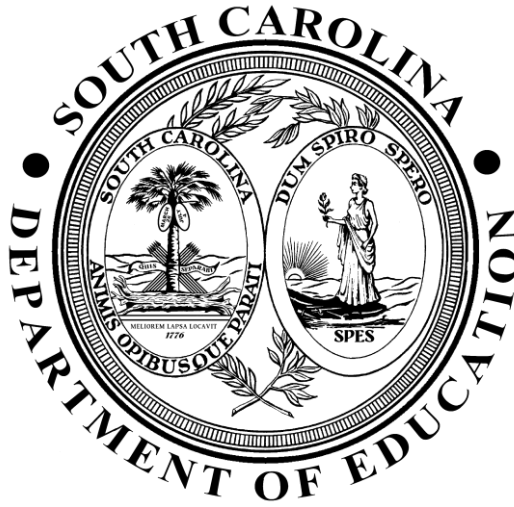


# Resources for World Languages and Immersion in South Carolina 2020



## Acknowledgements

South Carolina owes a debt of gratitude to the World Languages and Immersion Sample Resource Writing Team for assisting with the revision of sample proficiency targets that may be expected of most learners by the end of a course, the adaptation of rubrics aligned to the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*, and the creation of sample articulated units of study. Units of study include standard-aligned summative integrated performance assessment tasks, performance tasks for formative assessment and feedback, and learning experiences described in lesson plans that are designed to scaffold learning.

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## I. Note to the Educator: How to Use These Resources

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This document serves as a portal to many other documents such as sample articulated units of study and tools for tracking learner performance and proficiency. Together, these documents form a living body of resources designed to engender effective language-learning experiences for students that are framed and guided by the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*. The resources that make up this living set of documents are created by South Carolina educators for South Carolina educators and may assist with the goals below.

Goals	How can these resources help?
<b>Program Articulation</b> <a href="#">Back to Contents</a>	<p>Schools and districts may use the sample proficiency targets in this document as a starting point for determining general expectations for proficiency growth from one course in a sequence to the next. The sample targets in this document, for example, informed the task design for sample units of study. While these sample targets serve as a point of departure, they may be adapted within a district based on educator observations and data.</p> <p><b><u>Link to pages that address Sample Proficiency Targets:</u></b> <a href="#">Explanation of Sample Proficiency Targets</a></p> <p>Note: Sample learning targets used to inform program articulation are not meant to limit what students can do. Learners progress in language proficiency at different rates and can benefit from taking part in setting their own proficiency goals. Some students may go beyond the targets. As a case in point, the South Carolina Seal of Biliteracy has been awarded in bronze, silver, and gold tiers to high school juniors and seniors, meaning that in addition to their English qualification, these students earned a minimum of Intermediate Mid in every domain tested on proficiency tests such as STAMP and AAPPL, and some demonstrated a minimum of Intermediate High and Advanced Low.</p>
<b>Planning for Learning</b> <a href="#">Back to Contents</a>	<p>The Teacher Effectiveness for Language Learning (<a href="#">TELL</a>) Project reminds us that World Languages and Immersion teachers have many decisions to make prior to, during, and after learning occurs in the classroom. Teachers may use, add to, and adapt the sample units provided as they plan for learning experiences and anticipate student growth. Units of study include standard-aligned summative integrated performance assessment tasks, performance tasks for formative assessment and feedback, and learning experiences described in lesson plans that are designed to scaffold learning up to the Integrated Performance Assessment (IPA). These units are intended to be under continuous revision based on classroom application. Sample unit templates with navigation links and instructions are also available for educators who may wish to create units from scratch.</p> <p><b><u>Links to downloadable sample unit sets:</u></b> <a href="#">Sample Thematic Units for Modern World Languages in Traditional Secondary Programs</a> <a href="#">Sample Thematic Units for Classical Languages in Secondary Programs</a> <a href="#">Sample Thematic Units for Elementary Immersion (Science)</a></p>

Goals	How can these resources help?
	<p><b><u>Sample unit templates:</u></b>  <a href="#">Download Sample Unit Template for Secondary Modern World Languages</a>  <a href="#">Download Sample Unit Template for Secondary Classical World Languages</a>  <a href="#">Download Sample Unit Template for Elementary Immersion</a></p> <p>Note:  Immersion educators, depending on the skills, processes, and content their students are experiencing and learning in the target language, may also wish use content-specific resources (i.e. resources for Math, Science, Social Studies, etc.) made available through our South Carolina Department of Education website: <a href="https://ed.sc.gov/instruction/standards-learning/">https://ed.sc.gov/instruction/standards-learning/</a></p>
<p><b>Describing Learner Performance and Tracking Learner Proficiency</b>  <a href="#">Back to Contents</a></p>	<p>Educators may use and reference the sample rubrics and growth charts within this resource set for guidance describing what learners can do at each sublevel and for each mode, as well as for providing feedback to learners. The application of these tools may also help learners describe their own performances and progress. Teachers may help determine expectations of learner proficiency growth by observing what learners can do and then providing experiences designed to help learners “level up” in their performances over time.</p> <p><b><u>Link to page displaying rubrics for download:</u></b>  <a href="#">Sample Rubrics for Secondary and Elementary</a></p>
<p><b>Motivating Learners</b>  <a href="#">Back to Contents</a></p>	<p>Educators may help students regulate their own learning by regularly providing opportunities for students to engage in reflection (such as reflection regarding the strategies the students choose to use) and goal-setting through tools such as LinguaFolio® (recently updated to Personalized Learning Powered by LinguaFolio®) (Ziegler &amp; Moeller, 2012). A compilation of external resources for student reflection and self-assessment is available within this document.</p> <p><b><u>Link to page displaying external resources to help grow motivated, life-long learners:</u></b>  <a href="#">Compilation of External Resources for Student Reflection and Self-assessment</a></p>
<p><b>Professional Growth</b>  <a href="#">Back to Contents</a></p>	<p>A team of devoted professionals collaborated to make the creation of these living documents possible. Professional collaboration and learning can enhance the application of these resources as educators implement the <a href="#">South Carolina Standard for World Language Proficiency 2019</a>. School and district learning communities may wish to consider using a tool such as Catalyst (developed by the Center for Applied Second Language Studies (<a href="#">CASLS</a>)) and Professionals in Education Advancing Research and Language Learning (<a href="#">PEARLL</a>)) to discuss their application of these resources.</p>

