Level 1-2 Success Criteria

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| **Standard Level Benchmark of our Essential Standards** | **Example of Rigor***- This is what rigor will look like if a student is proficient.* | **Prerequisite knowledge-** *These are the prior skills and knowledge students need to know to learn the new skills.* | **Common Assessments-** *These types of assessments will be given to gauge student learning.* | **Extension-** *These are some “nice to know skills” for students who have already mastered this benchmark?* |
| **Interpretive Mode:**  I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. | Students will be able to use authentic resources, such as infographics, tables/charts, short dialogues, advertisements, etc.; as well as reading and listening practice with visual cues to participate in classroom practice and master assessments. | Students need to have thematic knowledge, be able to identify cognates, understand basic information about claim reasoning, text structure/analysis, and basic literacy skills. | Assessments will include authentic resources. Students will be able to use authentic resources to guide their understanding of the target language. The assessment should be graded using a rubric with clear learning expectations. The use of ACTFL’s Interpretive model is recommended. | -Understand the basic purpose of a message and messages related to basic needs  -Understand questions and simple statements on everyday topics when part of a conversation  -Identify some information from news media |
| **Interpersonal Mode:**  I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. | Students will be able to use visual cues such as facial expressions and gestures to help negotiate meaning. Students will use circumlocution in order to convey meaning. Students are able to use the appropriate register when responding to written or oral prompts. Students can ask follow-up questions appropriately. | Students can easily recognize thematic vocabulary include it in verbal or written context. Students are able to incorporate appropriate greetings, closings, intonations and reactions to written or oral prompts. | Assessments will include scaffolded conversations, both written and oral, with the expectation of some elements of authenticity and spontaneity. Students are required to negotiate meaning as much as possible. The assessment should be graded using a rubric with clear learning expectations, such as the ones outlined in the WL curriculum. | -Hold a simple conversation on a number of everyday topics  -Use the language to meet basic needs in familiar situations  -Ask and answer questions on factual information that is familiar |
| **Presentational Mode:**  I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. | Students can present structured and rehearsed material with limited use of visual or textual cues. Students will use circumlocution in order to convey meaning. Level- appropriate vocabulary and language functions are used to convey thoughts, information and new ideas. | Thematic vocabulary is easily recognized and included in verbal or written context. Students are able to incorporate appropriate greetings, closing, intonations and reactions to written or oral prompts. | Assessments will use practiced and rehearsed oral or written presentations. Students will not be expected to present information until they have received an appropriate form of feedback. The assessment should be graded using a rubric with clear learning expectations, such as the ones outlined in the WL curriculum | - Talk and write about people, activities and experiences  -Talk and write about needs and wants  -Present songs, short skits, or dramatic readings  -Talk and write about topics of interest  -Give basic instructions |

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| **Standard Level Benchmark of our Essential Standards** | **Concerns-**  *What concerns do you have about students achieving this goal?* | **Cause-**  *What is the cause of this concern?* | **Desired Outcomes-**  *What would help alleviate these concerns? What supports do you need?* | **Responsibility-**  *Who needs to take responsibility in helping to resolve these concerns?* |
| **Interpretive Mode:**  I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. |  |  |  |  |
| **Interpersonal Mode:**  I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. |  |  |  |  |
| **Presentational Mode:**  I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. |  |  |  |  |

Moving Forward

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| **Context:** What strategies have you used to bring standards-based instruction to your classroom? |
| **Planning:** What planning is necessary to support standards-based instruction within your department? How will you plan? |
| **Professional Learning:** What supports are necessary to continue moving forward? |
| **Instructional Support:** What supports are necessary to ensure high levels of student learning? |

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| 1. Summarize the department’s thoughts for moving forward? |
| 2. How might the team apply this PLC work to other collaborative planning when it comes to essential standards? |
| 3. What adjustments are you considering when it comes to your instructional practices? |
| 4. What are you thinking about in relation to implementation? |
| 5. What is your next step? |

