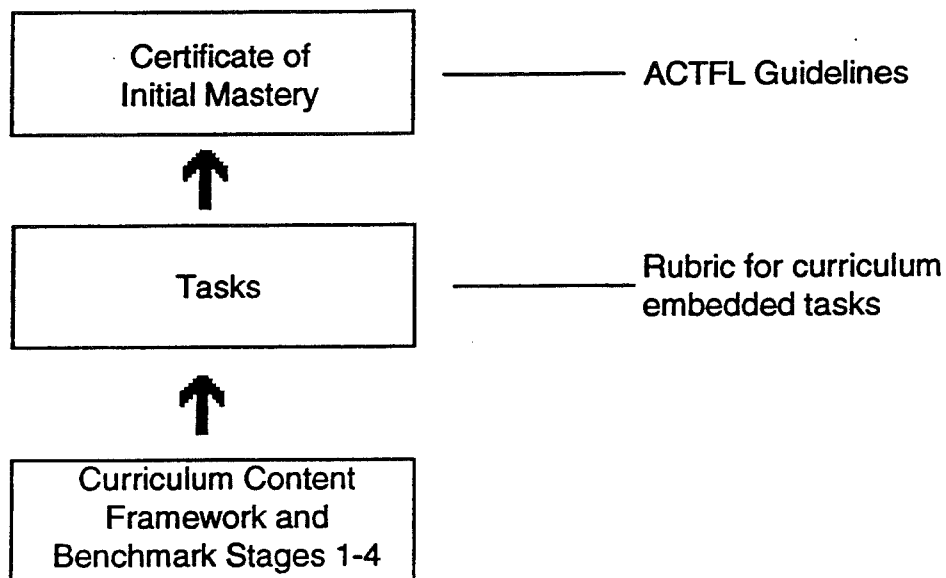


# Oregon

## Foundation for Developing Second Language



**CIM OUTCOME:**

Understand diversity and communicate in a second language, applying appropriate cultural norms.

**Extended definition:**

(2) communicate in a second language\*

Students will be able to communicate with a person from another culture in that person's language and show a sensitivity to the norms of behavior that apply.

A student who can communicate in a second language is able to:

- comprehend and respond to spoken messages and commands
- maintain simple conversation that shares information
- recognize and show sensitivity to body language, gestures and appropriate levels of formality and other aspects of the culture which affect communication
- read and comprehend basic material encountered in everyday life
- write to meet practical needs

\*In instructing students, emphasis will be given to oral communication. If the student's native language is other than English, the student may be tested for proficiency in this outcome in that language.

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## **Issues, Guidance and Task Development**

Language learning consists of four integral skills: listening, speaking, reading and writing with culture embedded in each skill. The State of Oregon has placed emphasis on oral proficiency for the Certificate of Initial Mastery (CIM).

### **Proficiency**

Proficiency in a second language is the ability to function in an unrehearsed situation that simulates real life. Levels of proficiency have been defined by the American Council on the Teaching of Foreign Languages (ACTFL). These levels vary from novice, which is characterized by minimal ability to communicate, to superior, which approximates speech of an educated native.

CIM proficiency in all four skill areas has been proposed as Intermediate Low on the ACTFL Guidelines for the more commonly taught languages of Spanish, French and German. For the less commonly taught languages, such as Japanese and Russian, CIM proficiency has been proposed at Novice High for listening and speaking and Novice Mid for reading and writing.

### **Assessment**

To assess second language proficiency, a student must demonstrate how much language has been internalized and can be used in an unrehearsed situation. An age-appropriate oral proficiency taped interview will be used to assess oral proficiency and cultural awareness for the CIM. Whenever possible, this CIM interview should be conducted by someone other than the student's classroom teacher.

The skills of reading and writing, as listed in the extended definition of the CIM Second Language Outcome, will be demonstrated with evidence in the CIM portfolio using the ACTFL Guidelines for Reading and Writing.

### **Curriculum-embedded tasks**

To help the student prepare for the CIM Culminating Task, curriculum-embedded tasks and rubrics have been developed. The teacher will probably find similarities between the way classes and activities are now organized and the curriculum-embedded tasks. In developing these materials, the emphasis has been on what students should know and be able to do at the CIM level.

