

## Assessment of Instructional Programs

Instructional programs may be assessed based on the achievement of students or based on teacher and student behaviors that are likely to lead to enhanced student outcomes.

### Targets for Student Proficiency

The amount of time it takes to learn another language and its cultures is linked to the linguistic and cultural differences among the languages and cultures students already know. The particular language and cultures that learners study and their performance profile when they enter a program determine the amount of time required to achieve a particular level of proficiency. Categories of languages have been established by the Foreign Service Institute based on the time it takes for native speakers of English to develop proficiency in target languages and cultures. For students who speak English only, Arabic, Japanese, Korean and Mandarin, Category IV languages, will take considerably longer to acquire than French, Italian, Portuguese or Spanish, Category I languages. For students who speak Hebrew, in addition to English, acquiring Arabic will take substantially less time, due to the similarities between these two Semitic languages. American Sign Language (ASL), Classical Greek, Latin, and Native American languages have not been assigned by the Foreign Service Institute to language categories.

The Foreign Service Institute has compiled learning expectations for languages taught at their facilities. When using their data, one must be cognizant that students are typically forty years old, with an aptitude for formal language study, and frequently knowledge of several world languages. They study in small classes of no more than six students. Their schedule calls for twenty-five hours of class per week with three to four hours per day of directed self-study.

<b>Category I: Languages closely related to English</b>
600 class hours are typically necessary for learners to perform within the Superior Range of Proficiency
Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, Swedish
<b>Category II: Languages with linguistic and/or cultural differences from English</b>
1200 class hours are typically necessary for learners to perform within the Superior Range of Proficiency
Bulgarian, Dari, Farsi, German, Greek, Hindi, Indonesian, Malay, Urdu
<b>Category III: Languages with significant linguistic and/or cultural differences from English</b>
1800 class hours are typically necessary for learners to perform within the Superior Range of Proficiency
Armenian, Bengali, Burmese, Czech, Filipino, Finnish, Hebrew, Hmong, *Hungarian, Khmer, Lao, Pashto, Polish, Punjabi, Russian, Serbian, Tamil, *Thai, Turkish, *Vietnamese, Xhosa, Zulu
<b>Category IV: Languages which are exceptionally difficult for native English speakers</b>
2400 class hours are typically necessary for learners to perform within the Superior Range of Proficiency a subset of which is in the target cultures
Arabic, Cantonese, Mandarin, Japanese, Korean

\* Languages preceded by asterisks are typically more difficult for native English speakers to learn than other languages in the same category.

*World Language Standards for California Public Schools Kindergarten through Grade Twelve, 2019*

Heritage speakers of these and other languages will demonstrate quite varied proficiency profiles depending on the contact they have had with the heritage language and its cultures. Some guidance can be provided on typical heritage speakers although proficiency targets will need to be tailored

to the profiles of subgroups of students in each classroom that likely includes native speakers, heritage speakers and receptive bilinguals.

**Heritage speakers** are typically English dominant bilinguals who were born and educated in the United States. Their use of the target language is most often limited to familiar household and neighborhood situations. They are able to function in most informal and some formal settings. When listening, heritage speakers can understand the main ideas and most supporting details on informal topics. Often, they have difficulty comprehending in formal situations. Their reading ability is substantially below their performance in listening since written language is processed with more stumbling and hesitation. When speaking on informal topics, heritage speakers can ask and answer questions as well as narrate, describe and explain. Their speech, however, does not hold together in oral paragraphs, but rather, ideas are coordinated through strings of sentences. Students' writing proficiency mirrors their speech although limited control of the spelling system makes early messages less intelligible. Content appropriate for heritage speakers focuses on cultural products, practices and perspectives that clarify the experiences of learners in bilingual and bicultural spaces. Over time, this content moves to the background as learners explore more deeply the history, geography and current life of individuals in monolingual spaces where the language is spoken and the culture is manifest.

