author perspective;
- ▶ Demonstrate a growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary.

## ***LANGUAGE CONTROL: How accurate is their language?***

### ***Interpersonal***

- ▶ Comprehend messages that include unfamiliar grammatical structures;
- ▶ Are most accurate when narrating and describing in connected sentences and paragraphs in present time with decreasing accuracy in past and future times;
- ▶ May continue to exhibit inaccuracies as the amount and complexity of language increases;
- ▶ Communicate successfully by applying familiar structures to new situations;
- ▶ Rarely make errors in capitalization and in punctuation;
- ▶ Are generally accurate in spelling or production of characters.

### ***Interpretive***

- ▶ Deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use;
- ▶ Apply rules of language to construct meaning from oral and written texts;
- ▶ Understand idiomatic expressions;
- ▶ Move beyond literal comprehension toward more critical reading and listening.

### ***Presentational***

- ▶ Accurately formulate paragraph-length and longer oral and written presentations in present time, on topics of personal, school, community and global interest;
- ▶ May show some inaccuracies and/or interference from the native language when presentations deal with multiple time frames and/or other complex structures;
- ▶ Successfully communicate personal meaning by applying familiar structures to new situations and less familiar topics, and by integrating information from audio, visual, and written sources;
- ▶ Exhibit awareness of need for accuracy in capitalization and/or punctuation (or production of characters) when target language differs from native language in these areas.

## ***VOCABULARY USE: How extensive and applicable is their vocabulary?***

### ***Interpersonal***

- ▶ Understand and often use idiomatic and culturally authentic expressions;
- ▶ Recognize and use vocabulary from a variety of topics including those related to other curricular areas;
- ▶ Use more specialized and precise vocabulary terms within a limited number of topics.

### ***Interpretive***

- ▶ Comprehend a wide range of vocabulary in both concrete and abstract contexts;
- ▶ Infer meaning of both oral and written texts by recognizing familiar words and phrases in new contexts;
- ▶ Use context to deduce meaning of unfamiliar vocabulary;
- ▶ Recognize and understand the cultural context of many words and phrases.

### ***Presentational***

- ▶ Demonstrate control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions, from a variety of topics;
- ▶ Supplement their basic vocabulary by using resources such as textbooks and dictionaries;
- ▶ May use more specialized and precise terms when dealing with specific topics that have been researched.

## **COMMUNICATION STRATEGIES: How do they maintain communication?**

### **Interpersonal**

- ▶ Are able to sustain an interaction with a native speaker by using a variety of strategies when discussion topics relate to personal experience or immediate needs;
- ▶ Show evidence of attention to mechanical errors even when these may not interfere with communication.

### **Interpretive**

- ▶ Use background knowledge to deduce meaning and to understand complex information in oral or written texts;
- ▶ Identify the organizing principle(s) or oral or written texts;
- ▶ Infer and interpret the intent of the writer.

### **Presentational**

- ▶ Demonstrate conscious efforts at correct formulation and self-correction by use of self-editing and of reference sources;
- ▶ Sustain length and continuity of presentations by appropriate use of strategies such as simplification, reformulation, and circumlocution;
- ▶ Make use of a variety of resource materials and presentation methods to enhance presentations.

## **CULTURAL AWARENESS: How is their cultural awareness reflected in their communication?**

### **Interpersonal**

- ▶ Use culturally appropriate vocabulary and idioms;
- ▶ Use appropriate gestures and body language of the target culture.

### **Interpretive**

- ▶ Apply understanding of the target culture to enhance comprehension of oral and written texts'
- ▶ Recognize the reflections of practices, products, and/or perspectives of the target cultures(s) in oral and written texts;
- ▶ Analyze and evaluate cultural stereotypes encountered in oral and written texts.

### **Presentational**

- ▶ Demonstrate increased use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors;
- ▶ Use language increasingly reflective of authentic cultural practices and perspectives.

From *ACTFL Performance Guidelines for K-12 Learners*. (1998). Yonkers, NY: The American Council on the Teaching of Foreign Languages.

**APPENDIX C**  
**COMPREHENSION GUIDE TEMPLATES**

**INTERPRETIVE TASK COMPREHENSION GUIDE: TEMPLATE**

**NOVICE LEVEL**

**I. Key word recognition.**

Find in the article the Spanish/French/German word that best expresses the meaning of each of the following English words:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**II. Important words and phrases:**

*Note to teacher: Provide 5 correct ideas and 3 distracters.*

First, circle the letter of the ideas mentioned in the article.  
Then, write the letter of that idea next to where it appears in the text.

- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.

**III. Main Idea(s):**

Using information from the article, provide the main idea(s) of the article in English.

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INTERPRETIVE TASK COMPREHENSION GUIDE: TEMPLATE

INTERMEDIATE LEVEL

I. **Main idea(s).**

Using information from the article, provide the main idea(s) of the article in English.

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II. **Supporting details.** For each of the following,

- circle the letter of each detail that is mentioned in the article
- write the information that is given in the article in the space provided next to the detail below

*Note to teacher: Provide 5 correct statements that support the main idea(s) and 3 distracters.*

- A. XXXXX - \_\_\_\_\_
- B. XXXXX - \_\_\_\_\_
- C. XXXXX - \_\_\_\_\_
- D. XXXXX - \_\_\_\_\_
- E. XXXXX - \_\_\_\_\_
- F. XXXXX - \_\_\_\_\_
- G. XXXXX - \_\_\_\_\_
- H. XXXXX - \_\_\_\_\_

III. **Meaning from context.**

Based on this passage write what the following three words probably mean in English.

*Note to teacher: Provide three words that the student may not be likely to know but will be able to understand from the context.*

- 1. XXXXXXXXX - \_\_\_\_\_
- 2. XXXXXXXXX - \_\_\_\_\_
- 3. XXXXXXXXX - \_\_\_\_\_

IV. **Inferences.**

Answer the following questions by providing as many reasons as you can. Your responses may be in English or in XXXXXX.

*Note to teacher: Write two open-ended questions "why do you think that", "why is it important that", "what might be the effect of", etc., that require inference on the part of the student.*

1. Question: \_\_\_\_\_  
Use details from the article to support your answer.
  
2. Question: \_\_\_\_\_  
Explain.

INTERPRETIVE TASK COMPREHENSION GUIDE: TEMPLATE

PRE-ADVANCED LEVEL

I. **Main idea(s).**

Using information from the article, provide the main idea(s) of the article in English.

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II. **Supporting information.** For each of the following,

- circle the letter of each detail that is mentioned in the article
- write the information that is given in the article in the space provided next to the detail below

*Note to teacher: Provide 5 correct statements that support the main idea(s) and 3 distracters.*

- A. XXXXXX - \_\_\_\_\_
- B. XXXXXX - \_\_\_\_\_
- C. XXXXXX - \_\_\_\_\_
- D. XXXXXX - \_\_\_\_\_
- E. XXXXXX - \_\_\_\_\_
- F. XXXXXX - \_\_\_\_\_
- G. XXXXXX - \_\_\_\_\_
- H. XXXXXX - \_\_\_\_\_

III. **Meaning from context.**

Based on this passage write what the following three words probably mean in English.

