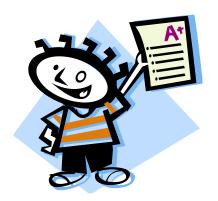
Understanding the Student Proficiency Reports

Utah Dual Language Immersion Programs 2013

What does an "A" grade tell a student (or parent) about their language ability?



Background

- 2009-2010 State developed Proficiency Targets and Can-Do Statements
- 2011 Can-Do Statements 2.0
- 2012 Student Proficiency Reports
- 2013 Updated Student Proficiency Targets
 & Reports

Utah Dual Language Immersion Proficiency Targets

FRENCH, PORTUGUESE & SPANISH

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Mid	Novice Low	Novice Low
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

CHINESE

Grade	Listening	Speaking	Reading	Writing
1	Novice Low	Novice Low	Novice Low	Novice Low
2	Novice Mid	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Novice High	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Intermediate High	Intermediate High	Intermediate High	Intermediate High
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Low	Advanced Low	Advanced Low	Advanced Low

1st Grade Student Proficiency Report: SPANISH

Utah Dual Language Immersion Program

Student Name			Language			Teacher	
School			District			Date	
Listening Ability- Your	child's	listening ability in th	e immersion l	anguage is be	st described as		
	_			ם [*]			
NOVICE LOW -Recognizes single, isolated words, greetings and polite expressions.	stateme familiar	NOVICE MID tands predictable questions, nts, and commands in topic areas (with strong aal without prompting	NOVIC -Understands simp statements and co familiar topics and in new topics with support.	mmands on some sentences	INTERMEDIATE -Understands familiar qu commands and stateme limited number of conte -Understands questions statements in new conte	nestions, nts in a nt areas and	INTERMEDIATE MID -Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.
	-Require	es slower than normal rate of and/or with repetitions.	-May require repe speech, or rephras		with strong contextual s -Follows information tha given at a fairly normal r	it is being	-Carries out commands.
Speaking Ability- Your	child's	speaking ability in th	ne immersion	language is b	est described as .		
NOVICE LOW -Uses isolated words (i.e., single words respond to questions. -Responses pertain to very specific top in predictable contexts. - May use greetings and polite express such as Good Morning and Thank you.	ic areas	NOVICE M -Uses single words, multiple phrases, greetings, polite expother memorized expression number of topicsFrequent searching for worden attempting to create with lar what is knownMemorized expressions with short phrases are usually accinaccuracies occur when tryill language beyond the scope of material. TARGET	words, short pressions, and s on a limited Is is common. gestures when nguage beyond h verbs and other urate, but ng to produce	Partial ability to create with lang meaning by a in single sents sentences ask and answer handle a simple needs) in the -Uses vocabulary fi subject area conte informationUses memorized accuracyCan respond in inthe time but does speech -Sentences may no verb formations, a inaccuracies may be -May revert to the	survival situation (daily language rom everyday topics and nt to provide basic expressions with ease and telligible sentences most onot sustain sentence-level at always contain the propind other grammatical be present. use of English when foreignot be retrieved or wher	creat me in s ser ask a hand nee -Has bas and aski academ elaborat -Can ma sentenc althoug -Handle and sub -Uses a tense (fi gn -Other v not freq -The list	INTERMEDIATE LOW and but minimal ability to e with language to convey personal saning by adapting learned material single sentences and strings of stences nd answer questions le a simple survival situation (daily eds) in the language sic vocabulary for making statements ing questions to satisfy basic social and ic needs, but not for explaining or ting on them. intain simple conversations at the e level by creating with the language, h in a restrictive and reactive manner. s a limited number of everyday social ject content interactions. variety of common verbs in present ormations may be inaccurate) verb tenses/forms may appear but are uent. ener may be confused by this speech he many grammatical inaccuracies.

1st Grade Student Proficiency Report: SPANISH Utah Dual Language Immersion Program

Reading Ability- Your child's reading ability in the immersion language is best described as . . . NOVICE LOW NOVICE MID NOVICE HIGH INTERMEDIATE LOW -Able to recognize a limited number of letters. Able to recognize the letters or symbols Can understand, fully and with relative ease, -Can understand some information from the -Can identify a number of highly contextualized -They are occasionally able to identify highkey words and cognates, as well as formulaic simplest connected texts dealing with a limited frequency words and/or phrases when strongly words and phrases including cognates and phrases across a range of highly contextualized number of personal and social needs. borrowed words but rarely understand supported by context. There may be frequent misunderstandings. material that exceeds a single phrase. Where vocabulary has been learned, they can -Readers will be challenged to understand TARGET Rereading is often required. understand predictable language and connected texts of any length. messages such as those found in the environment. Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support. Writing Ability- Your child's writing ability in the immersion language is best described as . . . NOVICE LOW NOVICE MID NOVICE HIGH INTERMEDIATE LOW -Creates statements, mostly as recombinations -Copies or transcribes familiar words or Writes a modest number of words or phrases Meets limited basic practical writing needs phrases using lists, short messages, and simple notes of learned vocabulary and structures, and -Forms letters of the alphabet Can supply limited information on simple Writing is focused on common elements of formulates questions based on familiar -Produces a very limited number of isolated forms and documents, including biographical daily school life words or familiar phrases from memory information, such as names, numbers and -Can recombine learned vocabulary and -Sentences are short, simple and of a nationality when asked for structures to create simple sentences on very conversational-style with basic word order TARGET -Exhibits a high degree of accuracy when familiar topics but cannot sustain sentence--Sentences are almost exclusively in present writing on well-practiced, familiar topics using level writing all the time time and generally have repetitive structure. limited formulaic language Writing is often comprehensible by natives -Topics are highly predictable content areas -On less familiar topics, shows a marked used to the writing of non-natives and personal information decrease in accuracy Vocabulary is adequate to express basic needs Writing may be difficult to understand even -There are basic errors in grammar, word by sympathetic readers choice, punctuation, spelling, -Writing is generally understood by native speaker used to writing of non-natives