**Native speakers** are target-language dominant, monolingual, or bilingual English speakers who were often educated in a country where the target language is spoken. They progress rapidly in courses for heritage speakers/native speakers since they tend to have well-developed language skills and content knowledge. This group of learners can function in informal and many formal settings. When listening and reading about formal academic topics, they can understand the main ideas and most supporting details. They are not commonly able to understand oral or written texts on abstract or technical topics. When speaking on formal topics, native speakers are able to produce series of oral paragraphs with some detail although they have some difficulty supporting opinions. Their written language is comprehensible since their production demonstrates increasing control of less common structures and more precise vocabulary. Communication is principally through strings of written paragraphs. Content appropriate for this group of learners focuses on the universal topics of public interest. Instruction provides opportunities to explore these topics from multiple perspectives, and when necessary to acquire knowledge of the English-speaking world of the United States.

**Receptive bilinguals** learn best in courses that build upon their understanding while supporting their production. The receptive abilities of these students range from comprehension of words to simple sentences. To further develop their communicative proficiency, attention must be focused on enhancing understanding in both listening and reading and on producing language in speaking and writing. These students benefit from a curriculum that derives its practices from work with heritage and non-native speakers. Students profit from exploring bilingual and bicultural topics as well as learning about features of the target culture that they have not experienced due to their lack of communicative proficiency. Additionally, they grow from learning academic content through the language and need a great deal of meaningful and personalized guided practice to begin to produce the language they understand.

**Heritage learners**, those who are connected to a community that sees a target language and its cultures as central to its identity, may have no linguistic or cultural proficiency, or may be receptive bilinguals or heritage speakers. Aligned with previous discussion, what is central to curricular design, materials development, instructional practice and assessment is matching the profile of the learner with the ranges of proficiency described in California’s World Languages Standards. Teachers will use the Communication Standards, the Culture Standards and the Connection Standards (the **language**, **culture** and **academic content** of the unit) to specify what a learner or group of learners is to know and be able to do. Guided by the outcomes contained in the standards, they will design activities to develop their students communicative and cultural proficiency, academic content knowledge, and literacy.

### **Middle School/High School Proficiency Targets for Heritage Speakers 360 hours of instruction**

When listening, heritage speakers can understand the main ideas and most supporting details on informal topics. Often, they have difficulty comprehending in formal situations.

Proficiency Profile: Advanced level tasks, Intermediate level content
Proficiency Target: Intermediate High/Advanced Low

Heritage speakers reading ability is substantially below their performance in listening since written language is processed with more stumbling and hesitation.

Proficiency Profile: Intermediate level tasks, Intermediate level content
Proficiency Target: Intermediate High

When speaking on informal topics, heritage speakers can ask and answer questions as well as narrate, describe and explain. Their speech, however, does not hold together in oral paragraphs, but rather, ideas are coordinated through strings of sentences.

Proficiency Profile: Advanced level tasks, Intermediate level content and text-types
Proficiency Target: Intermediate High/Advanced Low

Students’ writing proficiency mirrors their speech although limited control of the spelling system makes early messages less intelligible.

Proficiency Profile: Advanced level tasks, Intermediate level content and text-types, Novice level accuracy
Proficiency Target: Intermediate High

The proficiency targets reflect the data of researchers and experience of effective practitioners throughout the country.

<b>Middle School/High School Proficiency Targets for Category I and II Languages</b>						
These include modern alphabetic languages and classical languages that are taught with a balanced emphasis on reading, writing, listening and speaking.						
<b>MODE AND SKILL</b>	<b>LEVEL I 135-150 hours</b>	<b>LEVEL II 270-300 hours</b>	<b>LEVEL III 405-450 hours</b>	<b>LEVEL IV 540-600 hours</b>	<b>LEVEL V 675-750 hours</b>	<b>LEVEL VI 825-900 hours</b>
<b>INTERPRETIVE Listening</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
						Advanced Low
<b>INTERPRETIVE Reading</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
					Intermediate High	
<b>INTERPERSONAL Speaking</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
						Advanced Low
<b>PRESENTATIONAL Speaking</b>	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
	Novice Mid	Novice High	Intermediate Low	Intermediate Mid		
<b>PRESENTATIONAL Writing</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
					Intermediate High	

