

World Languages

Novice Low – Interpersonal Communication (IC)

Enduring Skill: Exchange Information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations	
	1	1.5	2	2.5	3	3.5	4	
Functions <i>What can you do with the language?</i>	* Attempts to exchange information about self, using a few memorized words.		* Begins to exchange information about self, using a few memorized words.		*Exchanges information about self, using a few memorized words.		* Responds to questions about self by listing, naming and identifying. Attempts to respond to questions, moving beyond the self to other very familiar topics. Attempts formulaic questions.	
Context/Content/Vocabulary <i>What language do I use?</i>	*Attempts to exchange information in a highly personalized context on topics that relate to basic biographical information, such as greetings and introducing self. *Attempts to use some highly predictable vocabulary, a limited number of words related to familiar topics.		*Begins to exchange information in a highly personalized context on topics that relate to basic biographical information, such as greetings and introducing self. *Begins to use some highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics.		*Exchanges information in a highly personalized context on topics that relate to basic biographical information, such as greetings and introducing self. *Able to sometimes but not always use some highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics.		*Exchanges information in a highly personalized context on topics that relate to basic biographical information on self and attempts to exchange information about others and everyday life. *Mostly uses some highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics.	
Text Type <i>What does the language look like?</i>	*Communicates very limited things about self. *Attempts to list, name, or identify some common things with single words. *Attempts to answer a few basic questions.		* Communicates very limited things about self. *Lists, names, or identifies some common things with single words. Attempts to use memorized phrases. *Begins to answer one or two basic questions.		* Communicates limited things about self. * Lists, names, or identifies common things with single words and begins to use memorized phrases. *Answers one or two basic questions.		* Communicates some information about the self. * Lists, names, or identifies everyday things with words and a few memorized. *Answers familiar basic questions. Attempts to ask formulaic questions.	
Language Control <i>How comprehensible is the language?</i>	*Attempts to comprehend isolated words in basic, high frequency messages when given adequate time, supported by visual/contextual clues, redundancy or restatement, and		*Begins to comprehend isolated words in basic, high frequency messages when given adequate time, when supported by visual/contextual clues,		*Comprehends isolated words in basic, high frequency messages when given adequate time, when supported by visual/contextual clues,		*Comprehends isolated words in basic, high frequency messages when given adequate time, when supported by visual/contextual clues, redundancy or restatement, and	

	<p>when the message contains familiar structures.</p> <p>*Attempts to communicate using isolated words. May be difficult to be understood by a sympathetic interlocutor.</p>		<p>redundancy or restatement, and when the message contains familiar structures.</p> <p>*Begins to communicate using isolated words. May be difficult to be understood by a sympathetic interlocutor.</p>		<p>redundancy or restatement, and when the message contains familiar structures.</p> <p>*Sometimes communicates using isolated words. May be difficult to be understood by a sympathetic interlocutor.</p>		<p>when the message contains familiar structures.</p> <p>*Communicates using isolated words in a limited context and attempts to use memorized phrases. May be difficult to be understood by a sympathetic interlocutor.</p> <p>* Frequently resorts to repetition or words from L1. May need cues and prompting in order to communicate.</p>
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World Languages

Novice Mid – Interpersonal Communication (IC)

Enduring Skill: Exchange Information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	* Responds to questions about self by listing, naming and identifying. Attempts to respond to questions, moving beyond the self to other very familiar topics. Attempts to ask highly predictable and formulaic questions.		* Responds to questions about self by listing, naming and identifying. Begins to respond to questions, moving beyond the self to other very familiar topics. Begins to ask highly predictable and formulaic questions.		* Responds to questions about self by listing, naming and identifying. Responds to questions, moving beyond the self to other very familiar topics. Asks highly predictable and formulaic questions.		* Responds to questions by listing, naming and identifying some familiar objects. Asks formulaic questions. Attempts to respond to questions about limited activities, preferences and immediate needs.
Context/Content/ Vocabulary	*Exchanges information in a highly personalized context on topics that relate to basic biographical information on self and attempts to exchange information about others and everyday life. *Mostly uses some highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics.		*Exchanges information in a highly personalized context on topics that relate to basic biographical information on self and begins to exchange information about others and everyday life. *Mostly uses some highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics. Attempts to use high frequency vocabulary relating to everyday topics.		*Exchanges information in a highly personalized context on topics that relate to basic biographical information on self and others and everyday life. *Uses some highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics. Attempts to use high frequency vocabulary relating to everyday topics.		*Attempts to exchange information in short social interactions in everyday situations, such as making plans and giving/receiving directions. *Uses some highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics about the self. Attempts to use high frequency vocabulary and high frequency idiomatic phrases relating to everyday topics.
Text Type	* Communicates some information about the self. * Lists, names, or identifies everyday things with words and a few memorized. *Answers familiar basic questions. Attempts to ask formulaic questions.		*Communicates some information about the self. *List, names, or identifies everyday things with words and some phrases. Attempts to use formulaic sentences. *Answers basic questions and begins to ask highly		*Communicates some information about the self. * List, names, or identifies everyday things with words and phrases, and begins to use formulaic sentences. * Asks/answers highly predictable and formulaic		*Sometimes takes part in a conversation. *Lists, names, or identifies everyday things with phrases and formulaic sentences. Attempts to create with language to express original thoughts and meets one's