3rd Grade Student Proficiency Report: SPANISH Utah Dual Language Immersion Program

Student Name			Language			Teacher	
School			District			Date	
Listening Ability- Your	child's	listening ability in th	e immersion l	language is be	st described as		
NOVICE HIGH	IN	TERMEDIATE LOW	INTERME	DIATE MID	INTERMEDIATI	EHIGH	ADVANCED LOW
-Understands simple questions,		tands familiar questions,	-Understands mos		-Understands longer str		-Understands main ideas and many
statements and commands on		nds and statements in a	speech in new con		connected speech on a		details in connected speech on
familiar topics and some sentences in new topics with strong contextual		number of content areas tands guestions and	rate of speech aith may be necessary		topics at a normal rate of -Seldom has problems	of speech.	topics of personal interest and
support.		nts in new content areas	topics.	ioi uliiaililiai	comprehending topics r	elated to	school-based subjects
-May require repetition, slower		ong contextual support.	-Carries out comm	ands.	everyday life and familia		
speech, or rephrasing.		information that is being			area content	,,	
	given at	a fairly normal rate.			(Can request clarificatio	n verbally.)	
		TARGET					
Speaking Ability- Your	child's	speaking ability in th	ne immersion	language is b	est described as .		
NOVICE MID		NOVICE HI	GH		MEDIATE LOW		INTERMEDIATE MID
-Uses single words, multiple words, she		Partial ability to		Sustained but min			nt ability to
phrases, greetings, polite expressions,		create with language to co			guage to convey personal		e with language to convey personal
other memorized expressions on a limi number of topics.	tea	meaning by adapting lea in single sentences and			dapting learned material ences and strings of		eaning by adapting learned material single sentences and strings of
-Frequent searching for words is comm	non.	sentences	ourings or	sentences	ences and strings of		ntences
-May use native language or gestures v		ask and answer questions		ask and answer	questions		nd answer questions
attempting to create with language be	yond	handle a simple survival si	tuation (daily		survival situation (daily		le a simple survival situation (daily
what is known.		needs) in the language		needs) in the	language	ne	eds) in the language
 -Memorized expressions with verbs an short phrases are usually accurate, but 		Here was bullet from a very	decreasing and	Una hasia wasahud	fline	. Una has	is completely as the manufacture of
inaccuracies occur when trying to prod		 -Uses vocabulary from every subject area content to provi 			ary for making statement: ns to satisfy basic social a		sic vocabulary to permit discussions of nal nature and subject area topics.
language beyond the scope of memori		information.			ut not for explaining or		tempt circumlocution when
material.		-Uses memorized expression	s with ease and	elaborating on the	m.		iate vocabulary is missing.
		accuracy.			ple conversations at the		ins simple sentence-level
		-Can respond in intelligible se			reating with the language		
		the time but does not sustain speech	sentence-level	_	ictive and reactive manne number of everyday socia		itiate talk spontaneously without on questions or prompts.
		-Sentences may not always o	ontain the proper	and subject conter			tempt longer, more complex
		verb formations, and other g			common verbs in present		es, including the use of basic sentence
		inaccuracies may be present.			may be inaccurate)		ors (e.g., and, but, however)
		-May revert to the use of Eng			/forms may appear but a		n increasing number and variety of
		language words cannot be re		not frequent.	no confused by this	verbs.	are mostly in present tonce although
		dealing with unfamiliar topic	s.		be confused by this speech rammatical inaccuracies.		are mostly in present tense although ess of other verb tenses (future/past)
		TARGET		due to the many g	rammatical maccuractes.		ns may be evident.
						-Meanir	ng is generally clear in spite of some
				1		gramma	atical inaccuracies.

3rd Grade Student Proficiency Report: SPANISH Utah Dual Language Immersion Program

	Utah Dual Language	Immersion Program	
Reading Ability- Your child's r	eading ability in the immersion lar	nguage is best described as	
NOVICE MID -Able to recognize the letters or symbols -Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. -Rereading is often required.	NOVICE HIGH -Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. -Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment. - Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support. TARGET	INTERMEDIATE LOW -Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs. -There may be frequent misunderstandingsReaders will be challenged to understand connected texts of any length.	INTERMEDIATE MID -Can understand short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledgeReader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics.
Writing Ability- Your child's w	riting ability in the immersion lang	guage is best described as	
NOVICE MID -Writes a modest number of words or phrases in context -Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for -Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language -On less familiar topics, shows a marked decrease in accuracy -Writing may be difficult to understand even by sympathetic readers	NOVICE HIGH -Meets limited basic practical writing needs using lists, short messages, and simple notes -Writing is focused on common elements of daily school life -Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time -Writing is often comprehensible by natives used to the writing of non-natives TARGET	INTERMEDIATE LOW -Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material -Sentences are short, simple and of a conversational-style with basic word order -Sentences are almost exclusively in present time and generally have repetitive structure. -Topics are highly predictable content areas and personal information -Vocabulary is adequate to express basic needs -There are basic errors in grammar, word choice, punctuation, spelling, -Writing is generally understood by native speaker used to writing of non-natives	INTERMEDIATE MID -Writes short, simple communications, compositions and requests for information in loosely connected texts about content of school subjects, personal preferences, daily routines, common events, and other personal topics -Writing is framed in present time but may contain references to other time frames -Writing style closely resembles how the student speaks -Evidence of control of basic sentence structure and verb forms -Writing is understood readily by natives used to the writing of non-natives

5th Grade Student Proficiency Report: SPANISH Utah Dual Language Immersion Language Program