Goals	How can these resources help?
	<a href="#">Link to Catalyst (free educator portfolio and collaboration tool) may be found on the Professionals in Education Advancing Research and Language Learning (PEARLL) website</a> <a href="#">Link to Meanings of Terms Used in Resources</a>

## II. Sample Thematic Units for Modern World Languages (MWL) in Traditional Programs

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[Download Sample Unit Template for Secondary Modern World Languages](#)

Each sample set of units below for modern World Language courses is unique. While each unit is framed and guided by the [South Carolina College- and Career-Ready Standard for World Language Proficiency 2019](#), and while all sets are designed with articulation from one course to the next in mind, each unit presents its own variety of potential teaching and learning experiences envisioned by the unit writers. Educators are encouraged to consider adapting tasks and strategies from any unit that targets the proficiency levels of their students; for example, a “course 2” (i.e. level 2) teacher of a particular language may wish to view and adapt ideas proposed for other “level 2” courses. If the proficiency levels targeted in a given sample unit are not consistent with the goals of an educator’s students (i.e. the targets may be deemed too low or too high for a student or student group after observing what learners can do), educators are encouraged to adapt tasks to elicit the level of performance needed to help their students grow (for assistance adapting tasks for different levels, [see the rubrics here](#) for descriptions of what performance can look like at different sublevels).

Description of Row	Course 1 (MWL)	Course 2 (MWL)	Course 3 (MWL)	Course 4 (MWL)
Sample Units by Language	<a href="#">Chinese 1 Units</a> <a href="#">French 1 Units</a> <a href="#">German 1 Units</a> <a href="#">Spanish 1 Units</a>	<a href="#">Chinese 2 Units</a> <a href="#">French 2 Units</a> <a href="#">German 2 Units</a> <a href="#">Spanish 2 Units</a>	<a href="#">Chinese 3 Units</a> <a href="#">French 3 Units</a> <a href="#">German 3 Units</a> <a href="#">Spanish 3 Units</a>	<a href="#">Chinese 4 Units</a> <a href="#">French 4 Units</a> <a href="#">German 4 Units</a> <a href="#">Spanish 4 Units</a>
<b>Alphabetic Languages: Proficiency Targets by Course</b>  <i>Sample expectations for the majority of learners by completion of the course</i>	<b>Interpretive listening:</b> Novice Mid <b>Interpretive reading:</b> Novice High <b>Interpersonal:</b> Novice Mid <b>Presentational speaking:</b> Novice Mid-High <b>Presentational writing:</b> Novice Mid	<b>Interpretive listening:</b> Novice Mid-High <b>Interpretive reading:</b> Intermediate Low <b>Interpersonal:</b> Novice Mid-High <b>Presentational speaking:</b> Novice High <b>Presentational writing:</b> Novice High	<b>Interpretive listening:</b> Novice High <b>Interpretive reading:</b> Intermediate Mid <b>Interpersonal:</b> Novice High <b>Presentational speaking:</b> Novice High <b>Presentational writing:</b> Novice High-Intermediate Low	<b>Interpretive listening:</b> Intermediate Low <b>Interpretive reading:</b> Intermediate Mid <b>Interpersonal:</b> Intermediate Low <b>Presentational speaking:</b> Intermediate Low <b>Presentational writing:</b> Intermediate Low
<b>Logographic Languages: Proficiency Targets by Course</b>  <i>Sample expectations for the majority of learners by completion of the course</i>	<b>Interpretive listening:</b> Novice Low-Mid <b>Interpretive reading:</b> Novice Mid <b>Interpersonal:</b> Novice Low-Mid <b>Presentational speaking:</b> Novice Mid-High <b>Presentational writing:</b> Novice Mid-High	<b>Interpretive listening:</b> Novice Mid <b>Interpretive reading:</b> Novice Mid-High <b>Interpersonal:</b> Novice Mid <b>Presentational speaking:</b> Novice Mid-High <b>Presentational writing:</b> Novice High	<b>Interpretive listening:</b> Novice High-Intermediate Low <b>Interpretive reading:</b> Novice High <b>Interpersonal:</b> Novice High <b>Presentational speaking:</b> Novice High-Intermediate Low <b>Presentational writing:</b> Novice High-Intermediate Low	<b>Interpretive listening:</b> Intermediate Low <b>Interpretive reading:</b> Intermediate Mid <b>Interpersonal:</b> Intermediate Low <b>Presentational speaking:</b> Intermediate Low <b>Presentational writing:</b> Intermediate Mid

