

World Languages

Novice Low – Interpretive Listening (IL) and Reading (IR)

Enduring Skill: Interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations	
	1	1.5	2	2.5	3	3.5	4	
Functions	* Attempts to comprehend individual words, lists, phrases on very familiar topics.		* Begins to comprehend individual words, lists and phrases on very familiar topics.		* Comprehends individual words, lists and phrases on very familiar topics.		* Comprehends individual words, lists and phrases on very familiar topics.	
Context/Content/ Vocabulary	*Attempts to comprehend words and lists with highly predictable, familiar contexts relating directly to the self. *Attempts to comprehend some highly predictable vocabulary: a limited number of words related to familiar topics.		*Begins to comprehend words, lists, and phrases with highly predictable, familiar contexts relating directly to the self. *Begins to comprehend some highly predictable vocabulary: a limited number of words and formulaic expressions related to familiar topics.		*Comprehends words, lists, and phrases with highly predictable, familiar contexts relating directly to the self. *Sometimes comprehends some highly predictable vocabulary: a limited number of words and formulaic expressions related to familiar topics.		*Comprehends individual words, lists, phrases, and occasional simple sentences with highly predictable, familiar contexts relating directly to the self. *Mostly comprehends some highly predictable vocabulary: a limited number of words and formulaic expressions related to familiar topics.	
Text Type	* Attempts to derive meaning from simple authentic texts consisting of individual words, lists, and some phrases on familiar topics, such as menus, packing lists, family trees, etc. *Always needs visuals, graphically organized information, etc. for comprehension.		* Begins to derive meaning from simple authentic texts consisting of individual words, lists, and some phrases on familiar topics, such as menus, packing lists, family trees, etc. *Always needs visuals, graphically organized information, etc. for comprehension.		* Derives meaning from simple authentic texts consisting of individual words, lists, and some phrases on familiar topics, such as menus, packing lists, family trees, etc. *Always needs visuals, graphically organized information, etc. for comprehension.		* Derives meaning from brief authentic texts consisting of individual words, lists, and phrases, and attempts to comprehend some simple sentences on familiar topics, such as restaurant advertisements, travel announcements, personal descriptions, etc. *Usually needs visuals, graphically organized information, etc. for comprehension.	
Language Control	*Attempts to derive meaning from texts using discrete vocabulary *Always needs to read/hear individual words, lists and phrases more than once; visuals		*Begins to derive meaning from texts using discrete vocabulary *Always needs to read/hear individual words, lists or phrases more than once;		*Relies primarily on discrete vocabulary to derive meaning from texts. * Always needs to read/hear individual words, lists and		* Relies primarily on discrete vocabulary to derive meaning from texts. *Attempts to derive meaning by recognizing structural patterns that have been used in familiar	

	are needed.		visuals are needed.		phrases more than once; visuals are needed.		contexts. * Always needs to read/hear individual words, lists and phrases more than once; visuals are needed.
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*Discrete vocabulary: Individually isolated words within a text.

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	1	1.5	2	2.5	3	3.5	4
Functions	* Comprehends individual words, lists, phrases and an occasional simple sentence on very familiar topics.		* Comprehends many words, lists, phrases and an occasional simple sentence on familiar topics.		* Comprehends many words, lists, phrases and some simple sentences on familiar topics.		* Comprehends phrases, many simple sentences on familiar topics, but not yet at the passage level.
Context/Content/ Vocabulary	*Comprehends individual words, lists, phrases, and occasional simple sentences with highly predictable, familiar contexts relating directly to the self. *Mostly comprehends a limited number of words and formulaic expressions related to familiar topics.		*Comprehends many words, lists, phrases, and occasional simple sentences with highly predictable, familiar contexts relating directly to personal background, prior knowledge, or experiences. *Mostly comprehends a limited number of words and formulaic expressions related to familiar topics. Attempts to comprehend high frequency vocabulary relating to everyday topics.		*Comprehends words, lists, phrases, and some simple sentences with highly predictable, familiar contexts relating directly to personal background, prior knowledge, or experiences. Attempts to comprehend texts extending beyond the self to one's immediate environment. *Comprehends a limited number of words and formulaic expressions related to familiar topics. Attempts to comprehend high frequency vocabulary relating to everyday topics.		*Comprehends phrases and many simple sentences with predictable, familiar contexts relating directly to personal background, prior knowledge, or experiences. Attempts to comprehend texts extending beyond the self to one's immediate environment. *Comprehends a limited number of words and formulaic expressions related to familiar topics about the self. Attempts to comprehend high frequency vocabulary and high frequency idiomatic phrases relating to everyday topics.
Text Type	* Derives meaning from brief authentic texts consisting of individual words, lists, and phrases, and attempts to comprehend some simple sentences on familiar topics, such as restaurant advertisements, travel announcements, personal descriptions, etc. *Usually needs visuals,		* Derives meaning from brief authentic texts consisting of individual words, lists, and phrases, and begins to comprehend some simple sentences on familiar topics, such as restaurant advertisements, travel announcements, personal descriptions, etc. *Usually needs visuals,		* Derives meaning from brief authentic texts consisting of individual words, lists, and phrases, and occasional simple sentences on familiar topics, such as restaurant advertisements, travel announcements, personal descriptions, etc. *Usually needs visuals, graphically organized		* Derives meaning from authentic texts on familiar topics consisting of individual words, lists, phrases, and some simple sentences on familiar topics, such as restaurant advertisements, travel announcements, personal descriptions, etc. *Usually needs visuals, graphically organized