Student Name			Language			Teacher	
School			District			Date	
Listening Ability- Your	child's	listening ability in th	e immersion l	anguage is be	est described as		
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INTERMEDIATE LOW	IN	ITERMEDIATE MID	INTERMED	NATE HIGH	ADVANCED I	LOW	ADVANCED MID
-Understands familiar questions, commands and statements in a		tands most sentence-level	-Understands long		-Understands main idea		-Understands main ideas and most
limited number of content areas		n new contexts at a normal peech although slow-downs	connected speech topics at a normal		details in connected spe topics of personal intere		details in connected speech on a variety of topics, but may be unable
-Understands questions and		necessary for unfamiliar	-Seldom has proble		school-based subjects	est and	to follow complicated speech.
statements in new content areas	topics.		comprehending to		seriou buseu subjects		-May have difficulty with highly
with strong contextual support.	-Carries	out commands.	everyday life and f	amiliar subject			idiomatic speech
 Follows information that is being given at a fairly normal rate. 		TARGET	area content (Can request clarif	ication unchally \			
given at a fairly normal rate.		TARGET	(can request clarii	ication verbally.)			
Speaking Ability- Your	child's	speaking ability in th	ne immersion	language is b	est described as .		
NOVICE HIGH		INTERMEDIAT	ELOW	INTER	MEDIATE MID		INTERMEDIATE HIGH
Partial ability to		Sustained but minimal abilit		Confident ability t			ability to
create with language to convey pers meaning by adapting learned mate		create with language to co meaning by adapting lea			guage to convey personal dapting learned material		erse freely on autobiographical topics as ell as issues related to daily living
in single sentences and strings of	Ellai	in single sentences and			ences and strings of		n school, home, community)
sentences		sentences		sentences			ibe and narrate across the major time-
ask and answer questions	-	ask and answer questions		ask and answer			ames of present, past and future
handle a simple survival situation (da	aily	handle a simple survival si	tuation (daily		survival situation (daily		k in paragraph-length utterances good control of basic structures and
needs) in the language		needs) in the language		needs) in the		vo	ocabulary to be understood without
 -Uses vocabulary from everyday topics 	and	-Has basic vocabulary for ma			ary to permit discussions		fficulty by native speakers, including
subject area content to provide basic information.		and asking questions to satis academic needs, but not for		-May attempt circ	and subject area topics.	tr	ose unaccustomed to language learners
-Uses memorized expressions with ease	e and	elaborating on them.	explaining of	appropriate vocab		-Has a h	road enough vocabulary for discussing
accuracy.		-Can maintain simple conver	sations at the	-Maintains simple	,		ocial and academic topics in
-Can respond in intelligible sentences n		sentence level by creating wi		conversations.			ties, but may lack detail.
the time but does not sustain sentence	-level	although in a restrictive and			spontaneously without		mes achieves successful circumlocution
speech -Sentences may not always contain the	nroner	 -Handles a limited number of and subject content interacti 		relying on question	ns or prompts. ger, more complex		recise word is lacking. s and sustains conversations by using
verb formations, and other grammatica		-Uses a variety of common v			ng the use of basic senten		e creatively.
inaccuracies may be present.	-	tense (formations may be in			nd, but, however)		a developing but not sustained ability
-May revert to the use of English when		-Other verb tenses/forms ma	y appear but are	I .	g number and variety of		aragraph-level speech with connected
language words cannot be retrieved or dealing with unfamiliar topics.	when	not frequent. -The listener may be confuse	d by this speed	verbs.	in present tense although		es (e.g., then, so, that, etc.) in ions and narrations
dealing with unfamiliar topics.		due to the many grammatica			in present tense aithough ir verb tenses (future/past		ons and narrations I of present tense is solid but patterns
		TARGET		and forms may be			down appear in past and future
					ally clear in spite of some	timefrar	
				grammatical inacc	uracies.	-Gramm	natical inaccuracies are still present.

5th Grade Student Proficiency Report: SPANISH Utah Dual Language Immersion Language Program

Reading Ability- Your child's reading ability in the immersion language is best described as . . . NOVICE HIGH INTERMEDIATE LOW INTERMEDIATE MID INTERMEDIATE HIGH -Can understand some information from the Can understand, fully and with relative ease, -Can understand short, non-complex texts that -Can understand fully and with ease nonkey words and cognates, as well as formulaic simplest connected texts dealing with a limited convey basic information and deal with complex texts that convey basic information phrases across a range of highly contextualized number of personal and social needs. personal and social topics to which the reader and deal with personal and social topics to texts. There may be frequent misunderstandings. brings personal interest or knowledge. which the reader brings personal interest or -Where vocabulary has been learned, they can -Readers will be challenged to understand Reader may get some meaning from short, knowledge. understand predictable language and connected texts of any length. connected texts featuring description and Can understand some connected texts messages such as those found in the TARGET narration, dealing with familiar topics. featuring description and narration although environment. there will be occasional gaps in understanding due to a limited knowledge of vocabulary, - Typically are able to derive meaning from short, non-complex texts that convey basic structures and writing conventions of the information for which there is contextual or language. extralinguistic support. Writing Ability- Your child's writing ability in the immersion language is best described as . . . NOVICE MID NOVICE HIGH INTERMEDIATE LOW INTERMEDIATE MID -Meets limited basic practical writing needs Writes a modest number of words or phrases -Creates statements, mostly as recombinations Writes short, simple communications. using lists, short messages, and simple notes of learned vocabulary and structures, and compositions and requests for information in in context Can supply limited information on simple Writing is focused on common elements of formulates questions based on familiar loosely connected texts about content of

- forms and documents, including biographical information, such as names, numbers and nationality when asked for
- Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language
- -On less familiar topics, shows a marked decrease in accuracy
- Writing may be difficult to understand even by sympathetic readers

daily school life

- -Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentencelevel writing all the time
- Writing is often comprehensible by natives used to the writing of non-natives
- material
- -Sentences are short, simple and of a conversational-style with basic word order -Sentences are almost exclusively in present time and generally have repetitive structure. -Topics are highly predictable content areas and personal information
- Vocabulary is adequate to express basic needs
- -There are basic errors in grammar, word choice, punctuation, spelling,
- -Writing is generally understood by native speaker used to writing of non-natives

TARGET

- school subjects, personal preferences, daily routines, common events, and other personal
- -Writing is framed in present time but may contain references to other time frames Writing style closely resembles how the student speaks
- -Evidence of control of basic sentence structure and verb forms
- -Writing is understood readily by natives used to the writing of non-natives
- -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.
- Meaning is generally clear in spite of some grammatical inaccuracies.