			predictable and formulaic questions.		questions.		needs, using unrehearsed sentences. *Asks formulaic questions.
Language Control	<p>*Frequently comprehends highly predictable phrases when given adequate time, when supported by visual/contextual clues, redundancy or restatement, and when the message contains familiar structures.</p> <p>*Communicates using isolated words and some memorized phrases in a limited context. May be difficult to be understood by a sympathetic interlocutor.</p>		<p>*Usually comprehends highly predictable phrases when supported by visual/contextual clues, redundancy or restatement, and when the message contains familiar structures. Attempts to comprehend simple sentences and formulaic questions.</p> <p>*Communicates using isolated words and many memorized phrases within a limited context and attempts to use simple sentences ask/answer formulaic questions. Understood with difficulty by a sympathetic interlocutor.</p> <p>* Mostly resorts to repetition or words from L1. May need cues and prompting in order to communicate.</p>		<p>*Comprehends highly predictable phrases when supported by visual/contextual clues, redundancy or restatement, and when the message contains familiar structures. Begins to comprehend simple sentences and formulaic questions.</p> <p>*Communicates using isolated words and memorized phrases and begins to use simple sentences. Begins to ask/answer formulaic questions. Understood with difficulty by a sympathetic interlocutor.</p> <p>* Frequently resorts to repetition or words from L1. May need cues and prompting in order to communicate.</p>		<p>*Comprehends highly predictable phrases when supported by visual/contextual clues, redundancy or restatement, and when the message contains familiar structures. Comprehends a few simple sentences and formulaic questions.</p> <p>*Communicates using memorized phrases and begins to use simple sentences. Can ask/answer a few formulaic questions. Understood with difficulty by a sympathetic interlocutor.</p> <p>* Frequently resorts to repetition or words from L1. Relies heavily on learned phrases or recombination of phrases heard from interlocutor.</p>

World Languages

Novice High – Interpersonal Communication (IC)

Enduring Skill: Exchange Information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	* Responds to questions by listing, naming and identifying some familiar objects. Asks formulaic questions. Attempts to respond to questions about limited activities, preferences and immediate needs.		* Begins to respond to questions about predictable survival functions, such as personal information, basic objects, some activities, some preferences and some immediate needs. Asks formulaic questions and attempts to ask questions beyond memorized ones.		* Responds to questions about predictable survival functions, such as personal information, basic objects, limited activities, some preferences and some immediate needs. Begins to ask questions beyond memorized ones.		* Responds to questions about personal information, basic objects, limited activities and preferences. Attempts to discuss family and immediate needs such as ordering food and making simple purchases. Asks questions beyond memorized ones.
Context/Content/ Vocabulary	*Attempts to exchange information in short social interactions in everyday situations, such as making plans and giving/receiving directions. *Uses some highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics about the self. Attempts to use high frequency vocabulary and high frequency idiomatic phrases relating to everyday topics.		*Begins to exchange information in short social interactions in everyday situations, such as making plans and giving/receiving directions. *Frequently uses most highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics about the self. Begins to use high frequency vocabulary and high frequency idiomatic phrases relating to everyday topics.		*Exchanges information in short social interactions in everyday situations, such as making plans and giving/receiving directions. *Uses most highly predictable vocabulary, a limited number of words and formulaic expressions related to familiar topics about the self. Begins to use high frequency vocabulary and high frequency idiomatic phrases relating to everyday topics.		*Attempts to converse on familiar topics in short social interactions in everyday situations. *Sometimes uses high frequency vocabulary related to everyday topics and high frequency idiomatic phrases
Text Type	*Sometimes takes part in a conversation. *Lists, names, or identifies everyday things with phrases and formulaic sentences. Attempts to create with language to express original		*Mostly takes part in a conversation. *Produces formulaic sentences and begins to create with language to express original thoughts and meets one's needs, using		*Takes part in a conversation. *Produces formulaic sentences and sometimes creates with language to express original thoughts and meets one's needs, using unrehearsed sentences.		* Takes part in and sometimes maintains a conversation. * Frequently creates with language to express original thoughts and meet one's needs, using unrehearsed sentences. Attempts to connect sentences.