<b>Middle School/High School Proficiency Targets for Category III and IV Languages</b>						
These include logographic languages that are taught with a balanced emphasis on reading, writing, listening and speaking.						
<b>MODE AND SKILL</b>	<b>LEVEL I 135-150 hours</b>	<b>LEVEL II 270-300 hours</b>	<b>LEVEL III 405-450 hours</b>	<b>LEVEL IV 540-600 hours</b>	<b>LEVEL V 675-750 hours</b>	<b>LEVEL VI 825-900 hours</b>
<b>INTERPRETIVE Listening</b>	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid
		Novice High			Intermediate Mid	
<b>INTERPRETIVE Reading</b>	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
<b>INTERPERSONAL Speaking</b>	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid
		Novice High			Intermediate Mid	
<b>PRESENTATIONAL Speaking</b>	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
<b>PRESENTATIONAL Writing</b>	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			

<b>Middle School/High School Proficiency Targets American Sign Language</b>						
<b>MODE AND SKILL</b>	<b>LEVEL I 135-150 hours</b>	<b>LEVEL II 270-300 hours</b>	<b>LEVEL III 405-450 hours</b>	<b>LEVEL IV 540-600 hours</b>	<b>LEVEL V 675-750 hours</b>	<b>LEVEL VI 825-900 hours</b>
<b>INTERPRETIVE Receptive</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
	Novice High	Intermediate Low	Intermediate Mid			
<b>INTERPERSONAL Interactive</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate High
				Intermediate Mid		
<b>PRESENTATIONAL Expressive</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate High
				Intermediate Mid		

<b>Middle School/High School Proficiency Targets for Classical Languages</b>						
These include languages like Latin and Ancient Greek which are taught with a focus on the written and not on the spoken word.						
<b>MODE AND SKILL</b>	<b>LEVEL I 135-150 hours</b>	<b>LEVEL II 270-300 hours</b>	<b>LEVEL III 405-450 hours</b>	<b>LEVEL IV 540-600 hours</b>	<b>LEVEL V 675-750 hours</b>	<b>LEVEL VI 825-900 hours</b>
<b>INTERPRETIVE Listening</b>	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid
			Intermediate Low			
<b>INTERPRETIVE Reading</b>	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High	Advanced Low
				Intermediate High		
<b>PRESENTATIONAL Speaking</b>	Novice Low	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Low
<b>PRESENTATIONAL Writing</b>	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate High
				Intermediate Mid		

**Elementary FLES Proficiency Targets for Category I and II Languages**

These include modern alphabetic languages taught via elementary school/middle school FLES programs at a minimum of 3 times per week and a minimum of 90 minutes of instruction per week.

<b>MODE AND SKILL</b>	<b>End of 2<sup>nd</sup> year</b>	<b>End of 3<sup>rd</sup> year</b>	<b>End of 4<sup>th</sup> year</b>	<b>End of 5<sup>th</sup> year</b>	<b>End of 6<sup>th</sup> year</b>	<b>End of 7<sup>th</sup> year</b>	<b>End of 8<sup>th</sup> year</b>
<b>INTERPRETIVE Listening</b>	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High	Intermediate Low
<b>INTERPRETIVE Reading</b>	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High
<b>INTERPERSONAL Speaking</b>	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High	Intermediate Low
<b>PRESENTATIONAL Speaking</b>	Novice Low	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High
<b>PRESENTATIONAL Writing</b>	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High

**Elementary FLES Proficiency Targets for Category III and IV Languages**

These include logographic languages taught via elementary/middle school FLES programs at a minimum of 3 times per week and a minimum of 90 minutes of instruction per week.