### III. Sample Thematic Units for Classical Languages (CL)

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[Download Sample Unit Template for Secondary Classical World Languages](#)

Each sample set of units below for Classical World Language courses is unique. While each unit is framed and guided by the [South Carolina College- and Career-Ready Standard for World Language Proficiency 2019](#), and while all sets are designed with articulation from one course to the next in mind, each unit presents its own variety of potential teaching and learning experiences envisioned by the unit writers. Educators are encouraged to consider adapting tasks and strategies to best meet the needs of their students. If the proficiency levels targeted in a given sample unit are not consistent with the goals of an educator's students (i.e. the targets may be deemed too low or too high for a student or student group after observing what learners can do), educators are encouraged to adapt tasks to elicit the level of performance needed to help their students grow (for assistance adapting tasks for different levels, [see the rubrics here](#) for descriptions of what performance can look like at different sublevels).

Description of Row	Course 1 (CL)	Course 2 (CL)	Course 3 (CL)
Sample Units by Language	<a href="#">Latin 1 Units</a>	<a href="#">Latin 2 Units</a>	<a href="#">Latin 3 Units</a>
<b>Classical Languages: by Course</b>  <i>Sample expectations for learners by completion of the course</i>	<b>Interpretive listening:</b> Novice Mid-High <b>Interpretive reading:</b> Novice High <b>Interpersonal:</b> Novice Mid-High <b>Presentational speaking:</b> Novice Mid-High <b>Presentational writing:</b> Novice Mid-High	<b>Interpretive listening:</b> Intermediate Low-Mid <b>Interpretive reading:</b> Intermediate Low-Mid <b>Interpersonal:</b> Intermediate Low-Mid <b>Presentational speaking:</b> Intermediate Low-Mid <b>Presentational writing:</b> Intermediate Low-Mid	<b>Interpretive listening:</b> Intermediate Mid-High <b>Interpretive reading:</b> Intermediate Mid-High <b>Interpersonal:</b> Intermediate Mid-High <b>Presentational speaking:</b> Intermediate Mid-High <b>Presentational writing:</b> Intermediate Mid-High



## **IV. Sample Thematic Units for Elementary Immersion**

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[Download Sample Unit Template for Elementary Immersion](#)

Immersion programs can vary with regard to the content selected as the focus of instruction in the target language. The writers of these units integrated the following with a particular focus on Integrated Performance Assessments (IPAs) to provide goals that take proficiency growth into account:

- (1) communication goals (what students can do in the target language);
- (2) goals for science content (what students are learning); and
- (3) science and engineering practices (how learners engage with the science content).

These units do not include every possible lesson and assessment that may be needed to ensure that students are successfully meeting their goals for content and communication, but they do guide immersion educators in planning for language proficiency growth and cultural understandings, as they plan to help students meet goals for content, from the start of each unit.

Immersion educators may find that the degree to which a student has mastered content does not always align perfectly with a student's currently level of language proficiency (similarly, intercultural competence and language proficiency do not always align perfectly). Therefore, while students demonstrate mastery of content through language in immersion settings, there may be times when scaffolding is needed to assist students in performing tasks focused on content goals while maintaining target language use.

Immersion educators, depending on the skills, processes, and content that their students are experiencing and learning in the target language, may also benefit from accessing the content-specific resources made available through our South Carolina Department of Education website (select the "Support Documents and Resources" page for the applicable content areas): <https://ed.sc.gov/instruction/standards-learning/>

Educators are encouraged to consider tasks and strategies from any unit designed for the grade levels that they teach, even in cases where languages other than those that they teach are represented.