	thoughts and meets one's needs, using unrehearsed sentences. *Asks formulaic questions.		unrehearsed sentences. *Asks formulaic questions and attempts to ask questions beyond memorized ones.		* Begins to ask questions beyond memorized ones.		* Begins to ask appropriate questions to obtain simple information to satisfy basic needs.
Language Control	*Comprehends highly predictable phrases when supported by visual/contextual clues, redundancy or restatement, and when the message contains familiar structures. Comprehends a few simple sentences and formulaic questions. *Communicates using memorized phrases and begins to use simple sentences. Can ask/answer a few formulaic questions. Understood with difficulty by a sympathetic interlocutor.		*Comprehends phrases and a few simple sentences and formulaic questions along with the isolated words and memorized phrases when supported by visual/contextual clues, redundancy or restatement, and when the message contains familiar structures. *Communicates using memorized phrases and a few simple sentences. Can ask/answer some formulaic questions. Language is often hesitant, but may begin to sound fluent and accurate. Generally understood by a sympathetic interlocutor. * Relies heavily on learned phrases or recombination of phrases heard from interlocutor.		*Comprehends phrases and some simple sentences and formulaic questions in a familiar context when supported by visual/contextual clues, redundancy or restatement, and when the message contains familiar structures. *Communicates using memorized phrases and some simple sentences. Can ask/answer formulaic questions and attempts to create original questions. Language is often hesitant, but may sound fluent and accurate. Generally understood by a sympathetic interlocutor. * Relies heavily on learned phrases or recombination of phrases heard from interlocutor.		*Comprehends some simple sentences and formulaic questions that contain familiar structures in a familiar context when supported by visual/contextual clues and redundancy or restatement. *Communicates using some simple sentences. Can ask/answer formulaic questions and begins to create original questions. Responses are often hesitant with frequent pauses, ineffective reformulations and self-corrections. Generally understood by a sympathetic interlocutor. * Uses interlocutor's phrasing, but does not yet form new meaning.

World Languages

Intermediate Low– Interpersonal Communication (IC)

Enduring Skill: Exchange Information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations	
	1	1.5	2	2.5	3	3.5	4	
Functions	*Responds to questions about personal information, basic objects, limited activities and preferences. Attempts to discuss family and immediate needs such as ordering food and making simple purchases. Asks questions beyond memorized ones.		*Attempts to converse about concrete ideas. Begins to discuss self and family, some daily activities, personal preferences and some immediate needs, such as ordering food and making simple purchases. Attempts to ask appropriate questions to obtain simple information to satisfy basic needs.		* Begins to converse about concrete ideas. Discusses predictable survival topics, such as self and family, some daily activities, personal preferences and some immediate needs, such as ordering food and making simple purchases. Begins to ask appropriate questions to obtain simple information to satisfy basic needs.		* Converses about predictable and concrete functions. Attempts to converse about physical and social needs. Asks appropriate questions and attempts to ask a variety of questions to obtain simple information to satisfy basic needs.	
Context/Content/ Vocabulary	*Attempts to converse on familiar topics in short social interactions in everyday situations. *Sometimes uses high frequency vocabulary related to everyday topics and high frequency idiomatic phrases		*Begins to converse on familiar topics in short social interactions in everyday situation. *Frequently uses high frequency vocabulary related to everyday topics and high frequency idiomatic phrases.		*Converses on familiar topics in short social interactions in everyday situations. *Uses high frequency vocabulary related to everyday topics and high frequency idiomatic phrases.		*Attempts to converse on a variety of familiar topics in short social interactions in everyday situations. *Uses high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases.	
Text Type	* Takes part in and sometimes maintains a conversation. * Frequently creates with language to express original thoughts and meet one’s needs, using unrehearsed sentences. Attempts to connect sentences. * Begins to ask appropriate questions to obtain simple information to satisfy basic needs.		*Mostly maintains a conversation about self and life. *Mostly creates with language to express original thoughts and meet one’s needs using unrehearsed sentences and begins to connect them. * Attempts to ask appropriate questions to		*Maintains a conversation about self and life. *Creates with language to express original thoughts and meet one’s needs using unrehearsed sentences and sometimes connects them. * Begins to ask appropriate questions to obtain simple information to satisfy basic needs.		*Maintains a conversation about self and life and attempts to initiate interaction. * Creates with language to express original thoughts and meet one’s needs using unrehearsed, connected sentences. * Asks appropriate questions and attempts to ask a variety of questions to obtain simple	