	graphically organized information, etc. for comprehension.		graphically organized information, etc. for comprehension.		information, etc. for comprehension.		information, etc. for comprehension.
Language Control	<ul style="list-style-type: none"> *Primarily relies on discrete vocabulary to derive meaning from texts. *Attempts to derive meaning by recognizing structural patterns that have been used in familiar contexts. * Usually needs to read/hear individual words, lists, and phrases more than once * Usually needs visuals in order to comprehend. 		<ul style="list-style-type: none"> *Primarily relies on discrete vocabulary to derive meaning from texts. *Begins to derive meaning by recognizing structural patterns that have been used in familiar and some new contexts. * Usually needs to read/hear individual words, lists, phrases, and simple sentences more than once. * Usually needs visuals in order to comprehend. Begins to use prior knowledge of a topic and familiarity with words similar to one's own language to comprehend. 		<ul style="list-style-type: none"> *Primarily relies on discrete vocabulary to derive meaning from texts. *Attempts to comprehend short, non-complex texts on familiar topics due to a budding control of language (vocabulary, structures, conventions of spoken and written language, etc.) *Derives meaning by recognizing structural patterns that have been used in familiar and some new contexts. * Usually needs to read/hear individual words, lists, phrases and simple sentences more than once. * Usually needs visuals in order to comprehend. Uses prior knowledge of a topic and familiarity with words similar to one's own language to comprehend. 		<ul style="list-style-type: none"> *May rely on discrete vocabulary to derive meaning from texts. *Begins to comprehend short, non-complex texts on familiar topics due to a budding control of language (vocabulary, structures, conventions of spoken and written language, etc.) *Derives meaning by recognizing structural patterns that have been used in familiar and some new contexts. * May need to read/hear individual phrases and simple sentences on familiar topics more than once. * May need visual aids, prior knowledge of a topic and familiarity with words similar to one's own language to comprehend.

World Languages

Novice High – Interpretive Listening (IL) and Reading (IR)

Enduring Skill:

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Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	* Comprehends phrases and many simple sentences on familiar topics, but not yet at the passage level.		* Comprehends phrases and many simple sentences. Begins to comprehend connected sentences on familiar topics, but not yet at the passage level.		* Comprehends phrases, many simple and sometimes connected sentences, and main ideas in short passages on familiar topics.		* Comprehends main ideas in short passages on familiar topics and attempts to comprehend supporting facts.
Context/Content/ Vocabulary	*Comprehends phrases and many simple sentences with predictable, familiar contexts relating directly to personal background, prior knowledge, or experiences. Attempts to comprehend texts extending beyond the self to one’s immediate environment. * Comprehends a limited number of words and formulaic expressions related to familiar topics about the self. Attempts to comprehend high frequency vocabulary and high frequency idiomatic phrases relating to everyday topics.		*Comprehends phrases and many simple sentences with predictable, familiar contexts relating directly to personal background, prior knowledge, or experiences. Begins to comprehend texts extending beyond the self to one’s immediate environment. *Comprehends a limited number of words and formulaic expressions related to familiar topics about the self. Begins to comprehend high frequency vocabulary and high frequency idiomatic phrases relating to everyday topics.		*Comprehends phrases and many simple and sometimes connected sentences with predictable, familiar contexts relating directly to personal background, prior knowledge, or experiences. Begins to comprehend texts extending beyond the self to one’s immediate environment. *Comprehends a limited number of words and formulaic expressions related to familiar topics about the self. Begins to comprehend high frequency vocabulary and high frequency idiomatic phrases relating to everyday topics.		*Comprehends texts that sometimes have connected sentences, in familiar contexts. Sometimes comprehends texts extending beyond the self to one’s immediate environment. *Sometimes comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic phrases.
Text Type	* Derives meaning from authentic texts on familiar topics consisting of individual words, lists, phrases, and some simple sentences on familiar topics, such as restaurant advertisements, travel announcements, personal		* Derives meaning from authentic texts on familiar topics consisting of individual words, lists, phrases, and frequent simple sentences. Attempts to comprehend connected sentences in texts such as simple stories,		* Derives meaning from authentic texts on familiar topics consisting of individual words, lists, phrases, and simple sentences. Begins to comprehend connected sentences in texts such as simple stories, routine		* Derives meaning from authentic texts on familiar topics consisting of individual words, lists, phrases, and sentences. Sometimes comprehends connected sentences in texts such as simple stories, routine