Description of Row	Kindergarten (K) Immersion	1st Grade Immersion	2nd Grade Immersion	3rd Grade Immersion	4th Grade Immersion	5th Grade Immersion
Sample Units by Language	<a href="#">K - Chinese</a> <a href="#">K - German</a> <a href="#">K - Spanish</a>	<a href="#">1<sup>st</sup> Grade Chinese</a> <a href="#">1<sup>st</sup> Grade French</a> <a href="#">1<sup>st</sup> Grade Spanish</a>	<a href="#">2<sup>nd</sup> Grade Chinese</a> <a href="#">2<sup>nd</sup> Grade German</a> <a href="#">2<sup>nd</sup> Grade Spanish</a>	<a href="#">3<sup>rd</sup> Grade Chinese</a> <a href="#">3<sup>rd</sup> Grade German</a> <a href="#">3<sup>rd</sup> Grade Spanish</a>	<a href="#">4<sup>th</sup> Grade Chinese</a> <a href="#">4<sup>th</sup> Grade Spanish</a>	<a href="#">5<sup>th</sup> Grade Chinese</a> <a href="#">5<sup>th</sup> Grade Spanish</a>
<b>Science and Engineering Practices (SEPs) and Science Content by Grade Level</b>  <a href="#">Link to SC Academic Standards and Performance Indicators for Science</a>	<b>SEPs:</b> See pages 6-7 of Science Standards. <b>Topics Include:</b> -Exploring Organisms and the Environment (p. 8) -Exploring Weather Patterns (p. 9) -Exploring Properties of Objects and Materials (p. 10)	<b>SEPs:</b> See pages 12-13 of Science Standards. <b>Topics Include:</b> -Exploring Light and Shadows (p. 14) -Exploring the Sun and Moon (p. 15) -Earth's Natural Resources (p. 16) -Plants and Their Environments (p. 17)	<b>SEPs:</b> See pages 19-20 of Science Standards. <b>Topics Include:</b> -Weather (p. 21) -Properties of Solids and Liquids (p. 22) -Exploring Pushes and Pulls (p. 23) -Animals and Their Environments (p. 24)	<b>SEPs:</b> See pages 26-27 of Science Standards. <b>Topics Include:</b> -Properties and changes in Matter (p. 28) -Energy Transfer--Electricity and Magnetism (p. 29) -Earth's Materials and Resources (p. 30) -Environments and Habitats (p. 31)	<b>SEPs:</b> See pages 33-34 of Science Standards. <b>Topics Include:</b> -Weather and Climate (p. 35) -Stars and the Solar System (p. 36) -Forms of Energy--Light and Sound (p. 37) -Characteristics and Growth of Organisms (p. 38)	<b>SEPs:</b> See pages 40-41 of Science Standards. <b>Topics Include:</b> -Matter and Mixtures (p. 42) -Changes in Landforms and Oceans (p. 43) -Forces and Motion (p. 44) -Interdependent Relationships in Ecosystems (p. 45)
<b>Alphabetic Languages: Sample Proficiency Targets by Course</b>  <i>Sample expectations for the majority of learners by completion of the course</i>	<b>Interpretive listening:</b> Novice Mid <b>Interpretive reading:</b> Novice Mid <b>Interpersonal:</b> Novice Mid <b>Presentational speaking:</b> Novice Mid <b>Presentational writing:</b> Novice Mid	<b>Interpretive listening:</b> Novice High <b>Interpretive reading:</b> Novice Mid <b>Interpersonal:</b> Novice Mid-High <b>Presentational speaking:</b> Novice Mid-High <b>Presentational writing:</b> Novice Mid	<b>Interpretive listening:</b> Intermediate Low <b>Interpretive reading:</b> Novice High <b>Interpersonal:</b> Novice High-Intermediate Low <b>Presentational speaking:</b> Novice High <b>Presentational writing:</b> Novice Mid-High	<b>Interpretive listening:</b> Intermediate Low <b>Interpretive reading:</b> Novice High-Intermediate Low <b>Interpersonal:</b> Novice High-Intermediate Low <b>Presentational speaking:</b> Novice High <b>Presentational writing:</b> Novice Mid-High	<b>Interpretive listening:</b> Intermediate Low-Mid <b>Interpretive reading:</b> Intermediate Low <b>Interpersonal:</b> Novice High-Intermediate Low <b>Presentational speaking:</b> Novice High <b>Presentational writing:</b> Novice High	<b>Interpretive listening:</b> Intermediate Mid <b>Interpretive reading:</b> Intermediate Low-Mid <b>Interpersonal:</b> Intermediate Low <b>Presentational speaking:</b> Novice High-Intermediate Low <b>Presentational writing:</b> Novice High-Intermediate Low
<b>Logographic Languages: Sample Proficiency Targets by Course</b>  <i>Sample expectations for the majority of learners by completion of the course</i>	<b>Interpretive listening:</b> Novice Low <b>Interpretive reading:</b> Novice Low <b>Interpersonal:</b> Novice Low <b>Presentational speaking:</b> Novice Low <b>Presentational writing:</b> Novice Low	<b>Interpretive listening:</b> Novice Low-Mid <b>Interpretive reading:</b> Novice Low <b>Interpersonal:</b> Novice Low-Mid <b>Presentational speaking:</b> Novice Low <b>Presentational writing:</b> Novice Low	<b>Interpretive listening:</b> Novice Mid <b>Interpretive reading:</b> Novice Low-Mid <b>Interpersonal:</b> Novice Mid <b>Presentational speaking:</b> Novice Mid <b>Presentational writing:</b> Novice Low-Mid	<b>Interpretive listening:</b> Novice Mid-High <b>Interpretive reading:</b> Novice Mid <b>Interpersonal:</b> Novice Mid-High <b>Presentational speaking:</b> Novice Mid <b>Presentational writing:</b> Novice Mid	<b>Interpretive listening:</b> Novice High <b>Interpretive reading:</b> Novice Mid-High <b>Interpersonal:</b> Novice Mid-High <b>Presentational speaking:</b> Novice Mid-High <b>Presentational writing:</b> Novice Mid	<b>Interpretive listening:</b> NH-Intermediate Low <b>Interpretive reading:</b> Novice High <b>Interpersonal:</b> NH-Intermediate Low <b>Presentational speaking:</b> Novice High <b>Presentational writing:</b> Novice Mid-High

## V. Explanation of Sample Proficiency Targets That May be Expected to be Attained by Most Learners by Completion of a Course

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### A. Proficiency Targets for Modern World Languages

The sample end-of-course proficiency targets below are based on French, Chinese Mandarin Simplified, German, and Spanish national averages on 2017-18 STAMP 4S proficiency test data (<https://avantassessment.com/avant-stamp-annual-averages-2017-2018>), as well as writer observations of student end-of-course proficiency on average. STAMP 4S is recognized nationally as one of the viable tests for determining Seals of Biliteracy. Districts in the state of South Carolina that have tracked student proficiency growth using proficiency tests have reported that their scores show similar averages to the STAMP national averages. Each “course” responds to roughly 120-140 hours of instruction. Targets for the interpersonal mode of communication, which requires negotiation of meaning, have been determined based on interpretive and presentational targets. Districts may wish to reevaluate proficiency targets each year based on their unique students and programs. Notably, these sample targets are meant to show goals that are attainable for most learners; learners may be able to surpass these goals, and motivated students should be encouraged to expand their proficiency without limitation.

