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¡Bienvenidos a la clase de español! At West, all students receive Spanish class once a week. Students participate in thematic units provided by DCPS, which are aligned to the American Council on the Teaching of Foreign Language (ACTFL) World Readiness Standards. Through these units, students work on their interpretive (reading and listening), interpersonal (speaking) and presentational (writing and speaking) language skills, while focusing on cultural elements from different Spanish-speaking countries. Students typically practice these skills in various centers, which allows them to work collaboratively, as well as maximize their direct instructional time with the teacher.

At the end of each unit, students participate in integrated performance assessments that require them to use the language in a variety of ways, with a focus on authentic tasks. For example, second-graders recorded videos to show a new student coming from El Salvador what our school is like. Third- through fifth-graders wrote letters to the “Spanish embassy” telling what they liked or didn’t like about our school and sharing some of the things our school needs. Seventh-graders created party plans and invitations to a cultural celebration. Wherever possible, projects are adapted to take into account contemporary issues in Spanish-speaking countries. For instance, for their third unit this year, students in various grades will be exploring ways they can help Puerto Rico communities in the wake of Hurricane Maria.

The goal of these classroom activities is two-fold: Students will increase their ability to communicate their ideas in an additional world language, while gaining an awareness of linkages that exist between Spanish-speaking countries and our own, increasing their “World Readiness.”

Students in Pre-K study the following topics:

- Me and My Classroom
- Me and My Family
- The Weather Around Us
- Animals Around Us
- The Foods We Eat

Students at this level typically listen to stories, sing songs, participate in puppet shows, use movement activities, and participate in daily routines practice the language.

Units for grades K-2 include the following topics:

- My School
- My Family, Friends and I
- My Home and My Community
- Around the World: Weather, Animals and Geography
- My Future: Jobs and Future Goals

Students at this level begin to recognize basic vocabulary to talk about daily routines, sing songs and participate in movement activities, respond to classroom commands in Spanish, label simple vocabulary words, and practice beginning conversation.

Students in grades 3-5 will participate in the following units:

- My Ideal School
- My Family Values
- Impacting My Community
- Exploring the World
- Solving Local and Global Challenges

Students at this level respond to classroom commands in Spanish, practice language through songs, answer simple questions about stories in the language, describe images with basic sentences, and have simple conversations with classmates.

Students in sixth and seventh grades study the following themes in Spanish 1A:

- [Me, Myself and I: Personal Information](#)
- My Unique Family
- How I Celebrate: Celebrations Around the Spanish-Speaking World
- My Hobbies and Interests
- What and Where I Eat

Eighth-graders participate in the second half of the Spanish 1 course (1B), examining:

- A Glimpse of My World: Daily Life as a Student
- Making Friends
- Let's Celebrate!
- From My Home to Yours: Homes Around the World
- A Melting Pot: Eating Habits and Culture

Students at these levels focus on being able to decode complex texts with the use of cognates, using simple verbs and writing extended paragraphs with support. Learners at this level can identify and understand words and phrases from simple questions, statements and high-frequency commands. They can respond to simple, direct questions or requests for information and ask a few formulaic questions.

What Can My World Language Student Do ?



At DCPS we believe that all students can be confident, proficient communicators in multiple world languages. To support that belief, we have invested in world language classrooms across the District, supporting high-quality instruction at the elementary, middle, and high school levels in 7 languages: Arabic, ASL, Chinese, French, Latin, and Spanish.

Use this guide to gain insight on the progress of your language-learner. Learn some definitions of key terms used to track your student's progress across their language learning career at DCPS, and see examples of what they can do at the different levels. All level descriptions are based on the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines.

For more information on World Languages, visit www.dcpsglobaled.org.

What is language proficiency?

Language proficiency is the ability to use language in real world situations. It shows what someone is able to do regardless of how the language is acquired. The American Council on the Teaching of Foreign Languages (ACTFL) has established a proficiency scale that articulates what learners can do at five broad levels (Novice, Intermediate, Advanced, Superior, and Distinguished), each with a three sublevels (Low, Mid, and High). Proficiency is usually measured by skill (listening, speaking, reading, and writing) and across the 3 modes of communication (interpretive, interpersonal, and presentational).

What is a proficiency target?