	<p>descriptions, etc.</p> <p>*Usually needs visuals, graphically organized information, etc. for comprehension.</p>		<p>routine correspondence, short descriptive texts, etc.</p> <p>*May need visual aids and graphically organized information. Depends upon highly predictable order of texts for comprehension.</p>		<p>correspondence, short descriptive texts, etc.</p> <p>*May need visual aids and graphically organized information. Depends upon highly predictable order of texts for comprehension.</p>		<p>correspondence, short descriptive texts, etc.</p> <p>*May need visual aids and graphically organized information. Depends upon highly predictable order of texts for comprehension.</p>
Language Control	<p>*May rely on vocabulary to derive meaning from texts.</p> <p>*Begins to comprehend short, non-complex texts on familiar topics due to a budding control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Derives meaning by recognizing structural patterns that have been used in familiar and some new contexts.</p> <p>* May need to read/hear individual phrases and simple sentences on familiar topics more than once.</p> <p>* May need visual aids, prior knowledge of a topic and familiarity with words similar to L1 to comprehend.</p>		<p>* May rely on vocabulary to derive meaning from texts.</p> <p>*Comprehends some short, non-complex texts on familiar topics due to a budding control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Derives meaning by recognizing structural patterns that have been used in familiar and some new contexts.</p> <p>* May need to read/hear individual phrases and simple sentences on familiar topics more than once.</p> <p>* May need visual aids, prior knowledge of a topic and familiarity with words similar to L1 to comprehend.</p>		<p>* May rely on vocabulary to derive meaning from texts.</p> <p>* Comprehends some short, non-complex texts on familiar topics due to a budding control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Derives meaning by recognizing structural patterns that have been used in familiar and some new contexts.</p> <p>* May need to read/hear individual phrases, simple sentences on familiar topics more than once and frequently needs short passages read/heard more than once.</p> <p>* May need visual aids, prior knowledge of a topic and familiarity with words similar to L1 to comprehend.</p>		<p>* Comprehends some short, non-complex texts on familiar topics due to an increased control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Attempts to derive meaning from comparing target language structures with those of L1.</p> <p>* Occasionally needs to read/hear phrases and simple sentences more than once. Usually needs to read/heard short passages more than once.</p> <p>* May use prior knowledge of a topic to comprehend what is read/heard and attempts to use context clues.</p>

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Intermediate Low – Interpretive Listening (IL) and Reading (IR)

Enduring Skill:

Interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations	
	1	1.5	2	2.5	3	3.5	4	
Functions	* Comprehends main ideas in short passages on familiar topics that are read/heard and attempts to comprehend supporting facts.		* Comprehends main ideas in short passages on familiar topics that are read/heard and begins to comprehend occasional supporting facts.		* Comprehends main ideas and some supporting facts in short passages on familiar topics that are read/heard.		* Comprehends main ideas and some supporting facts in short passages on familiar topics that are read/heard. Attempts to comprehend more complex texts.	
Context/Content/ Vocabulary	*Comprehends texts that sometimes have connected sentences, in familiar contexts. Sometimes comprehends texts extending beyond the self to one's immediate environment. *Sometimes comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic phrases.		*Comprehends texts that sometimes have connected sentences, in familiar contexts. Frequently comprehends texts extending beyond the self to the one's immediate environment. *Frequently comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic phrases.		*Comprehends texts with connected sentences and familiar contexts relating directly to basic personal and social needs and relevant to one's immediate environment, such as self and everyday life, schools, community, and particular interests. *Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic phrases.		*Attempts to comprehend texts on familiar contexts with paragraph discourse, relating directly to basic personal and social needs and relevant to one's immediate environment, such as self and everyday life, schools, community, and particular interests. *Comprehends high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases.	
Text Type	* Derives meaning from authentic texts on familiar topics consisting of individual words, lists, phrases, and sentences. Sometimes comprehends connected sentences in texts such as simple stories, routine correspondence, short descriptive texts, etc. *May need visual aids and graphically organized		* Derives meaning from authentic texts on familiar topics at the sentence level. Mostly comprehends connected sentences in texts such as simple stories, routine correspondence, short descriptive texts, etc. *May need visual aids and graphically organized information. Depends upon highly predictable order of		* Derives meaning from authentic texts on familiar topics at the sentence level. Comprehends connected sentences in texts such as simple stories, routine correspondence, short descriptive texts, etc. *May need visual aids and graphically organized information. Depends upon highly predictable order of		* Derives meaning from authentic texts on familiar topics at the sentence level. Comprehends connected sentences and attempts to comprehend paragraph discourse in texts such as simple stories, routine correspondence, short descriptive texts, etc. *May use context clues and prior knowledge to comprehend what is read/heard. Depends	