What is language proficiency?

- It's not about passing a test or getting the right answer.
- It's about what students can DO with the language.
- Is the meaning understood even though everything may not be grammatically correct?

Student Proficiency Report

- Communicates proficiency, or what the students can do with the language.
- Follows the national ACTFL standards (American Council of Teachers of Foreign Languages) used across the nation to communicate language proficiency.
- http://actflproficiencyguidelines2012.org/



ACTFL Proficiency Guidelines

- Novice
- Intermediate
- Advanced
- Superior
- Distinguished

- Listening
- Speaking
- Reading
- Writing

1st grade

- Area: Listening
- Shaded box is the target for the grade level.
- Checked box is your student's level.

Listening Ability- Your child's listening bility in the immersion language is best described as . . . NOVICE LOW NOVICE MID NOVICE HIGH INTERMEDIATE LOW INTERMEDIATE MID -Recognizes single, isolated words, -Understands predictable questions, -Understands simple questions, -Understands familiar questions. -Understands most sentence-level greetings and polite expressions. statements, and commands in statements and commands on commands and statements in a speech in new contexts at a normal familiar topic areas (with strong familiar topics and some sentences limited number of content areas rate of speech although slow-downs contextual without prompting in new topics with strong contextual -Understands questions and may be necessary for unfamiliar support. statements in new content areas topics. support). -Requires slower than normal rate of May require repetition, slower with strong contextual support. Carries out commands. speech and/or with repetitions. speech, or rephrasing. -Follows information that is being given at a fairly normal rate. TARGET

1st Grade Student Proficiency Report: SPANISH

Utah Dual Language Immersion Program

Student Name			Language	Language Te		Teacher	eacher	
School			District			Date		
Listening Ability- Your o	child's	listening ability in th	e immersion l	anguage is be	st described as			
NOVICE LOW -Recognizes single, isolated words, greetings and polite expressions.	stateme familiar contextu support) -Require	NOVICE MID tands predictable questions, nts, and commands in topic areas (with strong lal without prompting labeled to solve than normal rate of sind/or with repetitions.	NOVIC -Understands simp statements and co familiar topics and in new topics with supportMay require repe speech, or rephras	mmands on some sentences strong contextual	INTERMEDIATI -Understands familiar q commands and stateme limited number of conte -Understands questions statements in new cont with strong contextual s -Follows information the given at a fairly normal	uestions, ents in a ent areas and ent areas support. at is being	INTERMEDIATE MID -Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. -Carries out commands.	
Speaking Ability- Your	child's	speaking ability in th	he immersion	language is b	est described as .			
NOVICE LOW -Uses isolated words (i.e., single words) respond to questionsResponses pertain to very specific topic in predictable contexts May use greetings and polite expressic such as Good Morning and Thank you.	c areas	NOVICE M -Uses single words, multiple: phrases, greetings, polite expother memorized expression number of topicsFrequent searching for word -May use native language or attempting to create with lar what is knownMemorized expressions with short phrases are usually accinaccuracies occur when tryit language beyond the scope of material. TARGET	words, short pressions, and s on a limited ds is common. gestures when nguage beyond h verbs and other urate, but ng to produce	Partial ability to create with lang meaning by a in single sents sentences ask and answer handle a simple needs) in the -Uses vocabulary f subject area conte informationUses memorized accuracyCan respond in in the time but does speech -Sentences may no verb formations, a inaccuracies may be -May revert to the	survival situation (daily language from everyday topics and int to provide basic expressions with ease and telligible sentences most on the sustain sentence-leve at always contain the propind other grammatical pe present. use of English when foreinnot be retrieved or wheil	create me in s sen ask as hand ask is academi elaborate -Can ma of sentence although -Handles and subj -Uses a sen tense (for an ot freq -The list	INTERMEDIATE LOW ed but minimal ability to e with language to convey personal saning by adapting learned material single sentences and strings of stences nd answer questions le a simple survival situation (daily eds) in the language sic vocabulary for making statements sing questions to satisfy basic social and ic needs, but not for explaining or ting on them. sintain simple conversations at the e level by creating with the language, h in a restrictive and reactive manner. s a limited number of everyday social ject content interactions. variety of common verbs in present ormations may be inaccurate) verb tenses/forms may appear but are quent. ener may be confused by this speech he many grammatical inaccuracies.	

Speaking

- Novice
- Intermediate

Advanced



- Words, memorized phrases or sentences
- Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.
- Paragraphs and more. Narrate and describe in past, present, and future times/aspect, and handle a complicated situation or transaction.

Speaking

Novice

Intermediate

Advanced

Parrot

Survivor

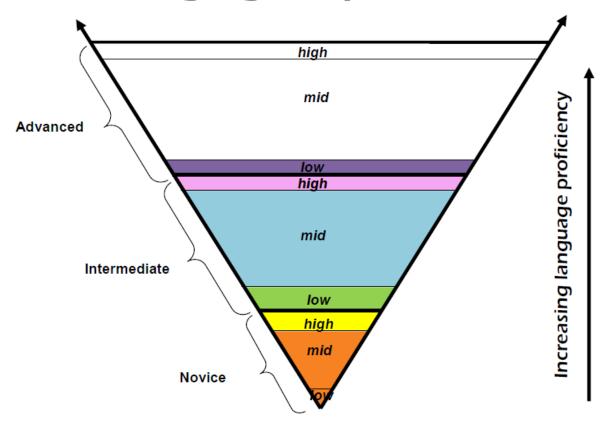




Story teller



Language Acquisition Grid



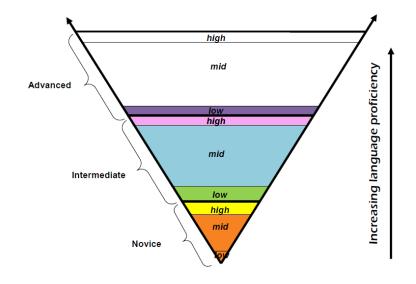
Novice: I can speak in words, phrases and memorized formulas.