Wrap-up and Reflection

Level 3-4 Success Criteria

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| **Standard Level Benchmark of our Essential Standards** | **Example of Rigor***- This is what rigor will look like if a student is proficient.* | **Prerequisite knowledge-** *These are the prior skills and knowledge students need to know to learn the new skills.* | **Common Assessments-** *These types of assessments will be given to gauge student learning.* | **Extension-** *These are some “nice to know skills” for students who have already mastered this benchmark?* |
| **Interpretive Mode:**  I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. | Students will be able to understand meaning in context without the use of a dictionary. They will begin to recognize differences in verb tenses, express the main idea/purpose of an authentic resource and include relevant textual evidence in their text analysis. | Students need to distinguish between the author’s perspective (voice/point of view), meaning-baring language forms (identify important language elements) and show increased ability to use cognates and other context clues to anticipate meaning. | Assessments will include authentic resources. Students will be able to use the authentic resource to guide their understanding of the target language. The assessment should be graded using a rubric with clear learning expectations. The use of ACTFL’s Interpretive model is recommended. | -Understand the basic purpose of a message and messages related to basic needs  -Understand questions and simple statements on everyday topics when part of a conversation  -Identify some simple information on forms and from news media |
| **Interpersonal Mode:**  I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. | Students will be able to use visual cues such as facial expressions and gestures to help negotiate meaning. Students need to use circumlocution in order to convey meaning, ask meaningful follow-up questions as well as respond to information appropriately in a way that extends the conversation. Students will work toward the use of the appropriate register and tenses when responding to written or oral prompts. Students can ask follow-up questions. | Students can easily recognize thematic vocabulary and include it in verbal or written context. Students are able to incorporate appropriate greetings, closing, intonations and reactions to written or oral prompts. Students need to use circumlocution when negotiating meaning, communicate comprehensively as well as express a need for clarification if necessary. | Assessments will include scaffolded conversations, both written and oral, with the expectation of some elements of authenticity and spontaneity. Students are required to negotiate meaning as much as possible. Students can ask follow-up questions appropriately as well as respond to information appropriately and in a way that extends the conversation. The assessment should be graded using a rubric with clear learning expectations, such as the ones outlined in the WL curriculum. | -Hold a simple conversation on a number of everyday topics  -Use the language to meet basic needs in familiar situations  -Ask and answer questions on factual information that is familiar |
| **Presentational Mode:**  I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. | Students can present structured and rehearsed material with the use of appropriate visual or textual cues. Students use circumlocution in order to convey meaning. Level- appropriate vocabulary and language functions are used to convey thoughts, information, and new ideas. | Students can easily recognize thematic vocabulary and include it in verbal or written context. Students are able to incorporate appropriate greetings, closings, intonations, transitions, appropriate language functions, and reactions to written or oral prompts. | Assessments will be practiced and rehearsed oral or written presentations. Students will not be expected to present information until they have received an appropriate form of feedback. The assessment should be graded using a rubric with clear learning expectations, such as the ones outline in the WL curriculum. | -Talk and write about people, activities, and experiences  -Talk and write about needs and wants  -Exchange information about plans  -Present songs, short skits, or dramatic readings  -Talk and write about topics of interest  -Give basic instructions |

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| **Standard Level Benchmark of our Essential Standards** | **Concerns-**  *What concerns do you have about students achieving this goal?* | **Cause-**  *What is the cause of this concern?* | **Desired Outcomes-**  *What would help alleviate these concerns? What supports do you need?* | **Responsibility-**  *Who needs to take responsibility in helping to resolve these concerns?* |
| **Interpretive Mode:**  I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. |  |  |  |  |
| **Interpersonal Mode:**  I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. |  |  |  |  |
| **Presentational Mode:**  I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. |  |  |  |  |

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Moving Forward

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| **Context:** What strategies have you used to bring standards-based instruction to your classroom? |
| **Planning:** What planning is necessary to support standards-based instruction within your department? How will you plan? |
| **Professional Learning:** What supports are necessary to continue moving forward? |
| **Instructional Support:** What supports are necessary to ensure high levels of student learning? |