*Note to teacher: Provide three words that the student may not be likely to know but will be able to understand from the context.*

- 1. XXXXXXXXXX - \_\_\_\_\_
- 2. XXXXXXXXXX - \_\_\_\_\_
- 3. XXXXXXXXXX - \_\_\_\_\_

IV. **Concept inferences.** “Read between the lines” in order to answer, in English, the following questions:

*Note to teacher: Create questions that require students to infer the author’s intent.*

- 1.
- 2.
- 3.

V. **Author’s perspective.** Circle the letter of the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text.

*Note to teacher: Provide one correct answer and two distracters. Possible options may include clinical/scientific, moral/religious, humanistic, factual/historical, comic, etc.)*

- A. XXX
- B. XXX
- C. XXX

Justification from text: \_\_\_\_\_

VI. **Comparing cultural perspectives.** Answer the following question in English:

*Note to teacher: Here are some possible types of questions:*

*What are the cultural similarities and differences between XXX and XXX?*

*How do the practices/products in the article reflect the target culture perspectives?*

*What did you learn about the target culture from this article?*

*How would this article have been different if it were written for a US audience?*

VII. **Personal reaction to the text.** Using specific information from the text, describe your personal reaction to the article. Be sure to provide reasons that support your reaction.\*

VIII. **Organizing principle.** How is this article organized? Circle all that apply.

- A. Chronological order
- B. Pros and cons
- C. Cause/effect
- D. Compare/contrast
- E. Story telling
- F. Problem and solution

*\*Note to teacher: Due to the personalized nature of this item, the response is not evaluated in the rubrics.*

# APPENDIX D

ACTFL

## INTEGRATED PERFORMANCE ASSESSMENT RUBRICS

(PROVISIONAL)

## Interpretive Rubric Novice Learner

Text Types: short narratives within highly predictable and familiar contexts related to personal experiences

Interpretive	Exceeds Expectations*	Meets Expectations	Does Not Meet Expectations
Literal Comprehension: Word recognition  Main idea detection  Supporting detail detection		Recognizes key words or phrases.  Identifies most or significant important ideas expressed in words or phrases embedded in familiar contexts.  Identifies the main idea(s) of the novice-level text.	Recognizes a few key words or phrases.  Identifies a few important ideas expressed in words or phrases embedded in familiar contexts.  Does not identify the main idea(s) of the novice-level text.
Interpretive Comprehension: Word inferences Concept inferences Author/cultural Perspectives Organizational principles			

\*Note: Due to the limited nature of the text type used for novice learners, performance beyond “meets expectations” is not assessed in the current version of the IPA.

## Interpretive Rubric Intermediate Learner

Text types: longer, more detailed conversations and narratives, simple stories, correspondence and other contextualized print within familiar contexts

Interpretive	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Literal Comprehension: Word recognition Main idea detection Supporting detail Detection	Identifies most supporting details.	Identifies the main idea(s) of the intermediate-level text. Identifies some supporting details.	Recognizes key words or phrases embedded in familiar contexts. Does not identify the main idea(s) of the intermediate-level text. Identifies few supporting details.
Interpretive Comprehension: Word inferences Concept inferences Author/cultural Perspectives Organizational principles	Infers meaning of unfamiliar words in new contexts. Infers and interprets the author's intent.		

\*At the intermediate level, the learner exceeds expectations by performing both the literal and the interpretive comprehension criteria.

## Interpersonal Mode Rubric Novice Learner

Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p><b>❖ Language Function</b> Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	<p>Creates with language, able to express own meaning in a basic way.</p>	<p>Mostly memorized language with some attempts to create.</p>	<p>Memorized language only, familiar language.</p>
<p><b>❖ Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph)</p>	<p>Simple sentences and some strings of sentences.</p>	<p>Simple sentences and memorized phrases.</p>	<p>Words, phrases, chunks of language, and lists.</p>
<p><b>Communication Strategies</b> <i>Quality of engagement and interactivity</i>; amount of negotiation of meaning; how one participates in the conversation and advances it</p> <p><i>Clarification Strategies</i> How the student handles a breakdown in comprehension; what one does when one partner doesn't understand the other</p>	<p>Maintains simple conversation: asks and answers some basic questions (but still may be reactive).</p> <p>Clarifies by asking and answering questions.</p>	<p>Responds to basic direct questions. Asks a few formulaic questions (primarily reactive).</p> <p>Clarifies by occasionally selecting substitute words.</p>	<p>Responds to a limited number of formulaic questions (primarily reactive).</p> <p>Clarifies meaning by repeating words and/or using English.</p>
<p><b>Comprehensibility</b> Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher or could a native speaker understand the speaker? How independent of the teaching situation is the conversation?</p>	<p>Generally understood by those accustomed to interacting with language learners.</p>	<p>Understood with occasional difficulty by those accustomed to interacting with language learners.</p>	<p>Understood primarily by those very accustomed to interacting with language learners.</p>
<p><b>Language Control</b> Accuracy, form, appropriate vocabulary, degree of fluency</p>	<p>Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.</p>	<p>Most accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.</p>	<p>Most accurate with memorized language only. Accuracy may decrease when attempting to communicate beyond the word level.</p>

## Interpersonal Mode Rubric Intermediate Learner

Category	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		STRONG	WEAK	
<p>❖ <b>Language Function</b> Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p> <p>❖ <b>Text Type</b> Quantity and organization of language discourse (continuum: word – phrase – sentence – connected sentences – paragraph)</p> <p><b>Communication Strategies</b> <i>Quality of engagement and interactivity</i>; amount of negotiation of meaning; how one participates in the conversation and advances it</p> <p><i>Clarification Strategies</i> How the student handles a breakdown in comprehension; what one does when one partner doesn't understand the other</p> <p><b>Comprehensibility</b> Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher or could a native speaker understand the speaker? How independent of the teaching situation is the conversation?</p> <p><b>Language Control</b> Accuracy, form, appropriate vocabulary, degree of fluency</p>	<p>Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames.</p> <p>Mostly connected sentences and some paragraph-like discourse.</p> <p>Initiates and maintains conversation using a variety of strategies.</p> <p>Clarifies by paraphrasing.</p> <p>Although there may be some confusion about the message, generally understood by those unaccustomed to interacting with language learners.</p> <p>Most accurate with connected discourse in present time.</p> <p>Accuracy decreases when narrating and describing in time frames other than present.</p>	<p>Creates with language; ability to express own meaning expands in quantity and quality.</p> <p>Strings of sentences; some connected sentence-level discourse (with cohesive devices), some may be complex (multi-clause) sentences.</p> <p>Maintains conversation by asking and answering questions.</p> <p>Clarifies by asking and answering questions.</p> <p>Generally understood by those accustomed to interacting with language learners.</p> <p>Most accurate with connected sentence-level discourse in present time. Accuracy decreases as language becomes more complex.</p>	<p>Creates with language, able to express own meaning in a basic way.</p> <p>Simple sentences and some strings of sentences.</p> <p>Maintains simple conversation: asks and answers some basic questions (but still may be reactive).</p> <p>Clarifies by asking and answering questions.</p> <p>Generally understood by those accustomed to interacting with language learners.</p> <p>Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.</p>	<p>Mostly memorized language with some attempts to create.</p> <p>Simple sentences and memorized phrases.</p> <p>Responds to basic direct questions. Asks a few formulaic questions (primarily reactive).</p> <p>Clarifies by occasionally selecting substitute words.</p> <p>Understood with occasional difficulty by those accustomed to interacting with language learners.</p> <p>Most accurate with memorized language, including phrases.</p> <p>Accuracy decreases when creating, when trying to express own meaning.</p>