Intermediate: I can speak in sentences, and strings of sentences.

Advanced: I can speak in paragraphs with ideas flowing from sentence to sentence.

Low, Mid, High?

- Low- Attempts but is unable to sustain.
- Mid-Solid in this level. Sustainable.
- High- Solid in current level and actually is trying the next level, but not successfully.



Minimum Proficiency Levels Needed in the Work Field

Proficiency Level	Functions	Corresponding Jobs/ Professions	Who has this level of proficiency?	Utah Dual Immersion Target
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation	Interpreter, Accountant Executive, Lawyer, Judge, Financial Advisor	Educated native speakers; students from abroad after a number of years working in a professional environment	
Advanced High		University professor of foreign languages	Students with masters degrees or doctorates	
Advanced Mid	Narrate and describe in past, present and future and deal effectively with an	Doctor, Sales representative, Social worker	Native speakers who learned Spanish in the home environment	Grade 12
Advanced Low	unanticipated complication	Customer service representatives, Police officers, school teachers	Graduates with Spanish degrees	Grade 10-11
Intermediate High	Create with language, initiate, maintain and bring to a close simple conversations by asking	Aviation personnel, telephone operator, receptionist	After 6 years of middle/high school, AP LDS Returned Missionaries	Grades 8-9
Intermediate Mid	and responding to simple questions	Tour guide, cashier	After 4 years of middle/high school, AP LDS Returned Missionaries	Grade 6-7
Intermediate Low			After 2 years of high school	Grades 4-5
Novice High			After 1 year of high school	Grades 2-3
Novice Mid	Communicate minimally with formulaic and rote utterances,			Grade 1
Novice Low	lists and phrases			

From the paper La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira Swender of the American Council or the Teaching of Foreign Languages (ACTFL)

Speaking-Novice Low

- Uses isolated words (i.e., single words) to respond to questions.
- Responses pertain to very specific topic areas in predictable contexts.
- May use greetings and polite expressions such as Good Morning and Thank you.

Speaking-Novice Mid



- Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.
- -Frequent searching for words is common.
- -May use native language or gestures when attempting to create with language beyond what is known.
- -Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.

Speaking-Novice High

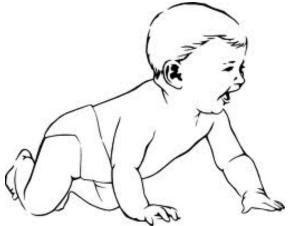


- Partial ability to
 - **create with language** to convey personal meaning by adapting learned material in single sentences and strings of sentences
 - o ask and answer questions
 - handle a simple survival situation (daily needs) in the language
- Uses vocabulary from everyday topics and subject area content to **provide basic information**.
- Uses memorized expressions with ease and accuracy.
- Can respond in intelligible sentences most of the time but does not sustain sentence-level speech
- Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.
- May revert to the use of **English** when foreign language words cannot be retrieved or when dealing with unfamiliar topics.

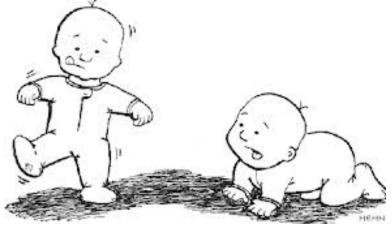
Speaking-Intermediate Low



- o Sustained but minimal ability to
 - **create with language** to convey personal meaning by adapting learned material in single sentences and strings of sentences
 - ask and answer questions
 - o handle a simple survival situation (daily needs) in the language
- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.
- Can maintain simple conversations at the **sentence level** by creating with the language, although in a restrictive and reactive manner.
- Handles a limited number of everyday social and subject content interactions.
- Uses a variety of common verbs in present tense (formations may be inaccurate)
- Other verb tenses/forms may appear but are not frequent.
- The listener may be confused by this speech due to the **many grammatical inaccuracies**.



Analogy





Speaking-Intermediate Mid



- Confident ability to
 - create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences
 - o ask and answer questions
 - handle a simple survival situation (daily needs) in the language
- Has basic vocabulary to permit discussions of a personal nature and subject area topics.
- May attempt circumlocution when appropriate vocabulary is missing.
- Maintains simple sentence-level conversations.
- May initiate talk spontaneously without relying on questions or prompts.
- May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however)
- Uses an increasing number and variety of verbs.
- Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.
- Meaning is generally clear in spite of some grammatical inaccuracies.

Speaking-Intermediate High



- o Partial ability to
 - converse freely on autobiographical topics as well as issues related to daily living (in school, home, community)
 - describe and narrate across the major time-frames of present, past and future
 - speak in paragraph-length utterances
 - have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those unaccustomed to language learners
- Has a broad enough vocabulary for discussing **simple social and academic topics** in generalities, but may lack detail.
- Sometimes achieves successful circumlocution when precise word is lacking.
- o Initiates and sustains conversations by using language creatively.
- Shows a **developing** but not sustained ability to use **paragraph-level speech** with connected sentences (e.g., then, so, that, etc.) in descriptions and narrations
- Control of present tense is solid but patterns of breakdown appear in past and future timeframes
- Grammatical inaccuracies are still present.