	information. Depends upon highly predictable order of texts for comprehension.		texts for comprehension.		texts for comprehension.		upon highly predictable order of texts for comprehension.
Language Control	<p>*Comprehends some short, non-complex texts on familiar topics due to an increased control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Attempts to derive meaning from comparing target language structures with those of L1.</p> <p>* Occasionally needs to read/hear phrases and simple sentences more than once. Usually needs to read/hear short passages more than once.</p> <p>* May use prior knowledge of a topic to comprehend what is read/heard and attempts to use context clues.</p>		<p>* Comprehends short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Begins to derive meaning from comparing target language structures with those of L1 and attempts to recognize parallels in structure between new and familiar language.</p> <p>* Occasionally needs to read/hear phrases and simple sentences more than once. Usually needs to read/hear short passages more than once.</p> <p>* May use prior knowledge of a topic to comprehend what is read/heard and begins to use some context clues.</p>		<p>*Fully comprehends short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Begins to derive meaning from comparing target language structures with those of L1 and recognizing parallels in structure between new and familiar language.</p> <p>* Usually needs to read/hear short passages on familiar topics more than once.</p> <p>* Uses prior knowledge and context clues to comprehend.</p>		<p>*Fully comprehends with ease short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Derives meaning from comparing target language structures with those of L1 and recognizing parallels in structure between new and familiar language.</p> <p>* May need to read/hear short passages more than once. Always needs to read/hear complex texts more than once.</p> <p>* Uses prior knowledge and context clues to comprehend.</p>

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Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	* Comprehends main ideas and some supporting facts in short passages on familiar topics that are read/heard. Attempts to comprehend more complex texts.		* Comprehends main ideas and most supporting facts in short passages on familiar topics that are read/heard, and begins to comprehend more complex texts with paragraph-like discourse.		* Comprehends main ideas and supporting facts in some complex passages on familiar topics. Occasionally comprehends complex texts with paragraph-like discourse.		* Comprehends main ideas and supporting facts in some complex passages on familiar topics. Occasionally comprehends complex texts with paragraph-like discourse. Attempts to comprehend complex texts on less familiar topics.
Context/Content/ Vocabulary	*Attempts to comprehend texts on familiar contexts with paragraph discourse, relating directly to basic personal and social needs and relevant to one’s immediate environment, such as self and everyday life, schools, community, and particular interests. *Comprehends high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases.		*Begins to comprehend texts on familiar contexts with paragraph discourse, relating directly to basic personal and social needs and relevant to one’s immediate environment, such as self and everyday life, schools, community, and particular interests. Attempts to comprehend texts beyond the immediate environment. *Comprehends high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases. Attempts to comprehend vocabulary beyond everyday topics.		*Comprehends texts on familiar contexts, occasionally with paragraph discourse, relating directly to basic personal and social needs and relevant to one’s immediate environment, such as self and everyday life, schools, community, and particular interests. Attempts to comprehend texts beyond the immediate environment. *Comprehends high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases. Attempts to comprehend vocabulary beyond everyday topics.		*Comprehends texts on familiar contexts, sometimes with paragraph discourse, relating directly to basic personal and social needs and relevant to one’s immediate environment, such as self and everyday life, schools, community, and particular interests. Attempts to comprehend texts beyond the immediate environment, including those relating to real-world topics of general interest. *Comprehends high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases. Begins to comprehend vocabulary beyond everyday topics.
Text Type	* Derives meaning from authentic texts on familiar topics at the sentence level. Comprehends connected		* Derives meaning from authentic texts on familiar topics at the sentence level. Comprehends connected		* Derives meaning from authentic texts on familiar topics at the sentence level. Comprehends connected		* Attempts to derive meaning from authentic texts that go beyond familiar topics. Comprehends connected