## Interpersonal Mode Rubric Pre-Advanced Learner

Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p><b>❖ Language Function</b> Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	<p>Consistently and extensively narrates and describes in all major time frames.</p>	<p>Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames.</p>	<p>Creates with language; ability to express own meaning expands in quantity and quality.</p>
<p><b>❖ Text Type</b> Quantity and organization of language discourse (continuum: word – phrase – sentence – connected sentences – paragraph)</p>	<p>Connected sentences and a predominance of paragraphs.</p>	<p>Mostly connected sentences and some paragraph-like discourse.</p>	<p>Strings of sentences, some connected sentence level discourse (with cohesive devices), some may be complex (multi-clause) sentences.</p>
<p><b>Communication Strategies</b> <i>Quality of engagement and interactivity</i>; amount of negotiation of meaning; how one participates in the conversation and advances it</p>	<p>Initiates, advances, and/or redirects conversation.</p>	<p>Initiates and maintains conversation using a variety of strategies.</p>	<p>Maintains conversation by asking and answering questions.</p>
<p><b>Clarification Strategies</b> How the student handles a breakdown in comprehension; what one does when one partner doesn't understand the other</p>	<p>Uses a wide variety of clarification strategies.</p>	<p>Clarifies by paraphrasing.</p>	<p>Clarifies by asking and answering questions.</p>
<p><b>Comprehensibility</b> Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher or could a native speaker understand the speaker? How independent of the teaching situation is the conversation?</p>	<p>Easily understood by native speakers, even those unaccustomed to interacting with language learners. Clear evidence of culturally appropriate language.</p>	<p>Although there may be some confusion about the message, generally understood by those unaccustomed to interacting with language learners.</p>	<p>Generally understood by those accustomed to interacting with language learners.</p>
<p><b>Language Control</b> Accuracy, form, appropriate vocabulary, degree of fluency</p>	<p>High degree of accuracy in present, past and future time.  Accuracy may decrease when attempting to handle abstract topics.</p>	<p>Most accurate with connected discourse in present time.  Accuracy decreases when narrating and describing in time frames other than present.</p>	<p>Most accurate with connected sentence-level discourse in present time.  Accuracy decreases as language becomes complex.</p>

## Presentational Mode Rubric Novice Learner

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>❖ <b>Language Function</b> Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	Creates with language, able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.	Memorized language only, familiar language.
<p>❖ <b>Text Type</b> Quantity and organization of language discourse (continuum: word – phrase – sentence – connected sentences – paragraph)</p>	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.	Words, phrases, chunks of language, and lists.
<p>❖ <b>IMPACT</b> Depth of presentation and attention to audience</p>	Provides continuity to a presentation. Begins to make choices of a phrase, image, or content to maintain the attention of the audience.	Focuses on successful task completion. Uses gestures or visuals to maintain audience's attention and/or interest as appropriate to purpose.	Presented in an unclear and/or unorganized manner. No effort to maintain audience's attention.
<p><b>Vocabulary</b></p> <p>Comprehensibility Who can understand this person's message? How sympathetic must the listener/reader be? Does it need to be the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?</p>	Vocabulary is sufficient to provide information and limited explanation. Generally understood by those accustomed to the speaking/writing of language learners.	Vocabulary conveys basic information. Understood with occasional straining by those accustomed to the speaking/writing of language learners.	Vocabulary is limited and/or repetitive.
<p>Language Control Accuracy, form, degree of fluency</p>	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.	Most accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.	Most accurate with memorized language only. Accuracy may decrease when attempting to communicate beyond the word level.

# Presentational Mode Rubric Intermediate Learner

	Meets expectations		Does Not Meet Expectations
	STRONG	WEAK	
<b>Exceeds Expectations</b>	Creates with language; ability to express own meaning expands in quantity and quality.	Creates with language, able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.
<b>Language Function</b> Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames.	Creates with language; ability to express own meaning expands in quantity and quality.	Mostly memorized language with some attempts to create.
<b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph)	Mostly connected sentences and some paragraph-like discourse.	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.
<b>IMPACT</b> Depth of presentation and attention to audience	Provides continuity to a presentation. Makes choices of a phrase, image, or content to maintain the attention of the audience.	Provides continuity to a presentation. Begins to make choices of a phrase, image, or content to maintain the attention of the audience.	Focuses on successful task completion. Uses gestures or visuals to maintain audience's attention and/or interest as appropriate to purpose.  Vocabulary conveys basic information.
<b>Vocabulary</b>	Vocabulary provides information and limited explanation.	Vocabulary is sufficient to provide information and limited explanation.	Vocabulary conveys basic information.
<b>Comprehensibility</b> Who can understand this person's message? How sympathetic must the listener/reader be? Does it need to be the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?	Although there may be some confusion about the message, generally understood by those unaccustomed to the speaking/writing of language learners.	Generally understood by those unaccustomed to the speaking/writing of language learners.	Understood with occasional straining by those accustomed to the speaking/writing of language learners.
<b>Language Control</b> Accuracy, form, degree of fluency	Most accurate with connected discourse in present time.  Accuracy decreases when narrating and describing in time frames other than present.	Most accurate when producing simple sentences in present time.  Accuracy decreases as language becomes more complex.	Mostly accurate with memorized language, including phrases.  Accuracy decreases when creating, when trying to express own meaning.