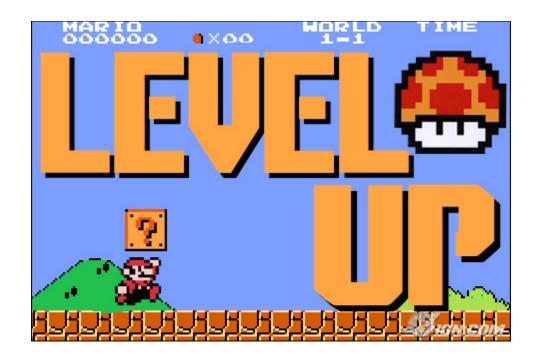
Getting kids to "level up"

- Take risks
- Understand the next level
- Encourage
 - Mario

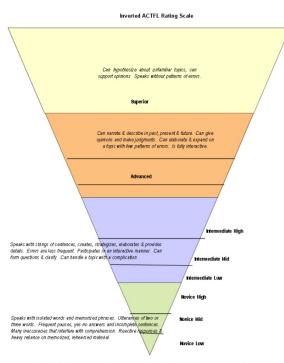


Level Up

- Level up like
 Mario or video
 games.
- "That was a good answer.
 Now level up and give me a better answer."



Ice cream scoops



Tell them
to fill up their
lce cream
cones with
more ice
cream.
More scoops!!



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"Give them all of the support you can in their first language and don't worry about their second."

- Read to your child in <u>your</u> strongest language to encourage development of the home language and to model fluent reading
 - literacy in a native language is a huge plus when one is learning to read in a second language
 - Multilingual Children's Association "frequent book reading leads to more advanced language skills." no matter which language the books are read in.
 - Talk about the books with your child. Talk about the characters, plot, what they liked or didn't like. Encourage conversation in the home language.

PERSEVERANCE:
IF AT FIRST YOU
DON'T SUCCEED,
TRY, TRY AGAIN

What Parents Can Do

- Be positive about the language and encourage during difficult times to persevere
 - Enthusiasm
 - Children who do well in language programs are those who have learned to continue with a task even though it is difficult.
 Parents can model this behavior and help children learn how to continue and persevere



- Encourage the child by following up with homework, class work, and providing time and materials for the work.
 - Ask questions about the homework so the child explains about the assignments in his/her first language
 - Check the child's backpack each day. Watch for newsletters or other ways the teacher communicate with parents.
 - Provide a quiet space and ample time to do homework. When possible provide dictionaries in both languages.
 - Set up "homework buddies" for the language class. When your child may not understand an assignment, you can contact this child for help. If many students are confused, communicate with the teacher. Remember homework should be skills that were taught in class and should be able to be done independently.

- Encourage use of the language whenever possible.
 - Interact with native speakers
 - Attend cultural events
 - Check out books in the language from the local library. Request additional books from library staff or donate a book on your child's birthday to the library
 - Parent-screened web sites
 - Favorite DVD's with language audio tracks and subtitles turned on
 - Music and dancing
 - Explore topics of interest to the child in countries that speak the language (for example soccer teams, dancers, instrumentalists, painters, singers, etc.)



- Strengthen the home-school connection.
 - Volunteer in the classroom or to help teachers by doing tasks at home
 - Share with students aspects of culture (i.e. dance, art, food, music, etc.)
 - Set up or participate in dual language family social gatherings
 - Contribute to the school newsletter items regarding dual language immersion
 - Serve as chaperones for class field trips and other school events
 - Become involved with the school community council



Home & School
Connection

1st Grade Student Proficiency Report: SPANISH Utah Dual Language Immersion Program

Reading Ability- Your child's reading ability in the immersion language is best described as . . .

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
-Able to recognize a limited number of letters.	-Able to recognize the letters or symbols	-Can understand, fully and with relative ease,	-Can understand some information from the
-They are occasionally able to identify high-	-Can identify a number of highly contextualized	key words and cognates, as well as formulaic	simplest connected texts dealing with a limited
frequency words and/or phrases when strongly	words and phrases including cognates and	phrases across a range of highly contextualized	number of personal and social needs.
supported by context.	borrowed words but rarely understand	texts.	-There may be frequent misunderstandings.
	material that exceeds a single phrase.	-Where vocabulary has been learned, they can	-Readers will be challenged to understand
TARGET	-Rereading is often required.	understand predictable language and	connected texts of any length.
		messages such as those found in the	
		environment.	
		- Typically are able to derive meaning from	
		short, non-complex texts that convey basic	
		information for which there is contextual or	
		extralinguistic support.	
Writing Ability, Your shild's w	riting ability in the immersion land	ruaga is bast described as	
Writing Ability- Your child's w	riting ability in the immersion lang	guage is best described as	
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Writing Ability- Your child's w	rriting ability in the immersion lang	guage is best described as NOVICE HIGH	INTERMEDIATE LOW
			INTERMEDIATE LOW -Creates statements, mostly as recombinations
NOVICE LOW	NOVICE MID	NOVICE HIGH	
NOVICE LOW -Copies or transcribes familiar words or	NOVICE MID -Writes a modest number of words or phrases	NOVICE HIGH -Meets limited basic practical writing needs	-Creates statements, mostly as recombinations
NOVICE LOW -Copies or transcribes familiar words or phrases	NOVICE MID -Writes a modest number of words or phrases in context	NOVICE HIGH -Meets limited basic practical writing needs using lists, short messages, and simple notes	-Creates statements, mostly as recombinations of learned vocabulary and structures, and
NOVICE LOW -Copies or transcribes familiar words or phrases -Forms letters of the alphabet	NOVICE MID -Writes a modest number of words or phrases in context -Can supply limited information on simple	NOVICE HIGH -Meets limited basic practical writing needs using lists, short messages, and simple notes -Writing is focused on common elements of	-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar
NOVICE LOW -Copies or transcribes familiar words or phrases -Forms letters of the alphabet -Produces a very limited number of isolated	NOVICE MID -Writes a modest number of words or phrases in context -Can supply limited information on simple forms and documents, including biographical	NOVICE HIGH -Meets limited basic practical writing needs using lists, short messages, and simple notes -Writing is focused on common elements of daily school life	-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material
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NOVICE LOW -Copies or transcribes familiar words or phrases -Forms letters of the alphabet -Produces a very limited number of isolated words or familiar phrases from memory	NOVICE MID -Writes a modest number of words or phrases in context -Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for -Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using	NOVICE HIGH -Meets limited basic practical writing needs using lists, short messages, and simple notes -Writing is focused on common elements of daily school life -Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time	-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material -Sentences are short, simple and of a conversational-style with basic word order -Sentences are almost exclusively in present time and generally have repetitive structure.
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What does a NOVICE writer look like?