<b>MODE AND SKILL</b>	<b>End of 2<sup>nd</sup> year</b>	<b>End of 3<sup>rd</sup> year</b>	<b>End of 4<sup>th</sup> year</b>	<b>End of 5<sup>th</sup> year</b>	<b>End of 6<sup>th</sup> year</b>	<b>End of 7<sup>th</sup> year</b>	<b>End of 8<sup>th</sup> year</b>
<b>INTERPRETIVE Listening</b>	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid Novice High	Novice High	Novice High
<b>INTERPRETIVE Reading</b>	Novice Low	Novice Low Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid Novice High	Novice High
<b>INTERPERSONAL Speaking</b>	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid Novice High	Novice High	Novice High
<b>PRESENTATIONAL Speaking</b>	Novice Low	Novice Low	Novice Low Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice High
<b>PRESENTATIONAL Writing</b>	Novice Low	Novice Low Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid Novice High	Novice High

**K-12 Immersion Program Proficiency Targets for Category I and II Languages**

These include modern alphabetic languages that are taught with a balanced emphasis on reading, writing, listening and speaking.

<b>MODE AND SKILL</b>	<b>End of K-2</b>	<b>End of 3-5</b>	<b>End of 6-8</b>	<b>End of 9-12</b>
<b>INTERPRETIVE Listening</b>	Novice High	Intermediate Low	Intermediate Mid	Advanced Low
<b>INTERPRETIVE Reading</b>	Novice High	Intermediate Low	Intermediate Mid	Advanced Low
<b>INTERPERSONAL Speaking</b>	Novice High	Intermediate Low	Intermediate Mid	Advanced Low
<b>PRESENTATIONAL Speaking</b>	Novice Mid	Intermediate Low	Intermediate Mid	Advanced Low
<b>PRESENTATIONAL Writing</b>	Novice Mid	Intermediate Low	Intermediate Mid	Advanced Low

**K-12 Immersion Program Proficiency Targets for Category III and IV Languages**

These include modern alphabetic languages that are taught with a balanced emphasis on reading, writing, listening and speaking.

<b>MODE AND SKILL</b>	<b>End of K-2</b>	<b>End of 3-5</b>	<b>End of 6-8</b>	<b>End of 9-12</b>
<b>INTERPRETIVE Listening</b>	Novice High	Intermediate Low	Intermediate Mid	Advanced Low
<b>INTERPRETIVE Reading</b>	Novice Mid	Novice High	Intermediate Low	Intermediate High
<b>INTERPERSONAL Speaking</b>	Novice High	Intermediate Low	Intermediate Mid	Advanced Low
<b>PRESENTATIONAL Speaking</b>	Novice Mid	Intermediate Low	Intermediate Mid	Intermediate High
<b>PRESENTATIONAL Writing</b>	Novice Low	Novice High	Intermediate Low	Intermediate High

## Scales for Alignment of Teacher Practices

The subsequent statements, expanded from “Then and Now” in the *21<sup>st</sup> Century Skills Map for World Languages*, (Zaslow, 2011) may be used to assess the alignment of teacher practices with those that result in higher levels of student proficiency.

Rate your use of research-based practices from 1 to 5, 5 being the most aligned.