DCPS set targets to measure the progress of language learning and place students in the appropriate courses. DCPS measures proficiency through formative and summative assessments throughout year and the STAMP and ALIRA assessments in Grade 8 and Level 2. For more information on the targets, visit the DCPS Global Ed website.

Elementary

The DCPS Elementary World Languages curriculum is divided into two grade bands:
Kindergarten through Grade 2 (K-2), and Grades 3 through 5 (3-5).

DCPS elementary school students receive a minimum of 45 minutes of instruction per week.

Proficiency Target: Novice Low-Mid

Novice Low-Mid learners may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They also may respond to direct questions using a number of isolated words and memorized phrases. They may be able to copy or transcribe familiar words or phrases, alphabets, and/or basic characters, and can recognize isolated words and high-frequency phrases when supported by context.

Example Elementary Tasks

Example K-2 Tasks



Recognize and identify the days of the week.

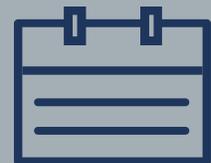
Recognize and identify important places in the community

Respond to basic classroom commands and instructions.

Label simple classroom objects

Example 3-5 Tasks

Ask and answer questions about likes and dislikes.



Listen to a short, simple story and verbally answer yes/no questions about the characters.

Write a short description of family members using a graphic organizers and supporting structures.

Secondary: Levels 1 and 2

DCPS students must complete a minimum of two consecutive world language credits in order to graduate. DCPS offers secondary world languages programming at the middle and high school levels, beginning with Level 1A and extending through the AP level.

Level 1A/1B

Proficiency Target: Novice Mid-High

Learners at the Novice Mid-High level can identify and understand words and phrases from simple questions, statements, and high-frequency commands. Novice High speakers respond to simple, direct questions or requests for information and ask a few formulaic questions. They can create simple sentences on very familiar and practiced topics, use highly contextualized words and phrases, and are typically able to derive meaning from short, non-complex texts that convey basic information.

Example Level 1 Tasks

Describe a person or place from a story.

Respond to questions about basic personal information (name, age, likes/dislikes, etc.).

Determine the main idea of a short text (with contextual support).



Example Level 2 Tasks



Create short stories about familiar topics with learned vocabulary.

Listen to short video and audio clips and identify the main ideas with some supporting details.

Read graded readers, maps, schedules, advertisements and identify the main ideas and some supporting details.

Level 2

Proficiency Target: Novice High to Intermediate Low

In addition to Novice High skills developed in Level 1, learners at the Intermediate Low level can handle some uncomplicated communicative tasks in straightforward social situations including predictable topics related to basic personal information and some immediate needs. They can create statements and formulate questions based on familiar material by recombining learned structures. They can understand some information from the simplest connected texts dealing with a limited number of personal and social needs and can interpret some information from basic sentence-length speech.

Secondary: Levels 3 and 4

DCPS students must complete a minimum of 2 consecutive world language credits in order to graduate. DCPS offers secondary world language programming at the middle and high school levels beginning with Level 1A and extending through the AP level.

Level 3

Proficiency Target: Intermediate Low

Building on Level 2 skills, learners at the Intermediate Low level can handle some uncomplicated communicative tasks in straightforward social situations including predictable topics related to basic personal information and some immediate needs. They can create statements and formulate questions based on familiar material based on recombining learned structures. They can understand some information from the simplest connected texts dealing with a limited number of personal and social needs and can interpret some information from basic sentence-length speech.

Example Level 3 Tasks



Demonstrate basic agreement or disagreement with simple explanations (speaking).

Present instructions on "how to" complete a task such as a recipe.

Write a brief summary of an article in the target language.

Example Level 4 Tasks



Read a current event and summarize main ideas and supporting details.

Write original reflections and commentary about authentic texts such as short stories, current or historical events, plays, or poems.

Include greater detail in questions and responses and ask follow up questions of teachers and peers.

Level 4

Proficiency Target: Intermediate Mid

In addition to Level 3 skills, learners at the Intermediate Mid level can understand short, non-complex texts that convey basic information and deal with basic personal and social topics. They can interpret simple, sentence-length speech on highly familiar and predictable topics in a variety of basic personal and social contexts. They can write short, simple communications, compositions, and requests for information, and are capable of asking a variety of questions when necessary to obtain simple information.