Many teachers will find it helpful to focus assessment on a few skills at a time. The teacher does not need to use every category of a rubric for each task. The task and scoring rubric can be shared with the student to establish clear expectations and may be used for peer or self-evaluation. This provides for self reflection and an understanding of the knowledge and skills gained through the task. In addition to the use of the task for oral presentation, these situations could also be used as writing prompts. Refined writing pieces could be assessed with the ACTFL writing guideline and be included in the student's CIM portfolio.

### **Curriculum Content Framework for Second Languages**

Of particular interest is the Curriculum Content Framework for Second Languages. It has been adapted from content work begun in 1992 by the Articulation and

Achievement Project, funded by a grant from the U.S. Department of Education. It should be a useful guideline in designing classes and developing appropriate activities.

### Clarification of Terms

**Proficiency** is not a goal in itself, but rather a description of a level of ability to perform a skill. In second language, this term is used to describe the student's ability to use the language in real life situations.

**ACTFL** = American Council on the Teaching of Foreign Languages

**ACTFL Proficiency Guidelines (1986)** are levels of language ability along a continuum of progress. Each level is described by specific indicators of the performance at that level.

**Oral Proficiency Interview (OPI):** The ACTFL OPI is a face to face oral interview conducted by a trained ACTFL interviewer who probes to find the upper level of sustained proficiency of the interviewee.

**Modified OPI:** In Oregon, an age-appropriate oral proficiency interview for use in determining the student's proficiency level in meeting the CIM outcome is being developed. Whenever possible, this interview should be conducted by someone other than the student's teacher.

**Curriculum Content Framework:** The Second Language Curriculum Content Framework for the state of Oregon has been adapted from the Provisional Learning Outcomes Framework of the Articulation and Achievement Project which is a collaborative effort of The College Board, ACTFL, and The New England Network of Academic Alliances in Foreign Languages. The project was funded by a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education.

**Benchmark Stages:** As outlined in the Curriculum Content Framework, these stages progress to the CIM level. They are roughly aligned with ACTFL levels of Novice Low to Intermediate Low. As school districts vary in their second language offerings, these stages are not tied to grade or age level benchmarks.

**Curriculum-Embedded Tasks:** These are skill building performance tasks and are samples of Assessment Strategies as indicated in the Curriculum Content Framework.

**Curriculum-Embedded Rubric:** Is a scoring guideline for use in assessing the performance tasks.

**Text Type:** The way in which the speaker uses the language, e.g., words, formulaic expressions, simple sentences, strings of sentences, paragraphs, etc.

# **Proposal To State Board Of Education For Standards Of CIM Second Language Outcome**

**This proposal was presented to the Oregon State Board of Education during the Summer of 1994. Public response will be requested in Fall, 1994. Final approval date of all standards has not yet been set.**

**Contents:**

**Proposal  
Definition of requested levels  
ACTFL pyramid**

**Proposal**

The Second Language Symposium Committee (see Appendix) began meeting in March 1993, discussing the issues concerning the Certificate of Initial Mastery outcome requiring a second language.

One of the major areas of discussion was the level of proficiency, or the ability to communicate in the language, to be achieved by all students. The American Council on the Teaching of Foreign Languages (ACTFL) recognizes 9 levels of proficiency.

Conferring with national experts, the Second Language Symposium Committee makes the following recommendations: **Intermediate Low** for the more commonly taught languages (French, German, Spanish) and **Novice High** for the less commonly taught languages (including Japanese and Russian) in listening and speaking and **Novice Mid** for reading and writing. Figure 1 below indicates the relative position of these levels within the ACTFL hierarchy.

Oregon's emphasis on **speaking and listening** will be assessed in an oral proficiency interview. The other skills of **reading and writing**, as listed in the extended definition of the CIM outcome, will be demonstrated with evidence in the CIM portfolio. This requirement is for all students.