Middle and High School (Grades 6-12) Proficiency Benchmarks for Alphabetic Modern Languages					
Course Level	Interpretive Listening	Interpretive Reading	Interpersonal	Presentational Speaking	Presentational Writing
End of Course 1	Novice Mid	Novice High	Novice Mid	Novice Mid-High	Novice Mid
End of Course 2	Novice Mid-High	Intermediate Low	Novice Mid-High	Novice High	Novice High
End of Course 3	Novice High	Intermediate Mid	Novice High	Novice High	Novice High-Intermediate Low
End of Course 4	Intermediate Low	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
End of Course 5	Intermediate Low	Intermediate Mid-High	Intermediate Low	Intermediate Low	Intermediate Low-Mid
End of AP	Intermediate Mid	Intermediate High	Intermediate Low-Mid	Intermediate Low-Mid	Intermediate Mid

Middle and High School (Grades 6-12) Proficiency Benchmarks for Logographic Modern Languages					
Course Level	Interpretive Listening	Interpretive Reading	Interpersonal	Presentational Speaking	Presentational Writing
End of Course 1	Novice Low-Mid	Novice Mid	Novice Low-Mid	Novice Mid-High	Novice Mid-High
End of Course 2	Novice Mid	Novice Mid-High	Novice Mid	Novice Mid-High	Novice High
End of Course 3	Novice High-Intermediate Low	Novice High	Novice High	Novice High-Intermediate Low	Novice High-Intermediate Low
End of Course 4	Intermediate Low	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Mid
End of Course 5	Intermediate Low-Mid	Intermediate Mid-High	Intermediate Low-Mid	Intermediate Mid	Intermediate Mid
End of AP	Intermediate Mid	Intermediate High	Intermediate Mid	Intermediate Mid-High	Intermediate Mid-High

## B. Proficiency Targets for Classical Languages

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Middle and High School (Grades 6-12) Proficiency Benchmarks for Classical Languages					
Course Level	Interpretive Listening	Interpretive Reading	Interpersonal	Presentational Speaking	Presentational Writing
End of Course 1	Novice Mid-High	Novice High	Novice Mid-High	Novice Mid-High	Novice Mid-High
End of Course 2	Intermediate Low-Mid	Intermediate Low-Mid	Intermediate Low-Mid	Intermediate Low-Mid	Intermediate Low-Mid
End of Course 3	Intermediate Mid-High	Intermediate Mid-High	Intermediate Mid-High	Intermediate Mid-High	Intermediate Mid-High
End of Course 4	Intermediate Mid-High	Intermediate Mid-High	Intermediate Mid-High	Intermediate Mid-High	Intermediate Mid-High
End of AP	Intermediate Mid-High	Intermediate High-Advanced Low	Intermediate Mid-High	Intermediate Mid-High	Intermediate Mid-High

### C. Proficiency Targets for Immersion

The sample end-of-course proficiency targets below are based on 2017-18 STAMP 4S proficiency test data (<https://avantassessment.com/avant-stamp-annual-averages-2017-2018>) and guidance from STAMP’s rationale for thinking through “acceptable growth each year (see “points to ponder”: <https://avantassessment.com/avant-stamp-annual-averages-2017-2018>); they are also based on writer observations of student end-of-course proficiency, on average, in current South Carolina immersion programs. STAMP 4S is recognized nationally as one of the viable tests for determining Seals of Biliteracy. Districts in the state of South Carolina that have tracked student proficiency growth using proficiency tests have reported that their scores show similar averages to the STAMP national averages. Targets for the interpersonal mode of communication, which requires negotiation of meaning, have been determined based on interpretive and presentational targets. Districts may wish to reevaluate proficiency targets each year based on their unique students and programs. Notably, these sample targets, which districts may adapt, are meant to show goals that are attainable for most learners; learners may be able to surpass these goals, and motivated students should be encouraged to expand their proficiency without limitation.

#### Unique considerations regarding performance and proficiency for Immersion programs:

The degree to which a student has mastered content does not always align perfectly with a student’s currently level of language proficiency (similarly, intercultural competence and language proficiency do not always align perfectly). Therefore, while students demonstrate mastery of content through language in immersion settings, there may be times when scaffolding is needed to assist students in performing tasks while maintaining target language use. Immersion educators typically *track* proficiency even though content (such as Science) is a point of focus.