	<p>sentences and attempts to comprehend paragraph discourse in texts such as simple stories, routine correspondence, short descriptive texts, etc.</p> <p>*May use context clues and prior knowledge to comprehend what is read/heard. Depends upon highly predictable order of texts for comprehension.</p>		<p>sentences and begins to comprehend paragraph discourse in texts such as simple stories, routine correspondence, short descriptive texts, etc.</p> <p>*May use context clues and prior knowledge to comprehend what is read/heard. Depends upon highly predictable order of texts for comprehension.</p>		<p>sentences and occasionally comprehends paragraph discourse in texts such as simple stories, routine correspondence, short descriptive texts, etc.</p> <p>*May use context clues and prior knowledge to comprehend what is read/heard. Depends upon highly predictable order of texts for comprehension.</p>		<p>sentences and sometimes comprehends paragraph discourse in texts such as simple stories, routine correspondence, short descriptive texts, etc.</p> <p>*May use context clues, prior knowledge, and inferencing to comprehend what is read/heard. Depends upon highly predictable order of texts for comprehension.</p>
Language Control	<p>*Fully comprehends with ease short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*May derive meaning from comparing target language structures with those of L1 and recognizing parallels in structure between new and familiar language.</p> <p>* May need to read/hear short passages more than once. Always needs to read/hear complex texts more than once.</p> <p>* Uses prior knowledge and context clues to comprehend.</p>		<p>*Fully comprehends with ease short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Attempts to comprehend more complex texts.</p> <p>*May derive meaning from comparing target language structures with those of L1 and recognizing parallels in structure between new and familiar language.</p> <p>* Always needs to read/hear complex texts more than once.</p> <p>* Uses context clues and prior knowledge to comprehend.</p>		<p>*Fully comprehends with ease short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Begins to comprehend more complex texts.</p> <p>*May derive meaning from comparing target language structures with those of L1 and recognizing parallels in structure between new and familiar language.</p> <p>* May need to read/hear complex texts more than once.</p> <p>* May use context clues and prior knowledge less often to comprehend.</p>		<p>*Fully comprehends with ease short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.)</p> <p>*Attempts to comprehend more complex and descriptive texts with connected language and cohesive devices.</p> <p>*May derive meaning from comparing target language structures with those of L1 and recognizing parallels in structure between new and familiar language.</p> <p>* May need to read/hear complex texts more than once.</p> <p>* May use context clues and prior knowledge less often to comprehend and attempts to infer information from text.</p>

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Enduring Skill:

Interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations	
	1	1.5	2	2.5	3	3.5	4	
Functions	<p>* Comprehends main ideas and supporting facts in some complex passages on familiar topics. Occasionally comprehends complex texts with paragraph-like discourse. Attempts to comprehend complex texts on less familiar topics.</p> <p>* May need to read/hear complex texts more than once.</p> <p>* May use context clues and prior knowledge less often to comprehend what is read/heard and attempts to infer information from text.</p>		<p>* Fully comprehends main ideas and supporting facts in most complex passages on familiar topics. Begins to comprehend passages on less familiar topics. Comprehends some paragraph-like discourse.</p> <p>* May need to read/hear complex passages more than once.</p> <p>* May use context clues and prior knowledge to comprehend what is read/heard and begins to infer information from text.</p>		<p>* Fully comprehends with little difficulty the main idea and supporting facts in complex passages on familiar topics. Comprehends some more complex passages on less familiar topics. Begins to comprehend texts situated in all major time frames.</p> <p>* Occasionally needs to read/hear complex passages more than once.</p> <p>* May use context clues and prior knowledge as well as inferences to comprehend what is read/heard.</p>		<p>* Comprehends with ease main idea and supporting facts and comprehends some paragraph – like discourse dealing with topics of a concrete nature. Comprehends some texts situated in all major time frames</p> <p>* Rarely needs to read/hear complex passages more than once.</p> <p>* Primarily uses situational and subject matter knowledge to aid in comprehension of what is read/heard.</p>	
Context/Content/ Vocabulary	<p>*Comprehends texts on familiar contexts, sometimes with paragraph discourse, relating directly to basic personal and social needs and relevant to one’s immediate environment, such as self and everyday life, schools, community, and particular interests. Attempts to comprehend texts beyond the immediate environment, including those relating to real-world topics of general interest.</p> <p>*Comprehends high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic</p>		<p>*Comprehends texts on familiar contexts, frequently with paragraph discourse, relating directly to basic personal and social needs and relevant to one’s immediate environment, such as self and everyday life, schools, community, and particular interests. Begins to comprehend texts beyond the immediate environment, including those relating to real-world topics of general interest. Attempts to handle an unexpected occurrence in a text.</p>		<p>*Comprehends texts on familiar contexts, mostly with paragraph discourse, relating directly to basic personal and social needs and relevant to one’s immediate environment, such as self and everyday life, schools, community, and particular interests. Begins to comprehend texts beyond the immediate environment, including those relating to real-world topics of general interest. Begins to handle an unexpected occurrence in a text.</p>		<p>*Comprehends texts on familiar contexts with paragraph discourse, relating directly to basic personal and social needs and relevant to one’s immediate environment, such as self and everyday life, schools, community, and particular interests. Begins to comprehend texts beyond the immediate environment, including those relating to real-world topics of general interest. Sometimes handles an unexpected occurrence in a text.</p> <p>*Comprehends some generic</p>	