## Presentational Mode Rubric Pre-Advanced Learner

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>❖ <b>Language Function</b> Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p> <p>❖ <b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph)</p> <p>❖ <b>IMPACT</b> Depth of presentation and attention to audience</p> <p>Vocabulary</p>	<p>Consistently and extensively narrates and describes in all major time frames.</p> <p>Connected sentences and a predominance of paragraphs.</p> <p>Provides continuity to a presentation; compares and/or contrasts to reinforce the message.</p> <p>Motivates audience to keep reading/listening; personalizes to maintain or re-engage audience.</p> <p>Vocabulary effectively conveys information and elaborates.</p>	<p>Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames.</p> <p>Mostly connected sentences and some paragraph-like discourse.</p> <p>Provides continuity to a presentation</p> <p>Makes choices of a phrase, image, or content to maintain the attention of the audience.</p> <p>Vocabulary provides information and limited explanation.</p>	<p>Creates with language, ability to express own meaning expands in quantity and quality.</p> <p>Strings of sentences, some connected sentence level discourse (with cohesive devices), some may be complex (multi-clause) sentences.</p> <p>Provides continuity to a presentation.</p> <p>Begins to make choices of a phrase, image, or content to maintain the attention of the audience.</p> <p>Vocabulary is sufficient to provide information and limited explanation.</p>
<p><b>Comprehensibility</b> Who can understand this person's message? How sympathetic must the listener/reader be? Does it need to be the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?</p>	<p>Easily understood by native speakers, even those unaccustomed to the speaking/writing of language learners. Clear evidence of culturally appropriate language.</p>	<p>Although there may be some confusion about the message, generally understood by those unaccustomed the speaking/writing of language learners.</p>	<p>Generally understood by those accustomed to the speaking/writing of language learners.</p>
<p><b>Language Control</b> Accuracy, form, degree of fluency</p>	<p>High degree of accuracy in present, past and future time.</p> <p>Accuracy may decrease when attempting to handle abstract topics.</p>	<p>Most accurate with connected discourse in present time.</p> <p>Accuracy decreases when narrating and describing in time frames other than present.</p>	<p>Most accurate with connected sentence-level discourse in present time.</p> <p>Accuracy decreases as language becomes more complex.</p>

**PRELIMINARY**  
**ACTFL Proficiency Guidelines - Writing**  
**Revised 2001**  
**Summary Highlights**

SUPERIOR	ADVANCED	INTERMEDIATE	NOVICE
<p>Superior-level writers are characterized by the ability to</p> <ul style="list-style-type: none"> <li>• express themselves effectively in most informal and formal writing on practical, social, and professional topics treated both abstractly as well as concretely.</li> <li>• present well developed ideas, opinions, arguments, and hypotheses through extended discourse.</li> <li>• control structures, both general and specialized/professional vocabulary, spelling or symbol production, punctuation, diacritical marks, cohesive devices, and other aspects of written form and organization with no pattern of error to distract the reader.</li> </ul>	<p>Advanced-level writers are characterized by the ability to</p> <ul style="list-style-type: none"> <li>• write routine informal and some formal correspondence, narratives, descriptions, and summaries of a factual nature.</li> <li>• narrate and describe in major time frames, using paraphrase and elaboration to provide clarity in connected discourse of paragraph length.</li> <li>• express meaning that is comprehensible to those unaccustomed to the writing of non-natives, primarily through generic vocabulary, with good control of the most frequently used structures.</li> </ul>	<p>Intermediate-level writers are characterized by the ability to</p> <ul style="list-style-type: none"> <li>• meet practical writing needs - e.g., simple messages and letters, requests for information, notes – and ask and respond to questions.</li> <li>• create with the language and communicate simple facts and ideas in a loosely connected series of sentences on topics of personal interest and social needs, primarily in the present.</li> <li>• express meaning through vocabulary and basic structures that is comprehensible to those accustomed to the writing of non-natives.</li> </ul>	<p>Novice-level writers are characterized by the ability to</p> <ul style="list-style-type: none"> <li>• produce lists and notes and limited formulaic information on simple forms and documents.</li> <li>• recombine practiced material supplying isolated words or phrases to convey simple messages, transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.</li> <li>• communicate basic information.</li> </ul>

# **Rubrics for 2005 World Languages Student Showcase Performance Category**

*(All Showcase rubrics were designed based on the ACTFL Performance Guidelines for K-12 Learners)*

## INTERPRETIVE READING/ AUTHENTIC POETRY

<i>Domains</i>	<b>3</b>	<b>2</b>	<b>1</b>
Comprehensibility (How well is (are) the student(s) understood?)	<ul style="list-style-type: none"> <li>*Consistently demonstrates accuracy in pronunciation and intonation</li> <li>*Pronunciation enhances communication</li> <li>*Language is understandable to a native speaker unaccustomed to dealing with non-native speakers</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrates accuracy most of the time in pronunciation and intonation</li> <li>*Pronunciation and intonation do not interfere with communication-</li> <li>*Language is understandable to a native speaker accustomed to dealing with non-native speakers</li> </ul>	<ul style="list-style-type: none"> <li>*Unable to sustain accuracy in pronunciation and intonation</li> <li>*Pronunciation occasionally interferes with communication</li> <li>*Flow of language is sometimes halting</li> <li>*Language is understandable to a sympathetic listener accustomed to dealing with language learners</li> </ul>
Cultural awareness (How is the student's cultural knowledge reflected in the presentation?)	A strong awareness of cultural products and practices is reflected in the skit	Some awareness of cultural products and practices is reflected	An awareness of cultural products and practices is not reflected in the skit
Communication strategies (How does the student maintain communication?)	<ul style="list-style-type: none"> <li>*Demonstrates effective use of body language and facial expression to communicate the message</li> <li>*Delivery is enthusiastic, maintains good eye contact</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrates some use of body language and facial expression to communicate the message</li> <li>*Delivery is relatively enthusiastic, some eye contact noted</li> </ul>	<ul style="list-style-type: none"> <li>*Limited use of body language and facial expression to communicate the message</li> <li>*Delivery shows little enthusiasm, no eye contact noted</li> </ul>
Appropriateness of Selection	Selection is highly appropriate for student's age and/or language level	Appropriateness is acceptable for student's age and/or language level	Selection is inappropriate for student's age and/or language level
Creativity	<ul style="list-style-type: none"> <li>*Employs props, costumes and staging techniques to substantially add credibility to the performance</li> <li>*Original thinking and/or elaboration are consistently evident</li> </ul>	<ul style="list-style-type: none"> <li>*Employs props, costumes and staging to add credibility to the performance</li> <li>*Some original thinking and or/elaboration is evident</li> </ul>	<ul style="list-style-type: none"> <li>*Employs minimal props, costumes and staging to add some level of credibility to the performance</li> <li>*Little or no evidence of original thinking and/or elaboration</li> </ul>
Fluency	Smooth delivery; speech shows few pauses or false starts	Fairly smooth delivery; speech shows some hesitation or pauses	Halting or hesitant delivery marked by unnatural pauses or incomplete thoughts

## SONG

<i>Domains</i>	<b>3</b>	<b>2</b>	<b>1</b>
Comprehensibility (How well is (are) the student(s) understood?)	<ul style="list-style-type: none"> <li>*Consistently demonstrates accuracy in pronunciation and intonation</li> <li>*Pronunciation enhances communication</li> <li>*Language is understandable to a native speaker unaccustomed to dealing with non-native speakers</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrates accuracy most of the time in pronunciation and intonation</li> <li>*Pronunciation and intonation do not interfere with communication-</li> <li>*Language is understandable to a native speaker accustomed to dealing with non-native speakers</li> </ul>	<ul style="list-style-type: none"> <li>*Unable to sustain accuracy in pronunciation and intonation</li> <li>*Pronunciation occasionally interferes with communication</li> <li>*Flow of language is sometimes halting</li> <li>*Language is understandable to a sympathetic listener accustomed to dealing with language learners</li> </ul>
Cultural awareness (How is the student's cultural knowledge reflected in the presentation?)	A strong awareness of cultural products and practices is reflected in the activity	Some awareness of cultural products and practices is reflected	An awareness of cultural products and practices is not reflected in the activity
Appropriateness of Selection	Selection is highly appropriate for student's age and/or language level	Appropriateness is acceptable for student's age and/or language level	Selection is inappropriate for student's age and/or language level
Performance	Notably engages the audience through use of body language and facial expression; high entertainment value	Engages the audience through use of body language and facial expression; moderate entertainment value	Limited audience engagement through use of body language and facial expression; minimal performance
Voice quality	Excellent : An exceptional level of vocal ability is immediately apparent to the reviewer	Good : An acceptable level of vocal ability is apparent	Fair: There is an inconsistent level of vocal ability throughout the performance