Immersion Proficiency Benchmarks for Alphabetic Languages					
Course Level	Interpretive Listening	Interpretive Reading	Interpersonal	Presentational Speaking	Presentational Writing
End of Kindergarten	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid
End of 1 <sup>st</sup> Grade	Novice High	Novice Mid	Novice Mid-High	Novice Mid-High	Novice Mid
End of 2 <sup>nd</sup> Grade	Intermediate Low	Novice High	Novice High-Intermediate Low	Novice High	Novice Mid-High
End of 3 <sup>rd</sup> Grade	Intermediate Low	Novice High-Intermediate Low	Novice High-Intermediate Low	Novice High	Novice Mid-High
End of 4 <sup>th</sup> Grade	Intermediate Low-Mid	Intermediate Low	Novice High-Intermediate Low	Novice High-Intermediate Low	Novice High
End of 5 <sup>th</sup> Grade	Intermediate Mid	Intermediate Low-Mid	Novice High-Intermediate Low	Novice High-Intermediate Low	Novice High-Intermediate Low
End of 6 <sup>th</sup> Grade	Intermediate Mid	Intermediate Low-Mid	Intermediate Low-Mid	Intermediate Low	Intermediate Low
End of 7 <sup>th</sup> Grade	Intermediate Mid-High	Intermediate Mid	Intermediate Low-Mid	Intermediate Low-Mid	Intermediate Low
End of 8 <sup>th</sup> Grade	Intermediate High	Intermediate Mid-High	Intermediate Mid	Intermediate Mid	Intermediate Low-Mid
End of 9 <sup>th</sup> Grade	Intermediate High-Advanced Low	Intermediate High	Intermediate Mid-High	Intermediate Mid-High	Intermediate Mid
End of 10 <sup>th</sup> Grade	Advanced Low	Intermediate High-Advanced Low	Intermediate High	Intermediate High	Intermediate Mid-High
End of 11 <sup>th</sup> Grade	Advanced Low-Mid	Advanced Low	Intermediate High-Advanced Low	Intermediate High-Advanced Low	Intermediate High
End of 12 <sup>th</sup> Grade	Advanced Mid	Advanced Low-Mid	Advanced Low	Advanced Low	Intermediate High-Advanced Low

Immersion Proficiency Benchmarks for Logographic Languages					
Course Level	Interpretive Listening	Interpretive Reading	Interpersonal	Presentational Speaking	Presentational Writing
End of Kindergarten	Novice Low	Novice Low	Novice Low	Novice Low	Novice Low
End of 1 <sup>st</sup> Grade	Novice Low-Mid	Novice Low	Novice Low	Novice Low	Novice Low
End of 2 <sup>nd</sup> Grade	Novice Mid	Novice Low-Mid	Novice Mid	Novice Mid	Novice Low-Mid
End of 3 <sup>rd</sup> Grade	Novice Mid-High	Novice Mid	Novice Mid-High	Novice Mid	Novice Mid
End of 4 <sup>th</sup> Grade	Novice High	Novice Mid-High	Novice Mid-High	Novice Mid-High	Novice Mid
End of 5 <sup>th</sup> Grade	Novice High-Intermediate Low	Novice High	Novice High-Intermediate Low	Novice High	Novice Mid-High
End of 6 <sup>th</sup> Grade	Novice High-Intermediate Low	Novice High	Novice High-Intermediate Low	Novice High	Novice High-Intermediate Low
End of 7 <sup>th</sup> Grade	Intermediate Low	Novice High-Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
End of 8 <sup>th</sup> Grade	Intermediate Low-Mid	Intermediate Low	Intermediate Low-Mid	Intermediate Low-Mid	Intermediate Low-Mid
End of 9 <sup>th</sup> Grade	Intermediate Mid	Intermediate Low-Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
End of 10 <sup>th</sup> Grade	Intermediate Mid-High	Intermediate Mid-Intermediate High	Intermediate Mid-High	Intermediate Mid	Intermediate Mid-High
End of 11 <sup>th</sup> Grade	Intermediate High	Intermediate High	Intermediate High	Intermediate High	Intermediate High
End of 12 <sup>th</sup> Grade	Intermediate High-Advanced Low	Intermediate High-Advanced Low	Intermediate High-Advanced Low	Intermediate High-Advanced Low	Intermediate High-Advanced Low

## VI. Explanation of Sample Rubrics for Secondary and Elementary

### **Rubrics for Secondary Modern and Classical Languages:**

In addition to helping educators describe learner performance for feedback, as well as helping learners reflect on what they can do, the rubrics for learners of modern and Classical languages promote reflection on the degree of control that learners have at a given sublevel: partial control, full control, or full control with some evidence of the next level. These rubrics may be used in part or in full for performance tasks such as formative assessments for regular feedback and reflection, or they may be used for assessing performance on summative tasks such as end-of-unit Integrated Performance Assessments (IPAs), pre-assessments at the beginning of a course, and post-assessments such as final exams. In addition to the detailed rubrics for each sublevel, Classics educators will find a proficiency tracking rubric for learners of Latin.

As learners progress from demonstrating partial evidence for a given sublevel (e.g. Novice Mid-1) to full evidence (e.g. Novice Mid-2) to full evidence for the sublevel *and* some evidence from the next level (e.g. Novice Mid-3), some growth features may be more salient than others. Bold-faced words in the secondary rubrics assist the educator and learner in quickly gauging anticipated differences in learner performance. A word on language such as “some control” vs. “control,” or “a few” vs. “some”; these refer to an estimation of what is present (not necessarily an exact number) based on the productive or receptive language that can be observed and described within the context of a given performance or for performances over time.

Educators may use the rubrics as they are, or they may customize them to reflect the context and content of a task. When customizing, key criteria associated with a given sub-level should remain intact. For example, a description of student performance in the modern languages rubric from the “Full Control” section of the Novice Mid rubric (Novice Mid-2) for Presentational Communication states:

***Meets the communication goal by expressing preferences, presenting personal information or presenting on very familiar topics.***

A teacher could customize this to say:

***Meets the communication goal by expressing food preferences on the very familiar topic of lunchtime at school.***

The customization in the example above may bring relevance to the task while maintaining some key descriptors such as “preferences” and “very familiar.”