			obtain simple information to satisfy basic needs.				information to satisfy basic needs.
Language Control	<p>*Comprehends some simple sentences and formulaic questions that contain familiar structures in a familiar context when supported by visual/contextual clues and redundancy or restatement.</p> <p>*Communicates using some simple sentences. Can ask/answer formulaic questions and begins to create original questions. Responses are often hesitant with frequent pauses, ineffective reformulations and self-corrections. Generally understood by a sympathetic interlocutor.</p>		<p>*Comprehends some simple sentences and formulaic questions that contain familiar structures in an expanded variety of contexts when supported by visual/contextual clues and redundancy or restatement</p> <p>*Communicates using an increased amount of simple sentences. Can ask/answer formulaic questions and creates a few original questions. Generally understood by a sympathetic interlocutor.</p> <p>* May need repetition or rephrasing, responses are often hesitant with frequent pauses, ineffective reformulations and self-corrections. Attempts to recombine interlocutor's phrases to form new meaning.</p>		<p>*Comprehends simple sentences and formulaic questions that contain mostly familiar structures in an expanded variety of contexts.</p> <p>*Communicates using simple sentences. Can ask/answer formulaic questions and creates some original questions. Generally understood by a sympathetic interlocutor.</p> <p>* May need repetition or rephrasing, responses are often hesitant with frequent pauses, ineffective reformulations and self-corrections. Begins to recombine interlocutor's phrases to form new meaning.</p>		<p>*Comprehends simple sentences and formulaic questions that contain mostly familiar structures in an expanded variety of contexts.</p> <p>*Communicates using simple sentences, often more than one at a time. Can ask/answer questions and creates some original questions. Generally understood by a sympathetic interlocutor.</p> <p>* Speech may contain pauses, reformulations and self-corrections. Recombines interlocutor's phrases to form new meaning. Attempts to use communicative strategies, such as circumlocution.</p>

World Languages

Intermediate Mid– Interpersonal Communication (IC)

Enduring Skill: Exchange Information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations	
	1	1.5	2	2.5	3	3.5	4	
Functions	* Converses about predictable and concrete functions. Attempts to converse about physical and social needs. Asks appropriate questions and attempts to ask a variety of questions to obtain simple information to satisfy basic needs.		* Converses about predictable and concrete functions. Begins to converse about physical and social needs, such as food, shopping, travel and lodging. Begins to ask a variety of questions to obtain simple information to satisfy basic needs, such as directions, prices and services.		* Converses about predictable and concrete functions. Discusses physical and social needs, such as food, shopping, travel and lodging. Asks and answers a variety of questions to obtain simple information to satisfy basic needs, such as directions, prices and services.		* Attempts to deal with tasks with an unexpected complication. Exchanges basic information and attempts to ask and answer a variety of questions related to work, school, recreation, particular interests and areas of competence. Attempts to produce narrations and descriptions in all major time frames.	
Context/Content/ Vocabulary	*Attempts to converse on a variety of familiar topics in short social interactions in everyday situations. *Uses high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases.		*Begins to converse on a variety of familiar topics in short social interactions in everyday situations, such as preferences and special interests. *Uses high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases. Attempts to use vocabulary beyond everyday topics.		*Converses on a variety of familiar topics in short social interactions in everyday situations, such as preferences and special interests. *Uses high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases. Attempts to use vocabulary beyond everyday topics.		*Attempts to converse on a variety of familiar topics, even with a complication, using various timeframes. *Uses high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases. Begins to use vocabulary beyond everyday topics.	
Text Type	*Maintains a conversation about self and life and attempts to initiate interaction. * Creates with language to express original thoughts and meet one’s needs using unrehearsed, connected		*Maintains a conversation about self and life and begins to initiate interaction. *Creates with language to express original thoughts and meet one’s needs using unrehearsed, connected		*Maintains a conversation about self and life and is mostly able to initiate interaction. *Easily creates with language to express original thoughts and meet one’s needs using		*Initiates and sustains conversations about self, life, and other informal topics. *Easily creates with language to express original thoughts and attempts to solve problems that might arise using well	