Secondary: Pre-AP and AP

DCPS students must complete a minimum of 2 consecutive world language credits in order to graduate. DCPS offers secondary world language programming at the middle and high school levels beginning with Level 1A and extending through the AP level.

Pre-AP Level

Proficiency Target: Intermediate Mid-High

Bridging Level 4 and AP skills, Intermediate Mid-High learners are able to converse and write with ease and confidence when dealing with the routine tasks and social situations, and can often narrate and describe in all major time frames. They can derive substantial meaning from some connected texts. They rely heavily on contextual clues and are most accurate when getting meaning from simple, straightforward texts.

Example Pre-AP Tasks

Listen to an authentic song and analyze the artist's meaning.



Read short stories or poems and identifying main ideas and some literary devices.

Tell or dramatize original or authentic stories that includes some details and descriptions.

Example AP Level Tasks



Participate in a Socratic Circle around a familiar topic using evidence to support claims.

Spontaneously respond to unexpected or complicated events.

Write an essay on a researched topic.

Watch authentic film or video and take independent notes on main idea.

AP Level

Proficiency Target: Intermediate High-Advanced Low

In addition to Level 4 and Pre-AP skills, learners at the Advanced Low level can participate in most informal and some formal conversations around a variety of topics. narrate and describe in the major time frames of past, present, and future. They are able to meet basic work and/or academic writing needs, and have the ability to narrate and describe in major time frames. Additionally, they can interpret narrative and descriptive texts containing high-frequency vocabulary and structures, and understand the main ideas and some supporting details.



DCPS WORLD LANGUAGES PROFICIENCY GUIDELINES

WHAT IS PROFICIENCY?

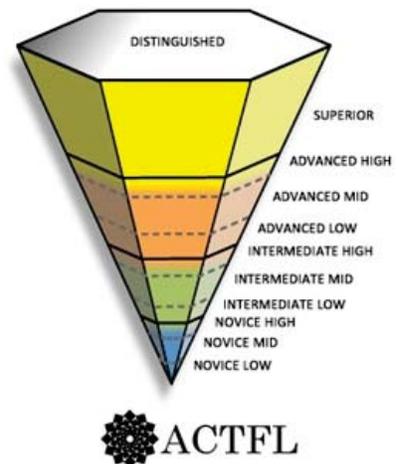
Proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired (ACTFL, 2012).

WHAT IS PERFORMANCE?

Performance is the ability to use language that has been learned and practiced in an instructional setting. Coached by an instructor, or guided by instructional materials, performance refers to language ability that has been practiced and is within familiar contexts and content areas. The practice and assessment of performance should reflect authentic, real world use of language, even though the language is learned and practiced in some type of learning environment. The language a learner produces on a collective set of performances generally correlates to a proficiency level, that is, the ratings that a language learner receives on a variety of performance assessments provides evidence of how the learner will be rated on an assessment of proficiency (ACTFL, 2012).

HOW IS PROFICIENCY EVALUATED?

The American Council on the Teaching of Foreign Languages (ACTFL) has established a proficiency scale that articulates what learners can do at five broad levels: Novice, Intermediate, Advanced, Superior, and Distinguished. Each broad level is subdivided into Low, Mid, and High sublevels (ACTFL, 2012).



This scale is based on the ACTFL Proficiency Guidelines (2012), which are descriptions of what individuals can do with language in terms of speaking, writing, listening and reading in real-world situations in a spontaneous and non-rehearsed context (ACTFL, 2012) At DCPS, we use the Standards-based Measurement of Proficiency (STAMP) test in Grades 8 and Level 2 to measure proficiency. In all other grades, teachers implement formative and summative integrated performance assessments to evaluate performance toward proficiency.



WHAT ARE THE MODES OF COMMUNICATION?

