

Dear District 54 Dual Language and Immersion families,

Thank you for your continued support of your child’s growth as a bilingual and biliterate learner. This guide lists the learning performance indicators for each level of language proficiency in the areas of listening, speaking, reading and writing in the target language. They are aligned with the *American Council on the Teaching of Foreign Languages* and reflect the continuum of language learning from Novice through Advanced High Levels. These indicators support our teachers as they plan instruction and in setting short and long term learning goals for your child. They identify skills and strategies that are necessary for students to be successful at their grade levels and beyond.

The chart below provides information regarding the language proficiency targets for each grade level. The end of year targets were determined after reviewing best practice and national expectations for dual and immersion programs as well as District 54 student language achievement data over time.

Language learning is an investment of time and effort. At initial levels, students move quickly from single words to phrases but as students grow and are able to use language in challenging academic contexts, more growth is required to reach higher levels.

According to the College Board, students who are showing evidence of Intermediate Mid to Intermediate High proficiency are likely to function successfully in an Advanced Placement (AP) course.

We welcome your feedback. Please feel free to share comments by calling the Department of Language and Culture at 847-357-5074 or by e-mailing us at SeikaKobari@sd54.org

Targets for the Spanish and Japanese Dual Language Programs	
Grade	End of Year Target
8	Intermediate High
7	Intermediate High
6	Intermediate Mid
5	Intermediate Mid
4	Intermediate Low
3	Intermediate Low
2	Novice High
1	Novice Mid
K	Novice Low

Targets for the Chinese Immersion Program*	
Grade	End of Year Target
8	Intermediate Mid
7	Intermediate Mid
6	Intermediate Low
5	Intermediate Low
4	Novice High
3	Novice High
2	Novice Mid
1	Novice Low
K	Novice Low

*The targets for Chinese Immersion are slightly different due to the nature of the language features of written Chinese.

Schaumburg Community Consolidated School District 54

524 E. Schaumburg Road, Schaumburg, Illinois 60194
Phone: (847) 357-5074 Fax: (847) 357-5112
E-mail: contact@sd54.org Website: <http://sd54.org>

SCHOOL DISTRICT 54
Ensuring Student Success



Language Proficiency
Targets

Department of Language & Culture



In the target language, I can...

	Novice Low N1	Novice Mid N2 N3	Novice High N4	Intermediate Low I1	Intermediate Mid I2 I3 I4	Intermediate High I5	Advanced Low A	Advanced Mid A	Advanced High A
Listening	Recognize a few memorized words and phrases when I hear them spoken.	Recognize some familiar words and phrases when I hear them spoken.	Often understand words, phrases, and simple sentences, related to everyday life. Recognize pieces of information and sometimes understand the main topic of what is being said.	Understand the main idea in short, simple messages and presentations on familiar topics. Understand the main idea of simple conversations that I overhear.	Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interest and studies. Understand the main idea in conversations.	Easily understand the main idea in messages and presentations in a variety of topics related to everyday life and personal interests and studies. Usually understand a few details of what I overhear in conversations.	Understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. Follow stories and descriptions of some length and in various time frames. Understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.	Understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. Follow stories and descriptions of some length and in various time frames. Understand information presented in most genres, even when not familiar with the topic.	Easily follow narrative, informational, and descriptive speech. I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. Sometimes follow extended arguments and different points of view.
Speaking	Communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	Communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. Present information about myself and some other very familiar topics.	Communicate and exchange information about familiar topics using phrases and simple sentences. Usually handle short social interactions in everyday situations. Present basic information on familiar topics.	Participate in conversations on a number of familiar topics using simple sentences. Ask and answer simple questions in everyday situations. Present information on most familiar topics using a series of simple sentences.	Participate in conversations on familiar topics using sentences and series of sentences. Ask and answer simple questions in everyday situations. Usually say what I want to say about myself and my everyday life.	Participate with ease and confidence in conversations on familiar topics. Usually talk about events and experiences in various time frames. Usually describe people, places, and things. Make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.	Participate in conversations about familiar topics that go beyond my everyday life. Talk in an organized way and with some detail about events and experiences in various time frames. Deliver organized presentations appropriate to my audience on a variety of topics.	Express myself fully on some concrete social, academic, and professional topics even with unexpected complications. Talk in detail and in an organized way about events and experiences in various time frames. Share my point of view in discussion on some complex issues. Deliver well-organized, detailed presentations on concrete social, academic, and professional topics.	Express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. Usually support my opinion and develop hypothesis on topics of particular interest or personal expertise. Deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.
Reading	Recognize a few letters or characters. Identify a few memorized words and phrases when I read.	Recognize some letters or character. Understand some learned or memorized words and phrases when I read.	Understand familiar words, phrases, and sentences within short and simple texts related to everyday life. Sometimes understand the main idea of what I have read.	Understand the main idea of short and simple texts when the topic is familiar.	Understand the main idea of texts related to everyday life and personal interests or studies.	Easily understand the main idea of texts related to everyday life, personal interests, and studies. Sometimes follow stories and descriptions about events and experiences in various time frames.	Understand the main idea and some supporting details on a variety of topics of personal and general interest. Follow stories and descriptions of some length and in various time frames and genres.	Understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. Follow stories and descriptions of considerable length and in various time frames. Understand texts written in a variety of genres, even when I am unfamiliar with the topic.	Easily follow narrative, informational, and descriptive texts. Understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. Sometimes understand extended arguments and different points of view.
Writing	Copy some familiar words, characters, or phrases.	Write lists and memorized phrases on familiar topics.	Write short messages and notes on familiar topics related to everyday life.	Write briefly about most familiar topics and present information using a series of simple sentences.	Write on a wide variety of familiar topics using connected sentences.	Write on topics related to school, work, and community in a generally organized way. Write some simple paragraphs about events and experiences in various time frames.	Write on general interest, academic, and professional topics. Write organized paragraphs about events and experiences in various time frames.	Write on a wide variety of general interest, professional, and academic topics. Write well organized, detailed paragraphs in various time frames.	Write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.

* Adapted from the American Council on the Teaching of Foreign Languages Global Can-Do Benchmarks.