## CULTURAL DEMONSTRATION

<i>Domains *Oral Part</i>	<b>3</b>	<b>2</b>	<b>1</b>
Comprehensibility (How well is (are) the student(s) understood?)	*Consistently demonstrates accuracy in pronunciation and intonation *Pronunciation enhances communication *Language is understandable to a native speaker unaccustomed to dealing with non-native speakers	*Demonstrates accuracy most of the time in pronunciation and intonation *Pronunciation and intonation do not interfere with communication- *Language is understandable to a native speaker accustomed to dealing with non-native speakers	*Unable to sustain accuracy in pronunciation and intonation *Pronunciation occasionally interferes with communication *Flow of language is sometimes halting *Language is understandable to a sympathetic listener accustomed to dealing with language learners
Communication strategies (How does the student maintain communication?)	*Demonstrates effective use of body language and facial expression to communicate the message *Delivery is enthusiastic, maintains good eye contact	*Demonstrates some use of body language and facial expression to communicate the message *Delivery is relatively enthusiastic, some eye contact noted	*Limited use of body language and facial expression to communicate the message *Delivery shows little enthusiasm, no eye contact noted
Language control (How accurate is the student's language?)	Consistently displays full control of language structures and functions appropriate to expected level of proficiency based on years of study	Shows partial control of language structures and functions appropriate to expected level of proficiency based on years of study	Shows emerging control of basic language structures and functions
Fluency	Smooth delivery; speech shows few pauses or false starts	Fairly smooth delivery; speech shows some hesitation or pauses	Halting or hesitant delivery marked by unnatural pauses or incomplete thoughts
<i>Domains *Activity</i>	<b>3</b>	<b>2</b>	<b>1</b>
Cultural awareness (How is the student's cultural knowledge reflected in the presentation?)	A strong awareness of cultural products and practices is reflected in the activity	Some awareness of cultural products and practices is reflected	An awareness of cultural products and practices is not reflected in the activity
Performance quality	Evidence of a well-rehearsed and well-delivered performance is immediately apparent to reviewer	Some evidence of rehearsal is seen in the delivery of the performance that may have strong and weaker segments	Overall performance is weak and shows little evidence of practice
Creativity	*Employs props, costumes and staging techniques to substantially add credibility to the performance *Original thinking/ elaboration are consistently evident	*Employs props, costumes and staging to add credibility to the performance *Some original thinking/ elaboration is evident	*Employs minimal props, costumes and staging to add some level of credibility to the performance *Little or no evidence of original thinking /elaboration

## SKITS

<i>Domains</i>	<b>3</b>	<b>2</b>	<b>1</b>
Comprehensibility (How well is (are) the student(s) understood?)	<ul style="list-style-type: none"> <li>*Consistently demonstrates accuracy in pronunciation and intonation</li> <li>*Pronunciation enhances communication</li> <li>*Language is understandable to a native speaker unaccustomed to dealing with non-native speakers</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrates accuracy most of the time in pronunciation and intonation</li> <li>*Pronunciation and intonation do not interfere with communication-</li> <li>*Language is understandable to a native speaker accustomed to dealing with non-native speakers</li> </ul>	<ul style="list-style-type: none"> <li>*Unable to sustain accuracy in pronunciation and intonation</li> <li>*Pronunciation occasionally interferes with communication</li> <li>*Flow of language is sometimes halting</li> <li>*Language is understandable to a sympathetic listener accustomed to dealing with language learners</li> </ul>
Language control (How accurate is the student's language?)	Consistently displays full control of language structures and functions appropriate to expected level of proficiency based on years of study	Shows partial control of language structures and functions appropriate to expected level of proficiency based on years of study	Shows emerging control of basic language structures and functions
Cultural awareness (How is the student's cultural knowledge reflected in the presentation?)	A strong awareness of cultural products and practices is reflected in the skit	Some awareness of cultural products and practices is reflected	An awareness of cultural products and practices is not reflected in the skit
Communication strategies (How does the student maintain communication?)	<ul style="list-style-type: none"> <li>*Demonstrates effective use of body language and facial expression to communicate the message</li> <li>*Delivery is enthusiastic, maintains good eye contact</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrates some use of body language and facial expression to communicate the message</li> <li>*Delivery is relatively enthusiastic, some eye contact noted</li> </ul>	<ul style="list-style-type: none"> <li>*Limited use of body language and facial expression to communicate the message</li> <li>*Delivery shows little enthusiasm, no eye contact noted</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>*Employs props, costumes and staging techniques to substantially add credibility to the performance</li> <li>*Original thinking and/or elaboration are consistently evident</li> </ul>	<ul style="list-style-type: none"> <li>*Employs props, costumes and staging to add credibility to the performance</li> <li>*Some original thinking and or/elaboration is evident</li> </ul>	<ul style="list-style-type: none"> <li>*Employs minimal props, costumes and staging to add some level of credibility to the performance</li> <li>*Little or no evidence of original thinking and/or elaboration</li> </ul>
Fluency	Smooth delivery; speech shows few pauses or false starts	Fairly smooth delivery; speech shows some hesitation or pauses	Halting or hesitant delivery marked by unnatural pauses or incomplete thoughts

## DANCE

<i>Domains</i>	<b>3</b>	<b>2</b>	<b>1</b>
Cultural awareness (How is the student's cultural knowledge reflected in the presentation?)	A strong awareness of cultural products and practices is reflected in the activity; Dance selection is highly significant in the target culture	Some awareness of cultural products and practices is reflected; Dance selection is relatively significant in the target culture	An awareness of cultural products and practices is not reflected in the activity; Dance selection is insignificant in the target culture
Communication strategies (How does the student maintain communication?)	*Demonstrates effective use of body language and facial expression to communicate the message *Delivery is enthusiastic, maintains good eye contact	*Demonstrates some use of body language and facial expression to communicate the message *Delivery is relatively enthusiastic, some eye contact noted	*Limited use of body language and facial expression to communicate the message *Delivery shows little enthusiasm, no eye contact noted
Appropriateness of Selection	Selection is highly appropriate for student's age and/or language level; Musical selection is characterized by a high level of authenticity and cultural relevancy	Appropriateness is acceptable for student's age and/or language level; Musical selection is characterized by some level of authenticity and cultural relevancy	Selection is inappropriate for student's age and/or language level; There is little evidence of authenticity and cultural relevancy in the musical selection
Performance	Demonstrates high level of skill: The dance has clear beginning, middle and end; Use of time, space and force elements enhance the theme; Vocal and /or rhythmic accompaniment are fully integrated into the dance which clearly reflects cultural tradition	Demonstrates a moderate level of skill: The dance has a clear beginning, middle and end; Efficient use of time, space and force elements relates to the theme; Vocal and/or rhythmic accompaniment relate to the dance and reflect the cultural theme	Demonstrates a minimal level of skill: The dance has an unclear delineation between beginning, middle and end; Efficient use of time, space and force is evident but does not clearly relate to the theme; Vocal and/or rhythmic accompaniment exist and at times reflect the cultural theme
Creativity as it relates to staging	*Employs props, costumes and staging techniques to substantially add credibility to the performance *Original thinking and/or elaboration are consistently evident	*Employs props, costumes and staging to add credibility to the performance *Some original thinking and or/elaboration is evident	*Employs props, costumes and staging to add some level of credibility to the performance *Little or no evidence of original thinking and/or elaboration