	<p>sentences.</p> <p>* Asks appropriate questions and attempts to ask a variety of questions to obtain simple information to satisfy basic needs.</p>		<p>sentences and attempts to communicate at the paragraph level.</p> <p>*Begins to ask a variety of questions to obtain simple information to satisfy basic needs, such as directions, prices and services.</p>		<p>well connected sentences. Begins to communicate at the paragraph level.</p> <p>* Asks and answers a variety of questions to obtain simple information to satisfy basic needs, such as directions, prices and services.</p>		<p>connected sentences. Occasionally communicates at the paragraph level.</p> <p>*Attempts to ask and answer a variety of questions related to work, school, recreation, particular interests and areas of competence.</p>
Language Control	<p>*Comprehends simple sentences and formulaic questions that contain mostly familiar structures in an expanded variety of contexts.</p> <p>*Communicates using simple sentences, often more than one at a time. Can ask/answer questions and creates some original questions. Generally understood by a sympathetic interlocutor.</p> <p>* Speech may contain pauses, reformulations and self-corrections. Recombines interlocutor's phrases to form new meaning. Attempts to use communicative strategies, such as circumlocution.</p>		<p>*Comprehends sentences and questions in an expanded variety of contexts.</p> <p>*Communicates using some connected sentences. Can ask/answer original questions. Easily understood by a sympathetic interlocutor.</p> <p>* Speech may contain pauses, reformulations and self-corrections. Begins to use communicative strategies, such as circumlocution.</p>		<p>*Comprehends connected sentences and a variety of questions in an expanded variety of contexts.</p> <p>*Communicates using connected sentences. Can ask/answer a variety of original questions. Easily understood by a sympathetic interlocutor.</p> <p>* Speech may contain pauses, reformulations and self-corrections. Attempts to use communicative strategies, such as circumlocution.</p>		<p>*Comprehends short, non-complex messages on familiar topics and a variety of questions.</p> <p>*Communicates using connected sentences. Can ask/answer a variety of original questions and attempts to deal with problems that might arise. Easily understood by a sympathetic interlocutor.</p> <p>* Speech continues to contain pauses and interference from another language may be evident (e.g. use of code-switching, false cognates, literal translations). Attempts to use communicative strategies, such as rephrasing and circumlocution.</p>

World Languages

Intermediate High– Interpersonal Communication (IC)

Enduring Skill: Exchange Information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	* Attempts to deal with tasks with an unexpected complication. Exchanges basic information and attempts to ask and answer a variety of questions related to work, school, recreation, particular interests and areas of competence. Attempts to produce narrations and descriptions in all major time frames.		* Converses about concrete information relating to self. Begins to deal with tasks with an unexpected complication. Exchanges basic information and asks and answers a variety of questions related to work, school, recreation, particular interests and areas of competence. Begins to produce narrations and descriptions in all major time frames.		* Converses about tasks without a complication. Occasionally deals with tasks with an unexpected complication. Exchanges basic information and asks and answers a variety of questions related to work, school, recreation, particular interests and areas of competence, and describes people, places and things. Sometimes produces narrations and descriptions in all major time frames.		* Attempts to converse in formal and informal situations that go beyond everyday life. Sometimes deals with an unexpected complication. Speaks about some topics related to employment, current events, and matters of public and community interest. Sometimes handles an unexpected complication. Frequently produces narrations and descriptions in all major time frames.
Context/Content/ Vocabulary	*Attempts to converse on a variety of familiar topics, even with a complication, using various timeframes. *Uses high frequency vocabulary related to everyday topics and an increased amount of high frequency idiomatic phrases. Begins to use vocabulary beyond everyday topics.		*Begins to converse on a variety of familiar topics, even with a complication, using various time frames. *Uses high frequency vocabulary related to everyday topics and an increased amount of idiomatic phrases. Begins to use vocabulary beyond everyday topics.		*Mostly able to converse on a variety of familiar topics, even with a complication, using various time frames. *Begins to use generic and some specific vocabulary related to one’s experience and an expanding number of idiomatic phrases.		*Mostly able to converse on a variety of familiar topics, even with a complication, using various time frames. Attempts to converse on a variety of familiar topics that go beyond everyday life. *Uses some generic vocabulary related to one’s experience and an expanding number of idiomatic phrases. Attempts to use specific vocabulary related to certain fields.
Text Type	*Initiates and sustains conversations about self, life, and other informal topics. *Easily creates with language to express original thoughts and		*Able to initiate and sustain conversations on most informal topics. *Easily creates with language		*Able to initiate and sustain conversations on most informal topics and attempts to converse on formal topics. *Easily creates with language		*Able to initiate and sustain conversations on most informal topics and begins to converse on formal topics. *Easily creates with language to

