World Languages

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

	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
Criteria	1	1.5	2	2.5	3	3.5	4
	* Attempts to comprehend		* Begins to comprehend		* Comprehends individual		* Comprehends individual words,
Functions	individual words, lists, phrases		individual words, lists and		words, lists and phrases on		lists and phrases on very familiar
Tunctions	on very familiar topics.		phrases on very familiar		very familiar topics.		topics.
			topics.				
	*Attempts to comprehend		*Begins to comprehend		*Comprehends words, lists,		*Comprehends individual words,
	words and lists with highly		words, lists, and phrases		and phrases with highly		lists, phrases, and occasional
	predictable, familiar contexts		with highly predictable,		predictable, familiar contexts		simple sentences with highly
	relating directly to the self.		familiar contexts relating		relating directly to the self.		predictable, familiar contexts
Contout/Contout/	*Attempts to comprehend some		directly to the self.		*Sometimes comprehends		relating directly to the self.
Context/Content/	highly predictable vocabulary: a		*Begins to comprehend		some highly predictable		*Mostly comprehends some
Vocabulary	limited number of words related		some highly predictable		vocabulary: a limited number		highly predictable vocabulary: a
	to familiar topics.		vocabulary: a limited number		of words and formulaic		limited number of words and
			of words and formulaic		expressions related to familiar		formulaic expressions related to
			expressions related to		topics.		familiar topics.
			familiar topics.				
	* Attempts to derive meaning		* Begins to derive meaning		* Derives meaning from		* Derives meaning from brief
	from simple authentic texts		from simple authentic texts		simple authentic texts		authentic texts consisting of
	consisting of individual words,		consisting of individual		consisting of individual words,		individual words, lists, and
	lists, and some phrases on		words, lists, and some		lists, and some phrases on		phrases, and attempts to
	familiar topics, such as menus,		phrases on familiar topics,		familiar topics, such as menus,		comprehend some simple
	packing lists, family trees, etc.		such as menus, packing lists,		packing lists, family trees, etc.		sentences on familiar topics, such
Text Type	*^\		family trees, etc.		* ^		as restaurant advertisements,
7,7	*Always needs visuals, graphically organized		*Always needs visuals,		*Always needs visuals, graphically organized		travel announcements, personal
	information, etc. for		graphically organized		information, etc. for		descriptions, etc.
	comprehension.		information, etc. for		comprehension.		*Usually needs visuals,
	comprehension.		comprehension.		comprehension.		graphically organized
			comprehension.				information, etc. for
							comprehension.
	*Attempts to derive meaning		*Begins to derive meaning		*Relies primarily on		* Relies primarily on discrete
	from texts using discrete		from texts using discrete		discrete vocabulary to derive		vocabulary to derive meaning
	vocabulary		vocabulary		meaning from texts.		from texts.
Language Control	,		,		meaning from texts.		
	*Always needs to read/hear		*Always needs to read/hear				*Attempts to derive meaning by
	individual words, lists and		individual words, lists or		* Always needs to read/hear		recognizing structural patterns
	phrases more than once; visuals		phrases more than once;		individual words, lists and		that have been used in familiar

are needed.	visuals are needed.	phrases more than once;	contexts.
		visuals are needed.	
			* Always needs to read/hear individual words, lists and phrases more than once; visuals are needed.

^{*}Discrete vocabulary: Individually isolated words within a text.

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

·	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
Criteria	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.		* 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	*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.	*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.	*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.	*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.

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

	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
Criteria	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

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

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

-	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
Criteria	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.
	*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.) *Attempts to derive meaning	* Comprehends short, non- complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.)	*Fully comprehends short, non-complex texts on familiar topics due to sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) *Begins to derive meaning	*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.) *Derives meaning from
Language Control	from comparing target language structures with those of L1. * Occasionally needs to read/hear phrases and simple sentences more than once. Usually needs to read/hear short passages more than once. * May use prior knowledge of a topic to comprehend what is read/heard and attempts to use context clues.	from comparing target language structures with those of L1 and attempts to recognize parallels in structure between new and familiar language. * Occasionally needs to read/hear phrases and simple sentences more than once. Usually needs to read/hear short passages more than once. * May use prior knowledge of a topic to comprehend what is read/heard and begins to use some context	from comparing target language structures with those of L1 and recognizing parallels in structure between new and familiar language. * Usually needs to read/hear short passages on familiar topics more than once. * Uses prior knowledge and context clues to comprehend.	comparing target language structures with those of L1 and recognizing parallels in structure between new and familiar language. * May need to read/hear short passages more than once. Always needs to read/hear complex texts more than once. * Uses prior knowledge and context clues to comprehend.