# **Rubrics from Holt Publishing**

# RUBRIC 6

## CAUSE AND EFFECT

DIRECTIONS: This form is designed to help you evaluate a student's skill in determining cause-and-effect relationships. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's mastery of this skill.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The student can differentiate between a cause and an effect.  
1 2 3 4 5
2. The student can identify key words and phrases that indicate cause-and-effect relationships.  
1 2 3 4 5
3. The student can recognize cause-and-effect relationships separated by other information.  
1 2 3 4 5
4. The student recognizes and can identify multiple effects from a single cause.  
1 2 3 4 5
5. The student recognizes and can identify multiple causes of a single effect.  
1 2 3 4 5
6. The student presents the cause-and-effect relationship in an appropriate manner.  
1 2 3 4 5
7. The relationship identified employs the appropriate information or facts.  
1 2 3 4 5
8. The cause-and-effect relationship drawn shows understanding of the appropriate concepts or topics.  
1 2 3 4 5
9. The relationship identified fulfills the requirements of the assignment.  
1 2 3 4 5
10. Overall, the relationship drawn demonstrates the student's full potential in applying this skill.  
1 2 3 4 5

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total Points/Grade: \_\_\_\_\_

# RUBRIC 26

## POEMS AND SONGS

**DIRECTIONS:** This form is designed to help you evaluate student-created poems and songs. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1 = Weak   2 = Moderately Weak   3 = Average   4 = Moderately Strong   5 = Strong

1. The content of the poem or song fulfills all the requirements of the assignment.  
1   2   3   4   5
2. The organization of the poem or song is clear and easy to follow.  
1   2   3   4   5
3. The poem or song is descriptive, expressive, and creative.  
1   2   3   4   5
4. The contents of the poem or song demonstrate an understanding of the appropriate events, concepts, or topics.  
1   2   3   4   5
5. The poem or song is well written.  
1   2   3   4   5
6. For songs: the lyrics and tune go together well.  
1   2   3   4   5
7. The spelling, punctuation, and grammar in the poem or song are accurate.  
1   2   3   4   5
8. The poem or song is neatly typed or handwritten.  
1   2   3   4   5
9. The student did a good job in presenting the poem or song to the class.  
1   2   3   4   5
10. Overall, the work represents the student's full potential.  
1   2   3   4   5

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total Points/Grade: \_\_\_\_\_

# RUBRIC 37

## WRITING ASSIGNMENTS

**DIRECTIONS:** This form is designed to help you evaluate writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work in this assignment.

1 = Weak   2 = Moderately Weak   3 = Average   4 = Moderately Strong   5 = Strong

1. Each paragraph in the assignment starts with a topic sentence.  
1   2   3   4   5
2. The organization of the writing assignment is clear and easy to follow.  
1   2   3   4   5
3. The assignment is concise and well written.  
1   2   3   4   5
4. The assignment employs the appropriate information or facts.  
1   2   3   4   5
5. The content demonstrates an understanding of the topic and related concepts.  
1   2   3   4   5
6. The assignment is neatly typed or handwritten.  
1   2   3   4   5
7. The spelling, punctuation, and grammar on the writing assignment are accurate.  
1   2   3   4   5
8. If appropriate, the assignment appears to have been well researched.  
1   2   3   4   5
9. The content fulfills all the requirements of the assignment.  
1   2   3   4   5
10. Overall, the work represents the writer's full potential.  
1   2   3   4   5

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total Points/Grade: \_\_\_\_\_

# RUBRIC 42

## WRITING TO INFORM

**DIRECTIONS:** This form is designed to help you evaluate informative writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work. To assess general writing skills, see the more generic Rubric 37: Writing Assignments.

1 = Weak   2 = Moderately Weak   3 = Average   4 = Moderately Strong   5 = Strong

1. The student introduces the topic in a clear, lively, and interesting fashion.  
1   2   3   4   5
2. The student focuses on a main idea and supports it with explanations and facts.  
1   2   3   4   5
3. The student uses an authoritative tone.  
1   2   3   4   5
4. The student includes information from several sources.  
1   2   3   4   5
5. The student presents information that has been organized in a clear, understandable way.  
1   2   3   4   5
6. The student relates information in an objective way rather than expressing a particular viewpoint.  
1   2   3   4   5
7. The student takes into account the point of view of the audience being addressed.  
1   2   3   4   5
8. The student concludes with an interesting and brief summary of the presented information.  
1   2   3   4   5
9. The spelling, punctuation, and grammar on the writing assignment are accurate.  
1   2   3   4   5
10. The writing assignment is neatly typed or handwritten.  
1   2   3   4   5

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total Points/Grade: \_\_\_\_\_

# RUBRIC 43

## WRITING TO PERSUADE

**DIRECTIONS:** This form is designed to help you evaluate persuasive writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work. To assess general writing skills, see the more generic Rubric 37: Writing Assignments.

1 = Weak   2 = Moderately Weak   3 = Average   4 = Moderately Strong   5 = Strong

1. The student introduces the topic in a clear, lively, and interesting fashion.  
1   2   3   4   5
2. The student expresses a firm opinion, along with supporting reasons, in a single sentence.  
1   2   3   4   5
3. The student establishes criteria or standards upon which his/her opinion is based.  
1   2   3   4   5
4. The student supports the opinion with identifiable reasons and concrete evidence.  
1   2   3   4   5
5. The student takes into account the point of view of the audience being addressed.  
1   2   3   4   5
6. The student acknowledges opposing viewpoints and addresses contradictory evidence.  
1   2   3   4   5
7. If appropriate, the student proposes one or more solutions to a presented problem.  
1   2   3   4   5
8. The student concludes with a restatement of the expressed opinion that encourages either agreement or action from the audience.  
1   2   3   4   5
9. The spelling, punctuation, and grammar on the writing assignment are accurate.  
1   2   3   4   5
10. The writing assignment is neatly typed or handwritten.  
1   2   3   4   5

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total Points/Grade: \_\_\_\_\_

Teaching Proficiency through  
Reading and Storytelling T.P.R.S.

