



Student Name: _____
 Student ID# _____
 Current Middle School: _____
 High School (Next year): _____

**World Languages Department
 Criteria for Placement into High School Levels 2 & 3**

**WORLD LANGUAGES
 TEACHER RECOMMENDATION FORM**

Student is recommended for Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/>

IMPORTANT BACKGROUND INFORMATION:

World Language learning is a developmental skill, such as math or English language arts. An individual student's language acquisition and ability to use the language depends on an ongoing, articulated effort. Student begin to study variety of language programs in MPS at various points of entry, which means they will progress through the stages of language learning to proficiency at different levels, grade levels, and at different ages. Students, who have been learning a world language in a sequential program in middle school and in some cases since elementary school, would logically be placed in the next level of learning if they choose to continue their study of the language in high school.

Placement of students into Level Two or Level Three language courses in high school assume the students they have completed a standards-based learning sequence previously in middle school (a minimum of two full years) or immersion, or the equivalent learning experience in an alternative situation, such as using the language during extended stay abroad, or an extended language camp.

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

	Yes	No	Comments
1. Student completed at least of two years of middle grades language instruction in the same language (4-5 x per week 45-50 min) or equivalent (*Grade of C or better).			
2. Demonstrated Novice-Mid* ability in the following communicative and cultural skills:			
• 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.

(Criteria for placement into Level Three - continued on back)

Placement in to Level 3 HS Language Course:

Most students who have successfully complete two *full* years of language study in middle school are placed into the Level Two World Language course in high school to continue their sequence of learning if they choose to continue in that language. Students who have developed exceptional skills through enhanced learning experiences outside of school such as extended stay or heritage language background and/or who are motivated to pursue language study at more advanced level may be recommended to Level Three in the continuing sequence. *Please attach a sample of the student's writing that was produced based on the MPS recommendation and scored using the MPS Accelerated Placement Rubric for the Writing Sample. (Attached.)*

Teacher Checklist for Placing into Level Three High School Language Course:

	Yes	No	Comments
1. Completion of two year or more of middle grades language instruction in the same language, with exemplary performance. <ul style="list-style-type: none"> • Briefly describe any additional language experiences or background of the student; • Briefly describe any exceptional language abilities demonstrated by the student. 			
2. 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

Signature of middle school World Language Teacher Evaluating the Student

Date

*Note: In some cases, a level still can be adjusted once school starts in fall.