	<p>attempts to solve problems that might arise using well connected sentences. Occasionally communicates at the paragraph level.</p> <p>*Attempts to ask and answer a variety of questions related to work, school, recreation, particular interests and areas of competence.</p>		<p>to express original thoughts and begins to solve an occasional problem that might arise using well connected sentences. Often communicates at the paragraph level.</p> <p>*Asks/answers a variety of questions, tells stories, thoroughly describes people/places/things, and reports events. Attempts to use different time frames.</p>		<p>to express original thoughts and occasionally solves a problem that might arise using well connected sentences. Usually communicates at the paragraph level.</p> <p>*Asks/answers a variety of sometimes complex questions, tells stories, thoroughly describes people/places/things, and reports events. Begins to use different time frames.</p>		<p>express original thoughts and sometimes solve a problem that might arise using well connected sentences, mostly at the paragraph level.</p> <p>*Asks/answers a variety of sometimes complex questions, tells stories, thoroughly describes people/places/things, and reports events, sometimes using different time frames.</p>
Language Control	<p>*Comprehends short, non-complex messages and a variety of questions due to sufficient control of the language (vocabulary, structures, conventions of spoken language, etc.)</p> <p>*Communicates using connected sentences. Can ask/answer a variety of original questions and attempts to deal with problems that might arise. Easily understood by a sympathetic interlocutor.</p>		<p>*Fully comprehends short, non-complex messages and a variety of questions due to sufficient control of the language (vocabulary, structures, conventions of spoken language, etc.)</p> <p>*Communicates using well connected sentences and begins to use paragraphs. Language is strong enough to be able to easily express own thoughts and begin to deal with a problem that might arise. Sometimes understood by non-sympathetic interlocutors.</p> <p>* Speech continues to contain pauses and interference from another language may be evident (e.g. use of code-switching, false cognates, literal translations). Attempts to</p>		<p>*Fully comprehends short, non-complex messages and a variety of questions due to sufficient control of the language (vocabulary, structures, conventions of spoken language, etc.)</p> <p>*Communicates using well connected sentences and some paragraphs. Language is strong enough to be able easily express own thoughts as well as deal with a problem that might arise. Mostly understood, even by non-sympathetic interlocutors.</p> <p>* Speech continues to contain pauses and interference from another language may be evident (e.g. use of code-switching, false cognates, literal translations). Begins to use communicative strategies, such as rephrasing and</p>		<p>*Fully comprehends short, non-complex messages and a variety of questions due to sufficient control of the language (vocabulary, structures, conventions of spoken language, etc.) and begins to comprehend more complex messages.</p> <p>*Communicates using well connected sentences and many paragraphs and can deal with a problem that might arise. Mostly understood, even by non-sympathetic interlocutors.</p> <p>*Speech contains noticeable self-corrections, may have irregular flow. Sometimes uses communicative strategies, such as rephrasing and circumlocution.</p>

			use communicative strategies, such as rephrasing and circumlocution.		circumlocution.		
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World Languages

Advance Low– Interpersonal Communication (IC)