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

	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
Criteria	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

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

Intermediate High—Interpretive Listening (IL) and Reading (IR)

·	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
Criteria	1	1.5	2	2.5	3	3.5	4
Functions	* 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. * May need to read/hear complex texts more than once. * May use context clues and prior knowledge less often to comprehend what is read/heard and attempts to infer information from text.		* 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. * May need to read/hear complex passages more than once. * May use context clues and prior knowledge to comprehend what is read/heard and begins to infer information from text.		* 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. * Occasionally needs to read/hear complex passages more than once. * May use context clues and prior knowledge as well as inferences to comprehend what is read/heard.		* 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.
Context/Content/ Vocabulary	*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 realworld topics of general interest. *Comprehends high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic		*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.		*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.		*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. *Comprehends some generic

Text Type	* 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. *May use context clues, prior knowledge, and inferencing to comprehend what is read/heard. Depends upon highly predictable order of texts	*Comprehends high frequency vocabulary related to everyday topics and an increased amount of idiomatic phrases. Begins to comprehend vocabulary beyond everyday topics. * 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. *May use context clues, prior knowledge, and	*Begins to comprehend generic and some specific vocabulary related to one's experience and an expanding number of idiomatic phrases. * 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. *May use context clues, prior knowledge, and inferencing to comprehend what is read/heard. Depends upon highly predictable order of	vocabulary related to one's experience and an expanding number of idiomatic phrases. Attempts to comprehend specific vocabulary related to certain fields. *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. *Attempts to rely more heavily on inferences and textual clues to comprehend texts.
Language Control	*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.) *Attempts to comprehend more complex and descriptive texts with connected language and cohesive devices.	Depends upon highly predictable order of texts for comprehension. *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.) *Begins to comprehend more complex and descriptive texts with	*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.) *Comprehends some more complex and descriptive texts with connected language and cohesive devices.	*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.) *Derives meaning by comparing text to native language and begins to comprehend
	*May derive meaning from comparing target language structures with those of the	connected language and cohesive devices.	*May derive meaning by comparing text to native	sequencing, time frames, and chronology.

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

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

	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
Criteria	1	1.5	2	2.5	3	3.5	4
Functions	* 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.		* 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.		* 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.		* 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	*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.		*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		*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.		*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.

Text Type	*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. *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. *Attempts to rely more heavily on inferences and textual clues to comprehend texts.	* 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. *Begins to rely more heavily on inferences and textual clues to comprehend texts.	* 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. *Relies more heavily on inferences and textual clues to comprehend texts.	* 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. *Relies more heavily on inferences and textual clues to comprehend texts. *Attempts to comprehend linguistically complex extended discourse in academic settings across genres and also to evaluate the aesthetic properties of language in texts.
Language Control	*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.) *Derives meaning by comparing	*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.)	*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.) *Derives meaning from	*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.) *Attempts to comprehend more

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

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

	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
Criteria	1	1.5	2	2.5	3	3.5	4
Functions	* 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.		* 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.		* 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	*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		*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.		*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	*Comprehends generic and	*Comprehends generic and	
	related to one's experiences.	specific vocabulary and	specific vocabulary and	
	related to one 3 experiences.	structures, specialized and	structures, specialized and	
		precise vocabulary on topics	precise vocabulary on topics	
		related to one's experience.	related to one's experience.	
		Attempts to expand	Begins to expand vocabulary	
		vocabulary to grasp concepts	to grasp concepts at the	
		at the abstract level.	abstract level.	
	* Derives meaning from	* Derives meaning from	* Derives meaning from	
	authentic texts on concrete	authentic texts on concrete	authentic texts on concrete	
	topics with paragraph discourse	topics with paragraph	topics with paragraph	
	such as that found in stories,	discourse such as that found	discourse such as that found	
	straightforward literary works,	in stories, straightforward	in stories, straightforward	
	personal and work-related	literary works, personal and	literary works, personal and	
	correspondence, written reports	work-related	work-related correspondence,	
	or instructions, presentations,	correspondence, written	written reports or	
	anecdotes, descriptive texts,	reports or instructions,	instructions, presentations,	
	and other texts dealing with	presentations, anecdotes,	anecdotes, descriptive texts,	
	topics of a concrete nature.	descriptive texts, and other	and other texts dealing with	
	Attempts to comprehend texts	texts dealing with topics of a	topics of a concrete nature.	
	at an abstract level.	concrete nature. Begins to	Sometimes comprehends	
Tout Turns	at an abstract level.	comprehend texts at an	texts at an abstract level.	
Text Type	*Relies more heavily on	abstract level.	texts at all abstract level.	
	inferences and textual clues to	abstract level.	*Begins to comprehend not	
	comprehend texts.	*Attempts to comprehend	only what is said but also	
	^	not only what is said but also	what is left unsaid through	
	*Attempts to comprehend	what is left unsaid through	inference.	
	linguistically complex extended discourse in academic settings	inference.	*Comprehends some	
	across genres and also to	*Begins to comprehend	linguistically complex	
	evaluate the aesthetic	= -	extended discourse in	
		linguistically complex extended discourse in	academic settings across	
	properties of language in texts.		genres and also to evaluate	
		academic settings across genres and also to evaluate	the aesthetic properties of	
			· · ·	
		the aesthetic properties of	language in texts.	
	*Comprehende maria acrealar	language in texts.	*Fully up downto a do with a con-	
	*Comprehends more complex and descriptive texts with	*Fully comprehends more complex and descriptive	*Fully understands with ease more complex and descriptive	
Language Control	•		·	
Language Control	connected language and	texts with connected	texts with connected	
	cohesive devices due to a	language and cohesive	language and cohesive	
	sufficient control of language	devices due to a sufficient	devices due to a sufficient	

(vocabulary, structures, conventions of spoken /written language, etc.)

*Attempts to understand more 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.

control of language (vocabulary, structures, conventions of spoken / written language, etc.)

*Begins to have an understanding of more complex structures linguistic experience within the target language to be able to comprehend more abstract texts.

*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.

control of language (vocabulary, structures, conventions of spoken / written language, etc.)

*Has some comprehending of more complex structures linguistic experience within the target language to be able to comprehend more abstract texts.

*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.