The Performance Descriptors embrace the communicative purpose behind the three modes of communication, describing how a language learner performs to achieve each communicative purpose: interpersonal, interpretive, and presentational. The language functions are appropriately matched to the mode of communication. For example, in the Intermediate range, a hallmark function for Interpersonal is the ability to ask, understand, and answer questions; for Interpretive, a key function is to comprehend main ideas and identify some supporting details; for Presentational, an essential function is the ability to present information by creating with language. Student proficiency should be measured by formative and summative assessments across all three modes throughout the course.

| Interpersonal | | Interpretive | | Presentational | |
|--|-----------------|---|-----------------|---|---------|
| Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | | Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics. | | Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | |
| Two-way interactive communication | | One-way communication | | One-way communication | |
| Listening/Speaking | Reading/Writing | Listening | Reading/Viewing | Speaking | Writing |
| Examples: face to face, phone, Skype conversations, or email, letters, text messages, etc. | | Examples: radio, TV, public announcements, etc. Or reading newspaper articles, books, watching a video, etc. | | Examples: making a speech, presentation, or writing essays, creating a website, etc. | |

WHAT ARE PROFICIENCY TARGETS?

Proficiency targets in DCPS are set to establish a context to measure the progress of student's language learning. Their proficiency targets include language that may have been learned both in and out of the classroom, and are used to place students in the appropriate course that matches their language proficiency. Learners may not develop proficiency in all modes of communication at the same time; therefore, targets must be established by mode. The following initials will be used to refer to performance levels and sub-levels: Novice (N), Intermediate (I), Advanced (A), Low (L), Mid (M), High(H).



PROFICIENCY TARGETS

ELEMENTARY SCHOOLS

At DCPS, the elementary program model offers language instruction from 45 (FLEX) to 90 (FLES) minutes per week in grades K-5. A number of schools also offer languages at the Pre-K level. Achievement of the targeted performance levels will be assessed using formative and summative integrated performance assessments (IPAs). It is recommended that students meet the below targets by the end of the course level.

| Grades | Interpersonal | | Interpretive | | Presentational | |
|--------|---------------|---------|--------------|-----------|----------------|---------|
| | Speaking | Writing | Reading | Listening | Speaking | Writing |
| K-5 | NM-NH | NL-NM | NL-NM | NM-NH | NL-NM | NL-NM |

SECONDARY SCHOOLS

Program models in middle and high school require at least 126 seat hours per school year. Achievement of the targeted performance levels will be assessed using formative and summative integrated performance assessments (IPAs), and the STAMP assessment in Grades 8 and Level 2. It is recommended that students meet the below targets by the end of the course level.

| Grades | Interpersonal | | Interpretive | | Presentational | |
|-------------|---------------|---------|--------------|-----------|----------------|---------|
| | Speaking | Writing | Reading | Listening | Speaking | Writing |
| Level 1A/1B | NM-NH | NM | NM | NM-NH | NM | NM |
| Level 2 | NH-IL | NH-IL | NH-IL | NH-IL | NH-IL | NH-IL |
| Level 3 | IL | IL | IL | IL | IL | IL |
| Level 4 | IM | IM | IM | IM | IM | IM |
| AP | IH-AL | IH-AL | IH-AL | IH-AL | IH-AL | IH-AL |



PROFICIENCY TARGETS: SPECIAL CONSIDERATIONS

CLASSICAL LANGUAGES: LATIN

| Grades | Interpretive | | Presentational | |
|-------------|--------------|-----------|----------------|---------|
| | Reading | Listening | Speaking | Writing |
| Level 1A/1B | NH | NM | NM | NH |
| Level 2 | IL | NH | NM | NH |
| Level 3 | IM | IL | NH | IL |
| Level 4 | IM | IL | NH | IM |
| AP | IH | IM | IL | IH |

CRITICAL LANGUAGES: ARABIC AND CHINESE

DCPS offers programming in both Chinese and Arabic language. The targets for these languages are slightly altered due to their complexity and difference from English language alphabet and structures.

| Grades | Interpersonal | | Interpretive | | Presentational | |
|-------------|---------------|---------|--------------|-----------|----------------|---------|
| | Speaking | Writing | Reading | Listening | Speaking | Writing |
| Level 1A/1B | NM | NM | NM | NM | NM | NM |
| Level 2 | NH-IL | NH | NH | NH-IL | NH | NH |
| Level 3 | IL | NH-IL | NH-IL | IL | NH-IL | NH-IL |
| Level 4 | IM-IH | IM | IM | IM-IH | IM | IM |
| AP | IH-AL | IH | IH | IH-AL | IH | IH |

Source

ACTFL. (2012). ACTFL Proficiency Guidelines 2012. Online at <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

ACTF. (2012). ACTFL Performance Descriptors for Language Learners (2015) Online at <https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>