

Grading for proficiency and standards based grading

According to American Council of Teachers of Foreign Language (ACTFL) “Proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned. An assessment of proficiency determines if the language user provides sufficient evidence of all of the assessment criteria of a particular level according to the ACTFL Proficiency Guidelines. The individual must do everything expected at a level in a sustained fashion, that is, all of the time, in order to be rated at that level.

Three Modes of communication

Interpretive

- Interpretation of what the author, speaker, or producer wants the receiver of the message to understand One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer
- Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective
- Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials

LS - Interpretive Listening (18%)

RD - Interpretive Reading (18%)

Interpersonal

- Active negotiation of meaning among individuals
- Participants observe and monitor one another to see how their meanings and intentions are being communicated • Adjustments and clarifications are made accordingly
- Speaking and listening (conversation); reading and writing (text messages or via social media)

Presentational

- Creation of messages

- One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists

- To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture

- Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

SP - Interpersonal /presentational Speaking (18%)

WR - Interpersonal and presentational Writing (18%)

HW - Deliberate practice aka homework (10%)

Deliberate practice refers to a special type of practice that is purposeful and systematic. While regular practice might include mindless repetitions, deliberate practice requires focused attention and is conducted with the specific goal of improving performance. - James Clear

GVC - grammar, vocabulary and culture (18%)

This category is used for assessments that don’t fall into any of the categories above. This could be a project, a culture capsule or practice of a grammar concept in isolation.

FM - Formative Assessments (0%)

Formative assessments will be given and listed under the appropriate category but are NOT factored into the grade. This allows parents and students to see the formative assessments along side the other assessments which hopefully will reflect growth. Formative assessments are practice assignments that lead up to the summative assessment.

of assessments - there should be at least 3 assessments in each category by the end of the quarter.