Enduring Skill: Exchange Information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	* Attempts to converse in formal and informal situations that go beyond everyday life. Sometimes deals with an unexpected complication. Speaks about some topics related to employment, current events, and matters of public and community interest. Sometimes handles an unexpected complication. Frequently produces narrations and descriptions in all major time frames.		Begins to converse in formal and informal situations that go beyond everyday life. Speaks about some topics related to employment, current events, and matters of public and community interest. Handles an unexpected complication some of the time. Mostly produces narrations and descriptions in all major time frames.		* Converses in formal and informal situations that go beyond everyday life. Speaks about some topics related to employment, current events, and matters of public and community interest. Handles an unexpected complication most of the time. Produces narrations and descriptions in all major time frames.		* Converses with ease and confidence in most formal and some informal situations on a variety of concrete topics relating to work, school, home and leisure activities as well as topics relating to events of current, public and personal interest or individual relevance. Handles an unexpected complication most of the time. Produces narrations and descriptions in all major time frames.
Context/Content/ Vocabulary	*Mostly able to converse on a variety of familiar topics, even with a complication, using various time frames. Attempts to converse on a variety of familiar topics that go beyond everyday life, such as areas of mutual interest, providing multi-step procedures, etc. *Uses some generic vocabulary related to one’s experience and an expanding number of idiomatic phrases. Attempts to use specific vocabulary related to certain fields.		*Begins to converse on a variety of familiar topics that go beyond everyday life, such as areas of mutual interest, providing multi-step procedures, etc., in various time frames. *Comprehends most generic vocabulary related to one’s experiences and an expanding number of idiomatic phrases. Begins to understand specific vocabulary related to certain fields.		*Converses on a variety of familiar topics that go beyond everyday life, such as areas of mutual interest, providing multi-step procedures, etc., in various time frames. Attempts to converse on some concrete and professional topics. *Uses 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.		*Begins to converse on some concrete and professional topics in various time frames. *Uses generic and specific vocabulary and structures, specialized and precise vocabulary on topics related to one’s experiences.
Text Type	*Initiates and sustains conversations on most informal		*Initiates and sustains conversations on most		*Initiates and sustains conversations on most		*Initiates and sustains conversations on most informal

	<p>topics and begins to converse on formal topics.</p> <p>*Easily creates with language to express original thoughts and sometimes solve a problem that might arise using well connected sentences, mostly at the paragraph level.</p> <p>*Asks/answers a variety of sometimes complex questions, tells stories, thoroughly describes people/places/things, and reports events, sometimes using different time frames.</p>	<p>informal topics and begins to converse on formal topics.</p> <p>*Easily creates with language to express original thoughts and often solve a problem that might arise using paragraph discourse with limited details.</p> <p>*Asks/answers a variety of sometimes complex questions, tells stories, thoroughly describes people/places/things, and reports events, frequently using different time frames.</p>	<p>informal and some formal topics.</p> <p>*Easily creates with language to express original thoughts and solve a problem that might arise using paragraph discourse with some details.</p> <p>*Asks/answers a variety of often complex questions, tells stories, thoroughly describes people/places/things, and reports events in all major time frames.</p>	<p>and a variety of formal topics.</p> <p>*Easily creates with language to express original thoughts and solve a problem that might arise using paragraph discourse. Attempts to connect thoughts between paragraphs.</p> <p>*Asks/answers a variety of often complex questions, tells stories, thoroughly describes people/places/things, and reports events in all major time frames.</p>
<p>Language Control</p>	<p>*Fully comprehends short, non-complex messages and a variety of questions due to sufficient control of the language (vocabulary, structures, conventions of spoken language, etc.) and begins to comprehend more complex messages.</p> <p>*Communicates using well connected sentences and many paragraphs and can deal with a problem that might arise. Mostly understood, even by non-sympathetic interlocutors.</p>	<p>*Comprehends some more complex and descriptive messages with connected language due to a sufficient control of language (vocabulary, structures, conventions of spoken language, etc.)</p> <p>*Communicates mostly using paragraphs in major time frames and can deal with problems that might arise. Mostly conveys meaning in a conversation due to accuracy, clarity, and precision without confusion. Mostly understood, even by non-sympathetic interlocutors.</p> <p>*Contains noticeable self-corrections, may have irregular flow. Uses communicative strategies,</p>	<p>*Comprehends more complex and descriptive messages with connected language due to a sufficient control of language (vocabulary, structures, conventions of spoken language, etc.)</p> <p>*Communicates using organized paragraphs in major time frames and can deal with problems that might arise. Conveys meaning in a conversation with sufficient accuracy, clarity, and precision without confusion. Understood by non-sympathetic interlocutors with some repetition.</p> <p>*Contains noticeable self-corrections, may have irregular flow. Uses communicative strategies, such as rephrasing and</p>	<p>*Fully comprehends more complex and descriptive messages with connected language due to a sufficient control of language (vocabulary, structures, conventions of spoken language, etc.)</p> <p>*Communicates using organized paragraphs in major time frames with some control of aspect and can deal with problems that might arise. Conveys meaning in a conversation with sufficient accuracy, clarity, and precision without confusion. Understood by non-sympathetic interlocutors with some repetition.</p> <p>* Uses communicative strategies, such as rephrasing and circumlocution.</p>

			such as rephrasing and circumlocution.		circumlocution.		
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World Languages