# The 3 Steps of Storytelling

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## Step 1 Vocabulary

Give the meaning in English  
Gesture (younger students  
require gestures)

**Personalize** the vocabulary: Ask questions using the new words. Ex: If the word is a noun, asks if a student likes it. If the word is a verb, ask if he does it. Show interest by asking follow-up questions.

Ask the entire group about the first student.

Invite reactions by entire group.

Ask similar questions of another student.

Compare and contrast students.

Always look for confusion (hesitation or no response) and use translation to clear it up.

Make sure that every student knows all of the new vocabulary words.

Show interest and enthusiasm.

Capitalize on the comparison between students to make a little story about them.

## Step 2 Story

Get actors to dramatize the story. The actor performs after each statement.

Spend plenty of time on the story (do NOT hurry.)

Follow each statement with many questions.

**Use a variety of questions:** translation, low-level, open-ended, and creative.

Use translation to clarify grammar and structure. (Pop-up frequently throughout the story.)

Creative questions (that have no answer yet) invite BEP (bizarre, exaggerated or personalized) details.

Students must answer all questions. They respond to statements with “Oh!” and “Ahh!”

Use the information that you learned about students (in step 1) to personalize the story.

Recycle parts of the story many times.

Retell the story without actors (but with more questions and embellishments) if you need to.

Teach to the eyes! Look at the audience, not at the actors.

Enjoy the sparkle students.

## Step 3 Literacy

Translate reading passages, either by one person or chorally.

Make sure that students understand the entire story.

Use translation to explain grammar so that grammar is tied to meaning, not to a grammar rule.

**Discuss** the reading in the language.

- Relate the situation, characters, and plot to students.
- Ask if they have ever been in such a situation.
- Capitalize on the cultural information in the story.
- Use the story to teach life lessons.
- Give a short quiz on the reading.
- Act out a scene from a novel.
- Discuss character development, choices and values.

Repeat step 3 for as many readings as you have. Extended readings and novels should be translated in this manner.

*It is the teacher's job to show enthusiasm and to be supportive at every step of every lesson.*

## TEACHING PROFICIENCY THROUGH READING AND STORYTELLING

**T.P.R.S.** (formerly known as Total Physical Response Storytelling) is a foreign language teaching methodology based on providing ample comprehensible input, personalizing lessons to make them student-centered and teaching for mastery.

A common-sense approach to learning and teaching language, TPRS facilitates a *natural* order of acquisition. While many methods focus prematurely on activities which require *output* (production in the form of writing or speaking), TPRS focuses on input by providing a myriad of “input-based activities” *before* students are required or expected to speak and/or write.

Successful TPRS practitioners focus on providing an inordinate amount of Comprehensible Input (CI) through auditory and written means. In other words, the learner is exposed to planned, sequential and repetitive language structures through listening to and reading interesting and engaging stories. Students focus on listening to and reading memorable, entertaining stories, rather than on consciously learning or *memorizing* language.

TPRS offers other advantages as well. Because it is a multi-sensory methodology, it meets the needs of various learning styles. Gestures and acting, for example, meet the needs of kinesthetic learners; visual images (illustrations, props, puppets, live actors, etc.) satisfy the needs of visual learners; the tremendous amount of contextualized, comprehensible input appeals to visual and auditory learners. Students develop a real “ear for the language,” learning to listen and respond to what *sounds* right. TPRS promotes skills and activities that appeal to the right hemisphere of the brain, which dominates during early stages of language acquisition. The right brain processes body language, intonation, speech melody, visual imagery, etc. These stimuli, which are inherent in TPRS, help the language learner decipher and make meaning of messages, resulting in rapid internalization, acquisition, and fluency. TPRS delays (not eliminates) the introduction of discrete grammar, which is a left-brain function. This is essential to avoid a raised affective filter and a hypersensitive speech monitor, two conditions that impede acquisition and delay fluency.

### **Following is a brief outline of the sequence of steps:**

#### Step One: Use TPR, TPR Practice and Scenarios to Teach Vocabulary

The teacher uses TPR to teach a small group of words. After introducing a word and its associated action, she “plays with” the vocabulary in TPR practice to provide more comprehensible input. Using gestures, manipulatives, pictures and familiar vocabulary, she then further reinforces new vocabulary by giving students a series of commands to execute and short scenarios to act out.

For example, in a beginning-level story from the textbook *¡Cuéntame mas!* (Marsh & Anderson, CW Publishing, 1993), the following vocabulary items are taught via TPR: *the coyote, sees, the bird, wants to eat, grabs, offers*. Sample commands might include the following:

*Eat.*

*Eat a big plate of spinach (Yuck!).*

*Eat four ice cream cones (Yum!).*

*Eat a small bird and a big coyote.*

*Grab the coyote.*  
*Offer it to the student on your right.*  
*Offer that student a big bird.*  
*Grab a coyote and put it on that student's head.*  
*Etc.*

After practice with short commands, a sample scenario, which students act out while the teacher narrates, might look like this:

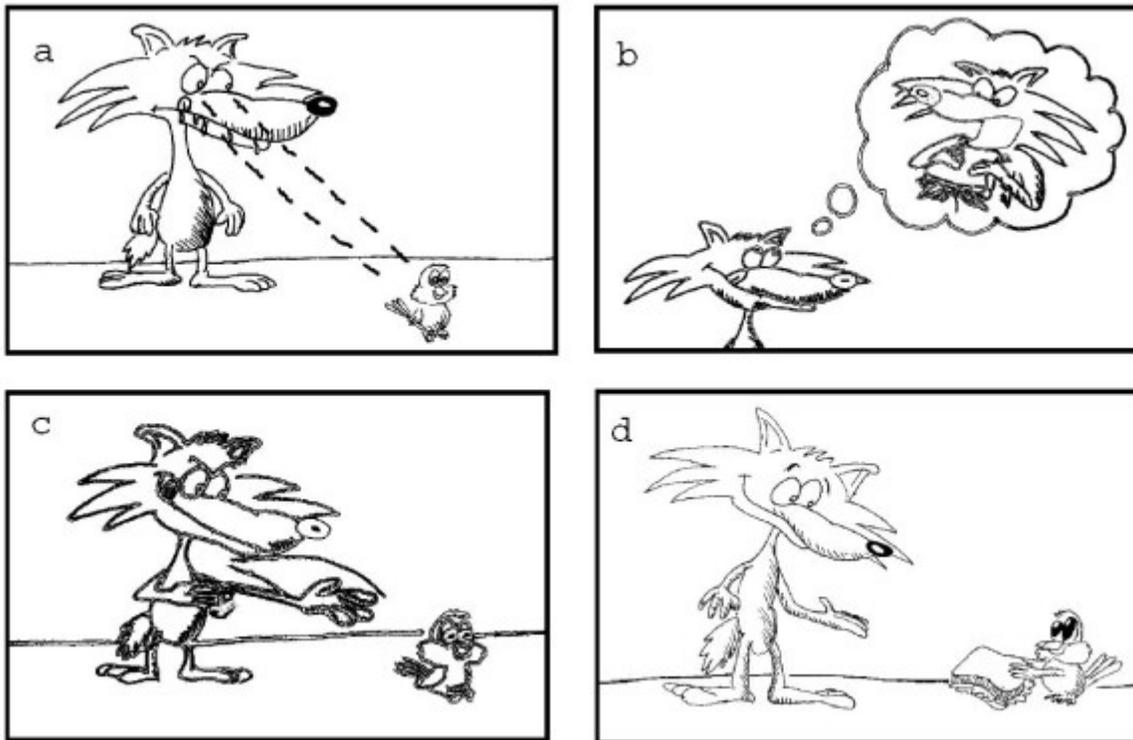
*There is a tiny bird. ("Student bird" takes a bow and says "tweet tweet".) There is a big coyote. ("Student coyote" takes a bow and "howls".) The big coyote has four sandwiches. The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches. Yum!*

### Step Two: Students Produce and Practice Vocabulary Words

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice producing the words. One student in the pair reads the word and the other gives the corresponding gesture, then vice versa. Next, one student does the gesture and the other says the corresponding word.