Educators can help learners move from one sublevel to the next by gauging their control within a sublevel and using this information to inform their planning. Prior to demonstrating partial control of language for a sub-level, students may have some conceptual control for that sub-level (for example, they may have some understandings of key vocabulary and structures), but they will need experiences engaging in meaningful use of language to gain partial control, and eventually full control.

### **Rubrics for Elementary Immersion:**

The performance rubrics and proficiency growth charts are visual, kid-friendly tools that are specifically designed for elementary students who are in immersion programs; notably, with the right intentionality, they could also be implemented with elementary students in non-immersion programs or students at any grade level in any language program. These charts highlight key features of student performance for each sublevel (i.e. Low, Mid, High) of Novice and Intermediate proficiency levels, showing how students can progress. They are meant to help both teachers and students track the language growth of students over time and across grade levels. Additional information and instructions for using these rubrics and growth charts is included with the document download on the following page.

## VII. Sample Rubrics for World Languages and Immersion in South Carolina

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[Sample Modern Secondary Units](#) ; [Sample Classics Units](#) ; [Sample Immersion Units](#)

Program Type	Sample Rubrics for Interpretive Communication	Sample Rubrics for Interpersonal Communication	Sample Rubrics for Presentational Communication
Secondary Modern Languages (ML) Novice Low-Advanced Low	<a href="#">ML rubrics - All modes (one document)</a> <a href="#">Novice Low ML Rubric – Interpretive</a> <a href="#">Novice Mid ML Rubric – Interpretive</a> <a href="#">Novice High ML Rubric – Interpretive</a> <a href="#">Intermediate Low ML Rubric – Interpretive</a> <a href="#">Intermediate Mid ML Rubric – Interpretive</a> <a href="#">Intermediate High ML Rubric – Interpretive</a> <a href="#">Advanced Low ML Rubric – Interpretive</a>	<a href="#">ML rubrics - All modes (one document)</a> <a href="#">Novice Low ML Rubric – Interpersonal</a> <a href="#">Novice Mid ML Rubric – Interpersonal</a> <a href="#">Novice High ML Rubric – Interpersonal</a> <a href="#">Intermediate Low ML Rubric – Interpersonal</a> <a href="#">Intermediate Mid ML Rubric – Interpersonal</a> <a href="#">Intermediate High ML Rubric – Interpersonal</a> <a href="#">Advanced Low ML Rubric – Interpersonal</a>	<a href="#">ML rubrics - All modes (one document)</a> <a href="#">Novice Low ML Rubric – Presentational</a> <a href="#">Novice Mid ML Rubric – Presentational</a> <a href="#">Novice High ML Rubric – Presentational</a> <a href="#">Intermediate Low ML Rubric – Presentational</a> <a href="#">Intermediate Mid ML Rubric – Presentational</a> <a href="#">Intermediate High ML Rubric – Presentational</a> <a href="#">Advanced Low ML Rubric – Presentational</a>
Secondary Classical Languages (CL) Novice Low-Advanced Low	<a href="#">CL Proficiency Tracking Rubric</a> <a href="#">CL rubrics - All modes (one document)</a> <a href="#">Novice Low CL Rubric – Interpretive</a> <a href="#">Novice Mid CL Rubric – Interpretive</a> <a href="#">Novice High CL Rubric – Interpretive</a> <a href="#">Intermediate Low CL Rubric – Interpretive</a> <a href="#">Intermediate Mid CL Rubric – Interpretive</a> <a href="#">Intermediate High CL Rubric – Interpretive</a> <a href="#">Advanced Low CL Rubric – Interpretive</a>	<a href="#">CL Proficiency Tracking Rubric</a> <a href="#">CL rubrics - All modes (one document)</a> <a href="#">Novice Low CL Rubric – Interpersonal</a> <a href="#">Novice Mid CL Rubric – Interpersonal</a> <a href="#">Novice High CL Rubric – Interpersonal</a> <a href="#">Intermediate Low CL Rubric – Interpersonal</a> <a href="#">Intermediate Mid CL Rubric – Interpersonal</a> <a href="#">Intermediate High CL Rubric – Interpersonal</a> <a href="#">Advanced Low CL Rubric – Interpersonal</a>	<a href="#">CL Proficiency Tracking Rubric</a> <a href="#">CL rubrics - All modes (one document)</a> <a href="#">Novice Low CL Rubric -- Presentational</a> <a href="#">Novice Mid CL Rubric – Presentational</a> <a href="#">Novice High CL Rubric – Presentational</a> <a href="#">Intermediate Low CL Rubric – Presentational</a> <a href="#">Intermediate Mid CL Rubric – Presentational</a> <a href="#">Intermediate High CL Rubric – Presentational</a> <a href="#">Advanced Low CL Rubric – Presentational</a>
Elementary Novice Low-Intermediate Mid	<a href="#">Kid-Friendly Performance Task Rubrics and Proficiency Growth Charts</a>		



## VIII. Resources for Student Reflection and Self-Assessment

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The chart below displays a compilation of external resources that pair well with the [South Carolina College- and Career-Ready Standard for World Language Proficiency 2019](#) to facilitate student reflection and self-assessment.