Advance Mid– Interpersonal Communication (IC)

Enduring Skill: Exchange Information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context

Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
Functions	<p>* Converses with ease and confidence in most formal and some informal situations on a variety of concrete topics relating to work, school, home and leisure activities as well as topics relating to events of current, public and personal interest or individual relevance. Handles an unexpected complication most of the time. Produces narrations and descriptions in all major time frames.</p> <p>* Uses communicative strategies, such as rephrasing and circumlocution.</p>		<p>Begins to converse with ease and confidence in most formal and several informal situations on a variety of concrete topics relating to work, school, home and leisure activities as well as topics relating to events of current, public and personal interest or individual relevance. Handles an unexpected complication most of the time. Produces narrations and descriptions in all major time frames.</p> <p>* Uses communicative strategies, such as rephrasing and circumlocution.</p>		<p>*Converses with ease and confidence in most formal and several informal situations on a variety of concrete topics relating to work, school, home and leisure activities as well as topics relating to events of current, public and personal interest or individual relevance. Handles confidently an unexpected complication. Produces narrations and descriptions in all major time frames.</p> <p>* Uses communicative strategies, such as rephrasing and circumlocution.</p>		
Context/Content/ Vocabulary	<p>*Begins to converse on some concrete and professional topics in various time frames.</p> <p>*Uses generic and specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experiences.</p>		<p>*Converses on some concrete social and professional topics in various time frames. Attempts to discuss abstract topics of special interest.</p> <p>*Uses generic and specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience. Attempts to expand vocabulary to communicate concepts at the abstract</p>		<p>*Converses on some concrete social and professional topics in various time frames. Begins to discuss abstract topics of special interest.</p> <p>*Uses generic and specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience. Begins to expand vocabulary to communicate concepts at the abstract level.</p>		

			level.			
Text Type	<p>*Able to initiate and sustain conversations on most informal and a variety of formal topics.</p> <p>*Easily creates with language to express original thoughts and solve a problem that might arise using paragraph discourse. Attempts to connect thoughts between paragraphs.</p> <p>*Asks/answers a variety of often complex questions, tells stories, thoroughly describes people/places/things, and reports events in all major time frames.</p>		<p>*Able to initiate and sustain conversations with ease on most informal and a variety of formal topics. Attempts to discuss abstract topics of special interest.</p> <p>*Easily creates with language to express original thoughts and solve a problem that might arise using paragraphs that are mostly connected.</p> <p>*Asks/answers a variety of often complex questions that sometimes probe beyond the basic details, tells stories, thoroughly describes people/places/things, and reports events in all major time frames.</p>		<p>*Able to initiate and sustain conversations with ease on most informal and a variety of formal topics. Begins to discuss abstract topics of special interest.</p> <p>*Easily creates with language to express original thoughts and solve a problem that might arise using connected paragraphs that are mostly organized, cohesive, and detailed.</p> <p>*Asks/answers a variety of often complex questions that probe beyond the basic details, tells stories, thoroughly describes people/places/things, and reports events in all major time frames.</p>	
Language Control	<p>*Fully comprehends more complex and descriptive messages with connected language due to a sufficient control of language (vocabulary, structures, conventions of spoken language, etc.)</p> <p>*Communicates using organized paragraphs in major time frames with some control of aspect and can deal with problems that might arise. Conveys meaning in a conversation with sufficient accuracy, clarity, and precision without confusion. Understood by non-sympathetic</p>		<p>*Fully comprehends more complex and descriptive messages with connected language due to a sufficient control of language (vocabulary, structures, conventions of spoken language, etc.). Attempts to understand conversations on more abstract topics.</p> <p>*Communicates using organized paragraphs in major time frames with decent control of aspect and can deal with problems that might arise. Conveys meaning in a conversation</p>		<p>*Fully comprehends with ease more complex and descriptive messages with connected language due to a sufficient control of language (vocabulary, structures, conventions of spoken language, etc.). Begins to understand conversations on more abstract topics.</p> <p>*Communicates using organized paragraphs in major time frames with good control of aspect and can deal with problems that might arise with no difficulty. Conveys meaning in a conversation</p>	

	interlocutors with some repetition.		due to accuracy, clarity, and precision without confusion. Understood by non-sympathetic interlocutors.		with sufficient accuracy, clarity, and precision without confusion. Readily understood by non-sympathetic interlocutors.		
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