<b>1</b>	<b>Students learn about the language (grammar) <i>or</i> students learn to use the target language.</b>	<b>1-5</b>
1a	Teachers use the target language almost exclusively.	
1b	Teachers use the target language to make language, culture and content comprehensible using multiple modalities for learning.	
1c	Grammar is taught as a tool for communication.	
<b>2</b>	<b>Students experience a teacher-centered class <i>or</i> students experience a learner-centered class with the teacher as facilitator <i>or</i> collaborator.</b>	
2a	Teachers design activities that lead to autonomy and flexibility in unrehearsed situations and create a learner-driven class.	
2b	Students engage in individual, pair, small group and whole-group activities.	
2c	Students are able to choose based on learning profiles, readiness, and interests.	
2d	Students are able to assess, plan and direct their own learning.	
<b>3</b>	<b>The instructional focus is on the four skills <i>or</i> on interpretive, interpersonal and presentational communication in the target language.</b>	
3a	Students interpret authentic (informative, cultural, literary) audio, video, and written texts.	
3b	Students communicate spontaneously in culturally-authentic, real-world settings.	
3c	Students make a variety of presentations for target-culture audiences in appropriate ways.	
<b>4</b>	<b>Emphasis is on coverage of the textbook <i>or</i> emphasis is on use of backward design focusing on the end goal.</b>	
4a	Teachers design culturally-authentic integrated performance tasks for units and courses in the target language.	
4b	Performance tasks develop skills measured in benchmarks and final examinations.	
4c	Assessment (form checks, measures, integrated performance tasks) inform instruction.	
<b>5</b>	<b>Focus is on the use of the textbook as the curriculum <i>or</i> on the use of thematic units and authentic resources.</b>	
5a	Essential questions guide the selection of themes and sub-themes.	
5b	Materials from the textbook are only used when they develop appropriate knowledge and skills.	
5c	Teachers use authentic materials, rich in language, culture and content.	
<b>6</b>	<b>Emphasis is on the teacher as presenter <i>or</i> on the learner as “doer” and “creator”.</b>	
6a	Students use the target-language for real-world purposes in culturally-appropriate ways.	
6b	Students use the target-language beyond the classroom.	
6c	Students use the target-language to learn content, think critically and solve problems.	
<b>7</b>	<b>Focus is on isolated cultural “factoids” <i>or</i> on the relationships among cultural products practices, and perspectives.</b>	
7a	Students learn the target cultures through the target language.	
7b	Students learn to function in culturally-appropriate ways.	
7c	Students learn target-culture perspectives that underlie cultural products and practices.	
7d	Students learn about the effects of intercultural influences.	
<b>8</b>	<b>Focus is on the use of technology as a “cool tool” <i>or</i> on integrating technology into instruction to enhance learning.</b>	
8a	Teachers use technology to teach authentic texts rich in language, culture and content.	
8b	Students use technology to research, collaborate, cite evidence, revise, edit and publish in the target language.	
8c	Students use technology to communicate in the target language, supported with digital media and visual displays.	



<b>9</b>	<b>Focus is on teaching only the language <i>or</i> on the use of language as the vehicle to teach academic content.</b>	
9a	Students further their knowledge of content through target-language sources.	
9b	Students learn target-culture perspectives on content.	
9c	Students develop Information-, Media-, Technology and Emotional-Literacies.	
<b>10</b>	<b>Focus is on same instruction for all students <i>or</i> on differentiating instruction to meet individual needs.</b>	
10a	Teachers differentiate based on student learning profiles, readiness, and interests.	
10b	Teachers differentiate content, process, and products.	
10c	Teachers differentiate for disengaged, special needs, accelerated students, students with disabilities, and heritage and native speakers.	
<b>11</b>	<b>Focus on situations from the textbook <i>or</i> on personalized real-world tasks.</b>	
11a	Students use the target language in real-world settings.	
11b	Students use the target language spontaneously.	
11c	Students exchange information and opinions and express thoughts and feelings through the target language.	
<b>12</b>	<b>Emphasis is on classroom language learning <i>or</i> on providing opportunities to use the target language beyond the classroom.</b>	
12a	Students participate in language-use opportunities with target-language users in the school.	
12b	Students participate in target-language-use opportunities in local and global communities.	
12c	Students show evidence of becoming life-long learners.	
<b>13</b>	<b>Focus of testing is to find out what students don't know <i>or</i> is designed to find out what students can do.</b>	
13a	Teachers use measures to generate a profile of student strengths and weaknesses.	
13b	Teachers design tasks that require proficiency in language, culture and content.	
13c	Teachers differentiate content, process and products to optimize opportunities for success.	
<b>14</b>	<b>The teacher knows the criteria for grading <i>or</i> students understand criteria for assessment and use rubrics.</b>	
14a	Teachers use criteria that focus on language, culture and content.	
14b	Students participate in self-assessment using criteria and rubrics.	
14c	Students self-direct when demonstrating knowledge and proficiency.	
<b>15</b>	<b>Students "turn in" work for the teacher <i>or</i> learners create to "share and publish" for target-culture audiences.</b>	
15a	Students interpret a wide variety of authentic materials.	
15b	Students communicate interpersonally in real-world situations.	
15c	Students present to target-culture audiences for a variety of purposes and in appropriate ways.	