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Wrap-up and Reflection

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| 1. Summarize the department’s thoughts for moving forward? |
| 2. How might the team apply this PLC work to other collaborative planning when it comes to essential standards? |
| 3. What adjustments are you considering when it comes to your instructional practices? |
| 4. What are you thinking about in relation to implementation? |
| 5. What is your next step? |

Level 5-6 Success Criteria

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| **Standard Level Benchmark of our Essential Standards** | **Example of Rigor***- This is what rigor will look like if a student is proficient.* | **Prerequisite knowledge-** *These are the prior skills and knowledge students need to know to learn the new skills.* | **Common Assessments-** *These types of assessments will be given to gauge student learning* | **Extension-** *These are some “nice to know skills” for students who have already mastered this benchmark?* |
| **Interpretive Mode:**  I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. | Students will be able to understand and analyze meaning in context. They will recognize different verb tenses, express the main idea/purpose of an authentic resource as well as analyze the cultural perspective. Students will include textual evidence to support their analysis. | Students need to distinguish between the author’s perspective (voice/point of view), meaning-baring language forms (identify important language elements), and show increased ability to use cognates and other context clues to infer meaning. | Assessments will include authentic resources. Students will be able to use the authentic resource to guide their understanding of the target language. The assessment should be graded using a rubric with clear learning expectations. The use of ACTFL’s Interpretive model is recommended. | -Understand basic information in ads and recordings  -Understand messages related to everyday life  -Understand simple written exchanges between other people |
| **Interpersonal Mode:**  I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. | Students will be able to use visual cues such as facial expressions and gestures to help negotiate meaning. Students need to use circumlocution in order to convey meaning, ask meaningful follow-up questions as well as respond to information appropriately in a way that extends the conversation. Students need to use the appropriate register and tenses when responding to written or oral prompts. Students should ask follow-up questions. | Students can easily recognize thematic vocabulary and include it in verbal or written context. Students are able to incorporate appropriate greetings, closing, intonations and reactions to written or oral prompts. Students need to use circumlocution when negotiating meaning, communicate comprehensively as well as express a need for clarification if necessary. | Assessments will include scaffolded conversations, both written and oral, with the expectation of some elements of authenticity and spontaneity. Students are required to negotiate meaning as much as possible. Students can ask follow-up questions appropriately as well as respond to information appropriately and in a way that extends the conversation. The assessment should be graded using a rubric with clear learning expectations, such as the ones outlined in the WL curriculum. | -Start, maintain, and end a conversation on a variety of familiar topics  -Talk about daily activities and personal preferences  -Use language to handle tasks related to personal needs  -Exchange information about topics of personal interest to the learners |
| **Presentational Mode:**  I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. | Students can present structured and rehearsed material with the use of appropriate visual or textual cues. Students use circumlocution in order to convey meaning. Level- appropriate vocabulary and language functions are used to convey thoughts, information, and new ideas. Students will begin to elaborate on their thoughts, ideas, and opinions. | Students can easily recognize thematic vocabulary and include it in verbal or written context. Students are able to incorporate appropriate greetings, closings, intonations, transitions, appropriate language functions, and reactions to written or oral prompts. | Assessments will be practiced and rehearsed oral or written presentations. Students will not be expected to present information until they have received an appropriate form of feedback. The assessment should be graded using a rubric with clear learning expectations, such as the ones outline in the WL curriculum. | -Present and write about personal and social experiences  -Present and write about something learned or researched  -Present and write about common interests and issues and take a critical stance on a topic of interest  -Write messages, announcements, and communications for distribution |

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| **Interpretive Mode:**  I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. |  |  |  |  |
| **Interpersonal Mode:**  I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. |  |  |  |  |
| **Presentational Mode:**  I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. |  |  |  |  |

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Moving Forward

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| **Context:** What strategies have you used to bring standards-based instruction to your classroom? |
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