- They can write practice, memorized words and phrases to convey a simple message.
- They can copy familiar words or phrases or reproduce basic characters with some accuracy.
- They cannot break apart memorized chunks of language to create personal meaning.

What does an INTERMEDIATE writer look like?

- They can break apart chunks of memorized language and recombine them creating their own meaning.
- They use sentences and strings of sentences to convey simple facts and ideas of personal interest.
- They are understood to those accustomed to the writing of non-natives.

What does an ADVANCED writer look like?

- They can coordinate created language.
- They can connect sentences into a paragraph.
- They can adapt language to unanticipated situations

Utah Dual Language Immersion Proficiency Targets

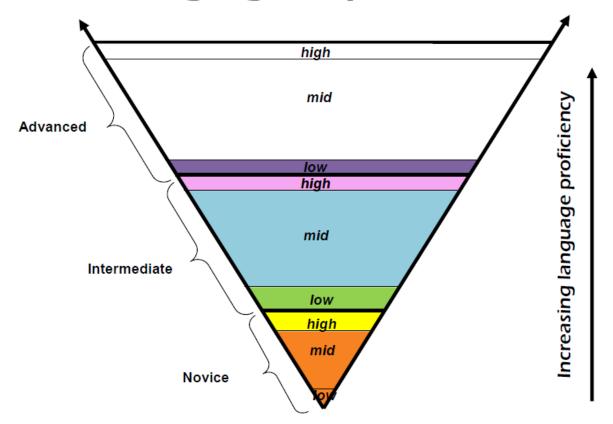
FRENCH, PORTUGUESE & SPANISH

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Mid	Novice Low	Novice Low
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

CHINESE

Grade	Listening	Speaking	Reading	Writing
1	Novice Low	Novice Low	Novice Low	Novice Low
2	Novice Mid	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Novice High	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Intermediate High	Intermediate High	Intermediate High	Intermediate High
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Low	Advanced Low	Advanced Low	Advanced Low

Language Acquisition Grid



Novice: I can speak in words, phrases and memorized formulas.

Intermediate: I can speak in sentences, and strings of sentences.

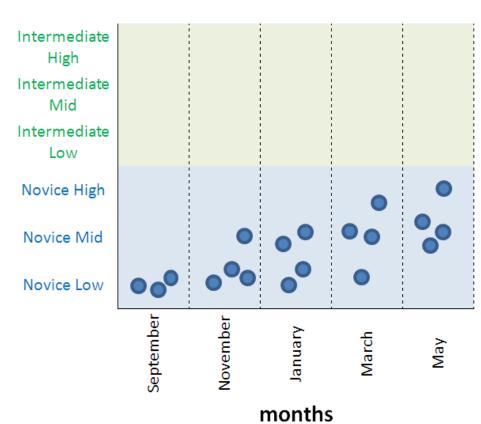
Advanced: I can speak in paragraphs with ideas flowing from sentence to sentence.

Determining proficiency level over time

Proficiency level not achievement or performance

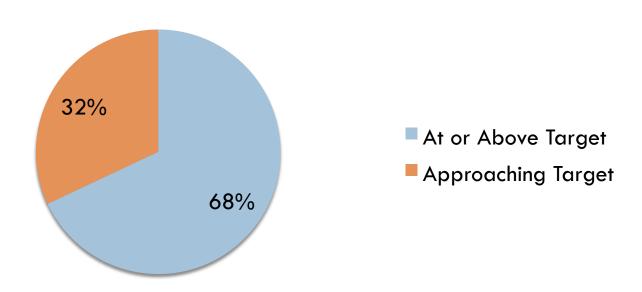
oroficiency levels

- Is the overall meaning understandable?
- This is where they are for that topic and task. Students may demonstrate different proficiency levels. Over time look at the general trends.



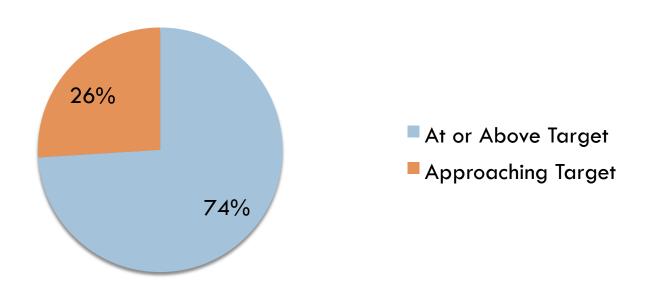
Insert Writing Sample Data

5th Grade Writing Samples

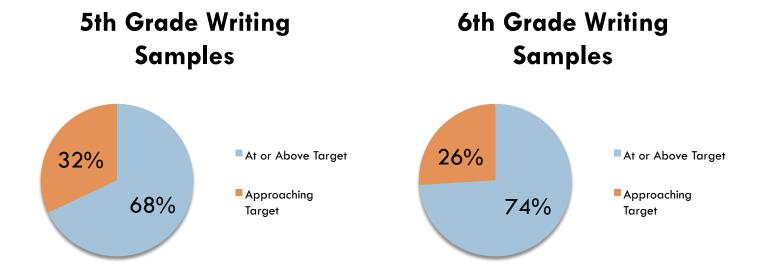


More writing sample data

6th Grade Writing Samples



Writing Samples



AAPPL Measure

- ACTFL Assessment of Performance toward
 Proficiency in Languages
- Addresses the National Standards for Foreign Language Learning
- Assesses following modes of communication:
 - Interpersonal Listening/Speaking- Grades 3 & 5
 - Interpretive Reading- Grades 4 & 6
 - Presentational Writing- Grade 6

Performance Vs. Proficiency

Performance

 Demonstrate the features of the range in certain contexts and content areas that have been learned and practiced.