### Step Three: Teacher Presents a Mini-Story Which Students Then Retell and Revise

Using student actors, puppets, or pictures from the text, the teacher then narrates a mini-story containing the targeted vocabulary words. The mini-story and illustrations corresponding to the above vocabulary words are as follows:



**There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief!**

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.

*(Is the coyote big or little? Who does the coyote grab? What is the coyote's name? Where does he live? Etc.)*

Once the story is internalized, students then retell it to a partner. Students may tell the story from memory or may use illustrations or guide words written up on the board as cues. The class then reconvenes and student volunteers retell the story for the other students to act out. The teacher may also help the class revise the story, changing a few details about the plot or characters to create a new revision to the original story line.

#### Step Four: Teacher Presents a Main Story Which Students Then Retell and Revise

Small groups of mini-stories are designed to prepare students to narrate, read and write a longer main story which uses the vocabulary from the mini-stories. When an entire group of mini-stories has been mastered by the class, the teacher then repeats Step Three to introduce the main story. Once the main story has been presented and acted out, it is reinforced with readings and exercises from the textbook. As with mini-stories, students build upon the main story, using their existing language skills to embellish the plot, personalize the characters and create revisions.

#### Step Five: Students Use New and Old Vocabulary to Create Original Stories

Capitalizing on their creativity, students are given opportunities to write, illustrate, act out and share original stories. Activities may include drama, essays, videotaping, creating student booklets, contests, group/pair work, illustration exercises, back-to-back communication activities, etc.

These are the simple steps at the heart of a complete and comprehensive methodology which allows students to rapidly acquire, internalize and produce sophisticated language in a fully communicative approach. TPR-S is being used with growing numbers of students at all levels in foreign language, ESL and bilingual classes with unparalleled success.

In the ongoing search for more effective and natural forms of language instruction, teachers are turning increasingly to communicative instruction. (\*More information about TPRS training, materials and test results can be obtained by contacting TPRS Publishing Inc. via the internet at [www.tprstorytelling.com](http://www.tprstorytelling.com) , via telephone at 800-TPR IS FU(N) from 8:00 am to 5:00 pm M-F West Coast Time, or via email at [TPRISFUN@aol.com](mailto:TPRISFUN@aol.com).)

## GLOSSARY OF T.P.R.S. LINGO

### *TPR - Total Physical Response*

**TPRS** - Total Physical Response Storytelling (also increasingly being referred to as “Teaching Proficiency through Reading and Storytelling”)

**CI** – Comprehensible Input

**CCI** – Contextualized Comprehensible Input

**TL - Target Language** – The language that is being taught.

**PMS** – Personalized mini-situation

**PQA** – Personalized question & answer

**Pop-up Comprehension Checks & Pop-up Grammar** - Short, quick questions that the teacher presents to students in order to ensure complete understanding of meaning, understanding of grammatical structures and ultimately complete acquisition of specific language structures.

**BEP** – bizarre, exaggerated, personalized; the three key qualities for a successful PMS or story. (Blaine Ray)

**BEPH** – bizarre, exaggerated, personalized, humorous; the four key qualities for a successful PMS or story. The more of these qualities that you can incorporate into your story, the more likely it will be successful. (Carol Gaab)

**Circling** - A system of *scaffolding* / achieving reps that consists of a group of questions that spiral around a specific statement or structure. Order and level of questions typically follows this pattern: 1) yes/no 2) either/or 3) need a ‘no’ answer. 4) needs a ‘yes’ answer. 5) Open-ended: attain new info 6) Open-ended: attain new info 7) Questions that review initial statement and new info.

*Example: Based on “The family is strange.”*

Is the family strange?

Is the family strange or normal?

Is the family really strange or a little strange?

So, the family is strange, ¿right?

**Who** is strange?

Is the **whole** family strange?

**Why** is the family strange?

So exactly **who** strange?

Are they strange because \_\_\_\_\_ ?

**Input Activity** – An activity that provides any type of listening activity, such as listening to directions, stories, poems, music, etc., or any type of reading, such as reading PMS’s, short stories, poems, directions, cereal boxes, catalogs, song lyrics, etc.

**Output Activity** – An activity that provides students with an opportunity to produce OUTput, such as any speaking, singing or writing activity.

**Monitor** – The ‘conscious’ editor that kicks in when a learner or communicator is producing OUTput. Since there is only time to edit messages in **writing**, speakers who try to monitor speech (or edit speech) are **not** ‘fluent’ or smooth speakers and are afflicted by a “**Hyper Monitor.**”

**Guide words** - Vocabulary that drives a mini-story; Necessary vocabulary for telling a specific story.

**Target Structures – Academic Focus Words/Phrases** - New vocabulary to be taught; typically taught in groups of 3 in any give class period or in 40 to 55 minutes.

**Sandwich** - A technique used to make a comment or structure 100% comprehensible by saying the statement in the TL, repeated it in L1 / translating it and then repeating it again in the Target Language.

*Example:* La familia es popular; the family is popular; la familia es popular.

**3 for 1 / 3’s a Charm** – A system of getting 3 reps out of any type of response.

*Example for a negative response: Is the family normal?*

No, the family is not normal. The family is strange. The family is really strange.

*Example for positive response: Is the family strange?*

Yes, the family is strange. The family is **really** strange. The family isn’t at all normal. The family is 100% strange. The family is **SO** strange that...(O.k., so that last example was “5 for 1”)

**Scaffolding** – In terms of learning a second language, scaffolding is a system of support and “safety” that the teacher implements in order to “protect” and support each student as he/she develops in the language. It consists of a series of techniques that are used by the teacher to ensure student success. For example, if the student is not ready to answer an open-ended or short-answer question, the teacher might modify the question (or activities) in one of the following ways:

**Information: The banana leaf is big and green.**

Is the leaf green or purple? (point to each color as the question is asked.)

Is it big or small? (gesture big and small)

- Show pictures or photos of four different types of leaves;
- Which leaf is the banana leaf?
- Here are the words used to describe the leaf:
- Big green
- Point to the leaves that those words describe.

