

World Languages High School Placement Criteria

Guideline:

- Placement criteria assumes that students have learned the language through a **standards-based, communicative approach in a sequential program**. (i.e., 6th grade, every other day, 7th & 8th grades, every day.)
- Programs that meet only quarterly or for only one semester **may not** prepare students to advance into Level 2 or Level 3. This means students are more likely placed into Level 1.

For Placement into *Level Two* High School Language Courses:

- Typically a student who has studied **the same language every day for the minimum of 2 years** should meet the placement criteria for Level 2.
- In some unique cases, a student who has had only one year of the language study might qualify for Level 2 placement depending on the language skills that he or she has acquired through outside of classroom experiences.

Demonstrated Novice-Mid* ability in the following communicative and cultural skills on the familiar topics and in contexts such as family, friends, animals, classroom and school, countries, seasons, likes and dislikes, food, home, daily routine, activities, etc...
• Use common classroom expressions and basic courtesy expressions.
• Respond to and ask basic questions about familiar topics.
• Understand short, simple conversations and narratives.
• Give simple directions to a classmate to complete a task.
• Retell a sequence of events in a story, or a set of directions.
• Write words or short sentences on familiar topics, i.e., food, calendar, daily activities. **
• Express likes and dislikes preferences, wants, and emotions.
• Express basic needs for food, clothing, and objects.
• Give personal information using limited, familiar words and phrases for common objects and actions.
• Describe familiar people and everyday objects in basic terms.
• Describe familiar activities, i.e. daily routines, hobbies, sports.
• Use familiar verbs in the present tense consistently and recognize familiar verbs in the past tense, and in the immediate future tense (depending on structure of the language).
• Use adjectives and adverbs to express past and future events.
• Use strategies to help construct meaning, such as use background knowledge, prediction, context clues, word order and patterns, and words similar to English.
• Identify and imitate cultural characteristics of language such as formalities, levels of politeness, and informal and formal language.
• Understand the significance of typical cultural activities and traditions of the target culture.

- Rating on the ACTFL Proficiency Guidelines
- ** Writing in Arabic, Chinese and Japanese will be Novice Low.

For Placement into *Level Three* High School Language Courses:

- A student who has had a **solid language learning experience for 2-3 years (class met daily, etc.)** might meet the Level 3 criteria.
- In some cases, a student who has had extra exposure to the language through extra-curricular activities, stay abroad program, or extended language camp might demonstrate language proficiency that meets the criteria for Level 3 or higher placement.

Demonstrated Novice-Mid* - High * ability in the following communicative and cultural skills:
• Understand short narratives and conversations and in predictable, familiar contexts.
• Respond to and ask questions about familiar topics. (Sentence length responses).
• Recognize and use structural patterns found in target language narratives.
• Use common classroom expressions and basic courtesy expressions.
• Demonstrate some spontaneous, creative use of language in response to oral and written question.
• Express likes and dislikes, wants, and emotions.
• Understand main ideas and some supporting details of selected, stories and authentic reading materials on familiar topics supported by context.
• Write or give orally a limited description of two-four single sentences about the concrete environment, given a familiar topic or visual aid. **
• Describe familiar people, objects, activities, daily routines, and hobbies.
• Write and present short, personal narratives or letters.
• Use familiar verbs in the present tense and past tense.
• Recognize the imperfect tense.
• Use adjectives and adverbs to express past and future events.
• Use strategies to construct meaning, such as use background knowledge, prediction, context clues, word order and patterns, and words similar to English.
• Know what to do and say in typical target culture situations.
• Understand the significance of typical cultural activities and traditions of the target culture.

* Rating on the ACTFL Proficiency Guidelines

** Writing in Arabic, Chinese and Japanese will be Novice Low - Mid