Proficiency

 Demonstrate consistent patterns of all of the criteria for a given level all of the time.

AAPPL Individual Report

**						
	AAPPL Measure Score Report					
Student Name/ID:		Language:				
School Name:		Report Date:				
Mode	Your Score	Score Description	Strategy			
Interpersonal Listening and Speaking	15 14 13 12 11 N4 N3 N2 N1	Your AAPPL Interpersonal Listening/Speaking score of N4 means that you can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.	Keeps the conversation going by asking follow up questions on the same topic, working with your conversation partner to make clear what you don't understand. Talk around words that you don't know. Keep saying more about a wider variety of topics. Imagine yourself in a situation where you need to get something or do something and what you will need to say in such a situation.			

AAPPL Test Scoring Scale

Range	ACTFL Performance Scale	Fo	orm
ADVANCED	I 5		
	I4	А	В
	I3		
INTERMEDIATE	12		
	I1		
	N4		
	N3		
NOVICE	N2		
	N1		

ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPERSONAL

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraphlength conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Contexts/ Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.

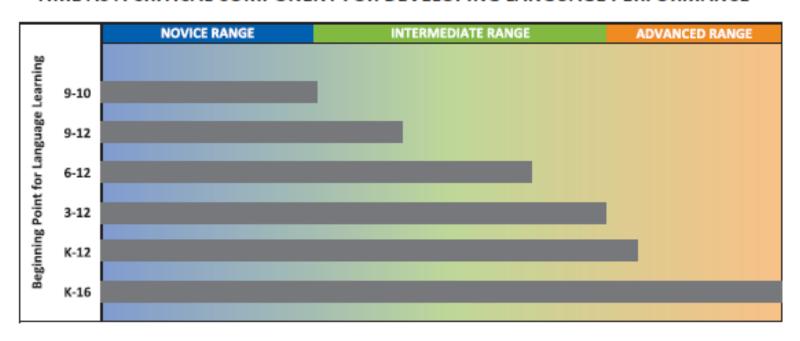
Score	AAPPL Score Description
N1	Your AAPPL Interpersonal Listening/Speaking score of N1 means that you can say a few things about yourself. You can list, name, and identify common things with single words. You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language learners can understand some of what you are saying.
N2	Your AAPPL Interpersonal Listening/Speaking score of N2 means that you can say some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned. You can understand and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand much of what you are saying.
N3	Your AAPPL Interpersonal Listening/Speaking score of N3 means that you can say a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence. You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand most of what you are saying.
N4	Your AAPPL Interpersonal Listening/Speaking score of N4 means that you can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.

AAPPL Score Description

Your AAPPL Interpersonal Listening/Speaking score of I1 means that you can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in single sentences. You can ask and answer simple questions. You can I1 do all of this in a way that your teacher and others who are used to language learners can understand what you are saying. Your AAPPL Interpersonal Listening/Speaking score of I2 means that you can maintain a conversation about yourself and your life. You also use your language to express your own thoughts and get the things 12 that you need. You can use more than one sentence at a time. You ask and answer questions. You do all of this in a way that your teacher and others who are used to language learners understand what you are saying. Your AAPPL Interpersonal Listening/Speaking score of I3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do 13 all of this in a way that your teacher and others who are used to language learners easily understand what you are saying. Your AAPPL Interpersonal Listening/Speaking score of I4 means that you keep the conversations going about yourself and your life by asking questions and describing or telling stories. You easily use your language to express your own thoughts. You can get the things that you need or want even if it requires 14 extra effort. You speak in well-connected sentences. You do all of this in a way that your teacher and others who are used to language learners readily understand you. People who are not used to language learners understand what you are saying some of the time.

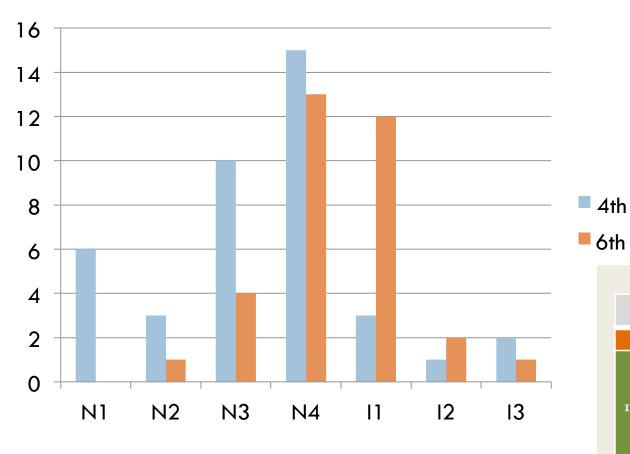
Time

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



Source: ACTFL Performance Descriptors for Language Learners 2012

Insert AAPPL data



4th: Intermed. Low 6th- Intermed. Mid

Range	ACTFL Performance Scale	
ADVANCED	I 5	
INTERMEDIATE	I4	
	I 3	
	12	
	I1	
	N4	
NOVICE	N3	
	N2	
	N1	

Questions







Contact Information

- □ Name & phone or email address
- □ Name & phone or email address