Name of Tool	Description and Purpose of Tool	Link to Tool
<b>Personalized Learning Powered by LinguaFolio® : Can-Do Statements Tool (customizable)</b>	As stated on the NCSSFL website, Personalized Learning Powered by LinguaFolio® is a learner-directed portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages.” This tool facilitates a reflective learning process that takes into account “smarter goals,” learning strategies, learner evidence, and reflection. Educators will find a “Learner page” and a “Teacher page” via the link provided here in the right-hand column. Each page includes a wealth of resources such as a Strategies Reflection Menu and various reflection tasks for language learners.	<a href="https://ncssfl.org/linguafolio2020/">https://ncssfl.org/linguafolio2020/</a>
<b>Intercultural Reflection Tool (for Intercultural Competence and Communication) by NCSSFL and ACTFL</b>	This reflection tool is designed by NCSSFL and ACTFL to be used with the Can-Do Statements for Intercultural Communication (Investigate and Interact aspects) to help learners develop Intercultural Communicative Competence. The activities in this tool include and introductory in-class component in the target language, a component for deeper reflection outside of class in English or in the target language if the learner’s proficiency level allows, and a follow-up in-class target language component. The intent of the tool and research supporting its implementation are further described in its introduction.	<a href="https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos_Reflections%20Scenarios.pdf">https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos_Reflections%20Scenarios.pdf</a>

## IX. Meanings of Terms Used in Resources

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This compilation of terms and their meanings, as used in these resources, will continue to be built over time and does not contain terms defined in the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*. If the definition of a term is needed and is not found here, educators may wish to consult the Glossary of Terms located on page 149 of the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*:

<https://ed.sc.gov/index.cfm?LinkServID=B8AC450D-A4FC-F1FE-B849764B7BCFB347>

Term	Used in these resources to mean...
<b>Anchor chart</b>	Anchor charts are a posters with key info that can either remain visible in a classroom space (including a virtual space) for a given lesson or unit or even longer (such as the entire semester or year if the teacher deems it valuable/appropriate). Typically, the teacher will create an anchor chart during a lesson while explaining or teaching, and then the chart will be live in the classroom space for a period of time.
<b>Connected text</b>	Connected texts refers to texts that include words that are linked in phrases, sentences, and paragraphs as opposed to lists. Intermediate language learners can handle connected texts to varying degrees.
<b>Degrees of control (for a sublevel)</b>	<p>Conceptual: Conceptual control refers to the type of control that learners have for a sublevel if they know some rules and understand some forms associated with the language, but they may have had no experience with meaningful use of the language.</p> <p>Partial: Partial control refers to the type of control that learners have if they are able to use language in a limited way for a given sublevel (such as Novice Mid). With this degree of control, learners are only likely to be accurate in highly practiced contexts. Their performance may demonstrate a focus on form and meaning.</p> <p>Full: Full control refers to the type of control that learners have for a sublevel once they have had extensive experience in meaningful communication and are able to use language in a variety of contexts and with a variety of topics. With this degree of control, learner performance demonstrates a focus on meaning with attention to form.</p> <p>These descriptions of degrees of control are adapted from those presented by Fernando Rubio, University of Utah, in his 2019 ACTFL presentation <i>Building Intermediate and Advanced Level Proficiency to Achieve the Seal of Biliteracy</i>.</p>

Term	Used in these resources to mean...
<b>Pictorial input chart</b>	<p>Pictorial input charts can serve as an anchor chart once completed, but they typically involve even more co-creation between teacher and students. While the final product can certainly help "anchor" student thinking on a daily basis, pictorial input charts are more about getting students involved in the process of creating them and learning from the interaction that happens in the target language through that process. They may be created in their entirety in one learning session or they may be added to over time. Engagement around the chart may be incorporated into lessons.</p> <p>Teachers may begin the pictorial input chart with some words, images, and/or some kind of graphic organizer. Pictorial input charts are a great strategy for introducing students to vocabulary and helping them build on it by connecting the vocabulary and concepts visually as a class.</p>

## X. References

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ACTFL (Descriptions of Degrees of Control adapted from those presented by Fernando Rubio, University of Utah, in his 2019 ACTFL presentation *Building Intermediate and Advanced Level Proficiency to Achieve the Seal of Biliteracy*, p. 63)

Adair-Hauck, B., E. Glisan, and F. Troyan. 2013. *Implementing Integrated Performance Assessment*. Alexandria, VA: American Council on the Teaching of Foreign Languages.

Center for Applied Second Language Studies

<https://casls.uoregon.edu/>

Center for Applied Second Language Studies (CASLS) and Professionals in Education Advancing Research and Language Learning (PEARLL). Catalyst. <https://catalyst.uoregon.edu/>

Fernando Rubio, University of Utah. *Building Intermediate and Advanced Level Proficiency to Achieve the Seal of Biliteracy*.

NCSSFL and ACTFL. Intercultural Reflection Tool. [https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos\\_Reflections%20Scenarios.pdf](https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos_Reflections%20Scenarios.pdf)

Ohio Department of Education. Proficiency Rubrics. <http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages>

Personal Learning Powered by LinguaFolio®

<https://ncssfl.org/linguafolio2020/>

Professionals in Education Advancing Research and Language Learning

<http://pearll.nflc.umd.edu/>

South Carolina Department of Education. *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*.

<https://ed.sc.gov/index.cfm?LinkServID=B8AC450D-A4FC-F1FE-B849764B7BCFB347>

Teacher Effectiveness for Language Learning

<http://www.tellproject.org/>

Ziegler, N., & Moeller, A. (2012). Increasing self-regulated learning through the LinguaFolio®. *Foreign Language Annals*, 45(3), 330-348. Retrieved from: <https://ncssfl.org/wp-content/uploads/2017/11/FLA.2012.IncreaseSelfRegulatedLearningthruLF.pdf>