	phrases. Begins to comprehend vocabulary beyond everyday topics.		*Comprehends high frequency vocabulary related to everyday topics and an increased amount of idiomatic phrases. Begins to comprehend vocabulary beyond everyday topics.		*Begins to comprehend generic and some specific vocabulary related to one's experience and an expanding number of idiomatic phrases.		vocabulary related to one's experience and an expanding number of idiomatic phrases. Attempts to comprehend specific vocabulary related to certain fields.
Text Type	<p>* Attempts to derive meaning from authentic texts that go beyond familiar topics. Comprehends connected sentences and sometimes comprehends paragraph discourse in texts such as simple stories, routine correspondence, short descriptive texts, etc.</p> <p>*May use context clues, prior knowledge, and inferencing to comprehend what is read/heard. Depends upon highly predictable order of texts for comprehension.</p>		<p>* Begins to derive meaning from authentic texts that go beyond familiar topics. Comprehends connected sentences and frequently comprehends paragraph discourse in text such as simple short stories, routine correspondence, and short descriptive texts. Attempts to handle an unexpected occurrence in a text.</p> <p>*May use context clues, prior knowledge, and inferencing to comprehend what is read/heard. Depends upon highly predictable order of texts for comprehension.</p>		<p>* Derives meaning from authentic texts on concrete topics, mostly at the paragraph level. Begins to move beyond simple, short stories into texts of higher complexity. Begins to handle an unexpected occurrence in a text.</p> <p>*May use context clues, prior knowledge, and inferencing to comprehend what is read/heard. Depends upon highly predictable order of texts for comprehension.</p>		<p>*Derives meaning from authentic texts on concrete topics with paragraph discourse. Begins to move beyond simple, short stories into texts of higher complexity. Can sometimes handle an unexpected occurrence in a text.</p> <p>*Attempts to rely more heavily on inferences and textual clues to comprehend texts.</p>
Language Control	<p>*Fully comprehends with ease short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken /written language, etc.)</p> <p>*Attempts to comprehend more complex and descriptive texts with connected language and cohesive devices.</p> <p>*May derive meaning from comparing target language structures with those of the</p>		<p>*Fully comprehends with ease short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken /written language, etc.)</p> <p>*Begins to comprehend more complex and descriptive texts with connected language and cohesive devices.</p>		<p>*Fully comprehends with ease short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken/ written language, etc.)</p> <p>*Comprehends some more complex and descriptive texts with connected language and cohesive devices.</p> <p>*May derive meaning by comparing text to native</p>		<p>*Begins to comprehend more complex and descriptive texts with connected language and cohesive devices due to sufficient control of language (vocabulary, structures, conventions of spoken /written language, etc.)</p> <p>*Derives meaning by comparing text to native language and begins to comprehend sequencing, time frames, and chronology.</p>

	<p>native language and recognizing parallels in structure between new and familiar language.</p>	<p>*May derive meaning by comparing text to native language and attempts to comprehend sequencing, time frames, and chronology.</p>	<p>language and begins to comprehend sequencing, time frames, and chronology.</p>	
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World Languages

Advanced Low – Interpretive Listening (IL) and Reading (IR)

Enduring Skill:

Interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	<ul style="list-style-type: none"> * Comprehends with ease main idea and supporting facts and comprehends some paragraph – like discourse dealing with topics of a concrete nature. Comprehends some texts situated in all major time frames * Rarely needs to read/hear complex passages more than once. * Primarily uses situational and subject matter knowledge to aid in comprehension of what is read/heard. 		<ul style="list-style-type: none"> * Fully comprehends main ideas and supporting facts and comprehends most paragraph-like discourse dealing with topics of a concrete nature situated in all major time frames. * Rarely needs to read/hear complex passages more than once. * Primarily uses situational and subject matter knowledge to aid in comprehension of what is read/heard. 		<ul style="list-style-type: none"> * Fully comprehends paragraph-like discourse dealing with topics of a concrete nature situated in all major time frames. * Comprehends complex passages that are read/heard once. * Primarily uses situational and subject matter knowledge to aid in comprehension of what is read/heard. 		<ul style="list-style-type: none"> * Fully comprehends paragraph-like discourse dealing with topics of a concrete nature situated in all major time frames. Attempts to predict what is going to be read/heard. * Comprehends complex passages that are read/heard once. Attempts to derive meaning from some structurally and/or conceptually complex texts. * Primarily uses situational and subject matter knowledge to aid in comprehension of what is read/heard. Attempts to derive meaning from knowledge of the language itself.
Context/Content/ Vocabulary	<ul style="list-style-type: none"> *Comprehends texts on familiar contexts with paragraph discourse, relating directly to basic personal and social needs and relevant to one’s immediate environment, such as self and everyday life, schools, community, and particular interests. Begins to comprehend texts beyond the immediate environment, including those relating to real-world topics of general interest. Sometimes handles an unexpected occurrence in a text. 		<ul style="list-style-type: none"> *Comprehends some texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts. Frequently handles an unexpected occurrence in a text. *Comprehends most generic vocabulary related to one’s experiences and an expanding number of idiomatic phrases. Begins to comprehend specific 		<ul style="list-style-type: none"> *Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts as well as texts with an unexpected occurrence. *Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one’s experiences, and an expanding number of idiomatic phrases. 		<ul style="list-style-type: none"> *Comprehends with ease texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts as well as texts with an unexpected occurrence. Attempts to comprehend texts at the abstract level. *Comprehends generic and specific vocabulary and structures, specialized and precise vocabulary on topics related to one’s experiences.

	<p>*Comprehends some generic vocabulary related to one’s experience and an expanding number of idiomatic phrases. Attempts to comprehend specific vocabulary related to certain fields.</p>		<p>vocabulary related to certain fields.</p>			
<p>Text Type</p>	<p>*Derives meaning from authentic texts on concrete topics with paragraph discourse. Begins to move beyond simple, short stories into texts of higher complexity. Can sometimes handle an unexpected occurrence in a text.</p> <p>*Attempts to rely more heavily on inferences and textual clues to comprehend texts.</p>		<p>* Derives meaning from authentic texts on concrete topics with paragraph discourse. Begins to move beyond simple, short stories into texts of higher complexity. Frequently handles an unexpected occurrence in a text.</p> <p>*Begins to rely more heavily on inferences and textual clues to comprehend texts.</p>		<p>* Derives meaning from authentic texts on concrete topics with paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, presentations, anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature. Comprehends texts with an unexpected occurrence.</p> <p>*Relies more heavily on inferences and textual clues to comprehend texts.</p>	<p>* Derives meaning from authentic texts on concrete topics with paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, presentations, anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature. Attempts to comprehend texts at an abstract level.</p> <p>*Relies more heavily on inferences and textual clues to comprehend texts.</p> <p>*Attempts to comprehend linguistically complex extended discourse in academic settings across genres and also to evaluate the aesthetic properties of language in texts.</p>
<p>Language Control</p>	<p>*Begins to comprehend more complex and descriptive texts with connected language and cohesive devices due to a sufficient control of language (vocabulary, structures, conventions of spoken/written language, etc.)</p> <p>*Derives meaning by comparing</p>		<p>*Comprehends some more complex and descriptive texts with connected language and cohesive devices due to a sufficient control of language (vocabulary, structures, conventions of spoken/written language, etc.)</p>		<p>*Comprehends more complex and descriptive texts with connected language and cohesive devices due to a sufficient control of language (vocabulary, structures, conventions of spoken/written language, etc.)</p> <p>*Derives meaning from</p>	<p>*Comprehends more complex and descriptive texts with connected language and cohesive devices due to a sufficient control of language (vocabulary, structures, conventions of spoken/written language, etc.)</p> <p>*Attempts to comprehend more</p>

	text to L1 and begins to comprehend sequencing, time frames, and chronology.		*Derives meaning by comparing text to L1 and sometimes comprehends sequencing, time frames, and chronology.		comprehending sequencing, times frames, and chronology and begins to classify words or concepts according to word order or grammatical use.		complex structures and linguistic experience within the target culture to be able to comprehend more abstract texts. *Derives meaning from comprehending sequencing, time frames, and chronology and the classification of words or concepts according to word order or grammatical use.
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World Languages

Advanced Mid – Interpretive Listening (IL) and Reading (IR)

Enduring Skill:

Interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	<ul style="list-style-type: none"> * Fully comprehends paragraph-like discourse dealing with topics of a concrete nature situated in all major time frames. Attempts to predict what is going to be read/heard. * Comprehends complex passages that are read/heard once. Attempts to derive meaning from some structurally and/or conceptually complex texts. * Primarily uses situational and subject matter knowledge to aid in comprehension of what is read/heard. Attempts to derive meaning from knowledge of the language itself. 		<ul style="list-style-type: none"> * Fully comprehends paragraph-like discourse dealing with topics of a concrete nature situated in all major time frames. Begins to predict what is going to be read/heard. * Comprehends complex passages that are read/heard once. Begins to derive meaning from some structurally and/or conceptually complex texts. * Primarily uses situational and subject matter knowledge to aid in comprehension of what is read/heard. Begins to derive meaning from knowledge of the language itself. 		<ul style="list-style-type: none"> * Fully comprehends paragraph-like discourse dealing with topics of a concrete nature situated in all major time frames. Occasionally predicts what is going to be read/heard. * Comprehends complex passages that are read/once. Occasionally derives meaning from some structurally and/or conceptually complex texts. * Uses not only situational and subject-matter knowledge but also knowledge of the language itself. 		
Context/Content/ Vocabulary	<ul style="list-style-type: none"> *Comprehends with ease texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts as well as texts with an unexpected occurrence. Attempts to comprehend texts at the abstract level. *Comprehends generic and specific vocabulary and structures, specialized and 		<ul style="list-style-type: none"> *Comprehends with ease texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts. Attempts to comprehend some texts with linguistically complex extended discourse that deal abstractly with topics in academic and professional realms. 		<ul style="list-style-type: none"> *Comprehends with ease texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts. Begins to comprehend some texts with linguistically complex extended discourse that deal abstractly with topics in academic and professional realms. 		

	precise vocabulary on topics related to one’s experiences.		*Comprehends generic and specific vocabulary and structures, specialized and precise vocabulary on topics related to one’s experience. Attempts to expand vocabulary to grasp concepts at the abstract level.		*Comprehends generic and specific vocabulary and structures, specialized and precise vocabulary on topics related to one’s experience. Begins to expand vocabulary to grasp concepts at the abstract level.		
Text Type	<p>* Derives meaning from authentic texts on concrete topics with paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, presentations, anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature. Attempts to comprehend texts at an abstract level.</p> <p>*Relies more heavily on inferences and textual clues to comprehend texts.</p> <p>*Attempts to comprehend linguistically complex extended discourse in academic settings across genres and also to evaluate the aesthetic properties of language in texts.</p>		<p>* Derives meaning from authentic texts on concrete topics with paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, presentations, anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature. Begins to comprehend texts at an abstract level.</p> <p>*Attempts to comprehend not only what is said but also what is left unsaid through inference.</p> <p>*Begins to comprehend linguistically complex extended discourse in academic settings across genres and also to evaluate the aesthetic properties of language in texts.</p>		<p>* Derives meaning from authentic texts on concrete topics with paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, presentations, anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature. Sometimes comprehends texts at an abstract level.</p> <p>*Begins to comprehend not only what is said but also what is left unsaid through inference.</p> <p>*Comprehends some linguistically complex extended discourse in academic settings across genres and also to evaluate the aesthetic properties of language in texts.</p>		
Language Control	*Comprehends more complex and descriptive texts with connected language and cohesive devices due to a sufficient control of language		*Fully comprehends more complex and descriptive texts with connected language and cohesive devices due to a sufficient		*Fully understands with ease more complex and descriptive texts with connected language and cohesive devices due to a sufficient		

	<p>(vocabulary, structures, conventions of spoken /written language, etc.)</p> <p>*Attempts to understand more complex structures and linguistic experience within the target culture to be able to comprehend more abstract texts.</p> <p>*Derives meaning from comprehending sequencing, time frames, and chronology and the classification of words or concepts according to word order or grammatical use.</p>	<p>control of language (vocabulary, structures, conventions of spoken / written language, etc.)</p> <p>*Begins to have an understanding of more complex structures linguistic experience within the target language to be able to comprehend more abstract texts.</p> <p>*Derives meaning from comprehending sequencing, time frames, and chronology as well as the classification of words or concepts according to word order or grammatical use.</p>	<p>control of language (vocabulary, structures, conventions of spoken / written language, etc.)</p> <p>*Has some comprehending of more complex structures linguistic experience within the target language to be able to comprehend more abstract texts.</p> <p>*Derives meaning from comprehending sequencing, times frames, and chronology as well as the classification of words or concepts according to word order or grammatical use.</p>	
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