Superior

Advanced Plus

Advanced Low

Intermediate High

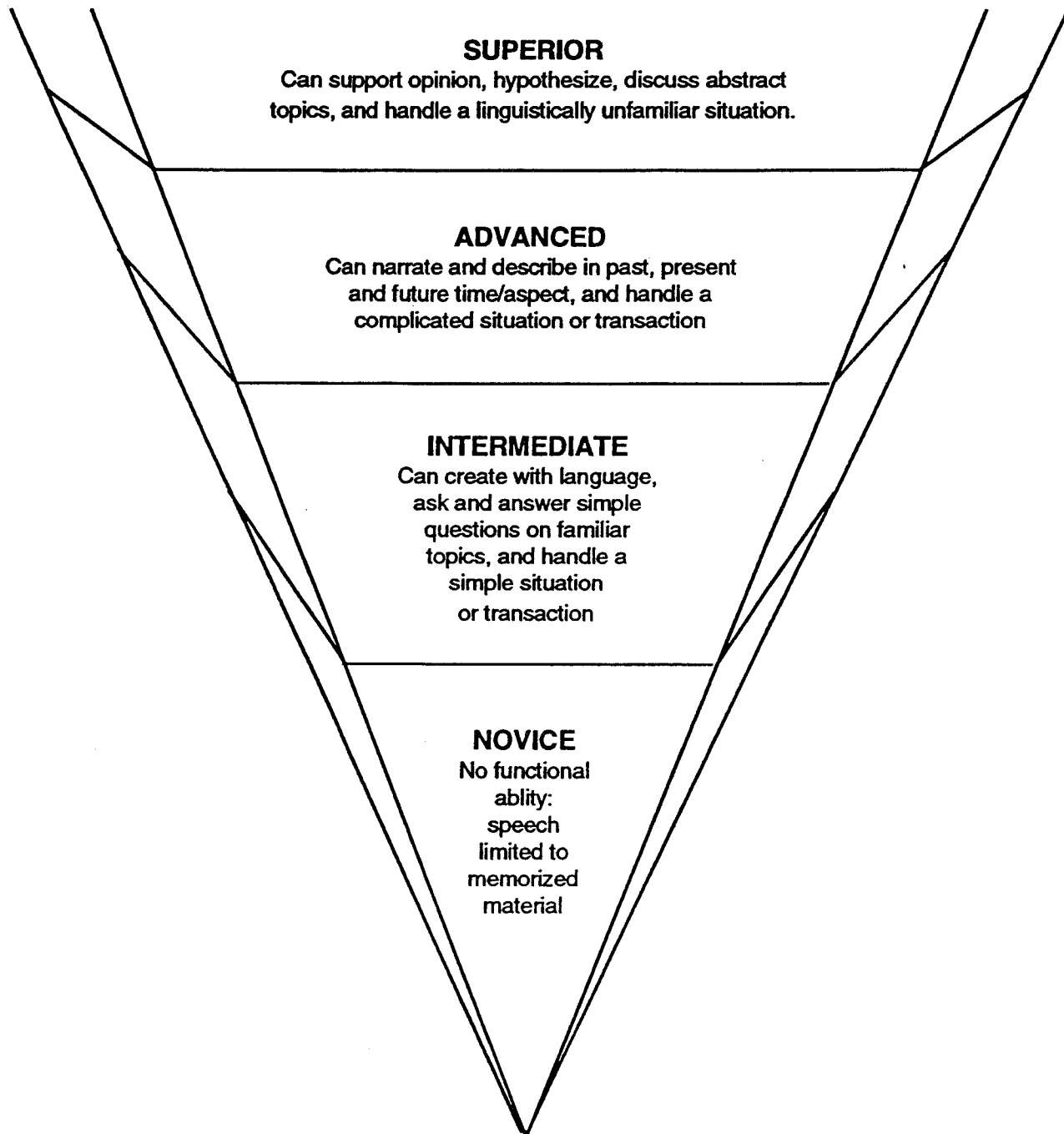
Intermediate Mid

**Intermediate Low** for more commonly taught languages  
(French, German, Spanish)

**Novice High** for listening and speaking in less  
commonly taught languages  
(including Japanese and Russian)

**Novice Mid** for reading and writing in less commonly  
taught languages

Novice Low



**Inverted Pyramid Showing Major Levels of ACTFL Rating Scale**



# CIM OUTCOME: Understanding Diversity/Second Language

## PROFICIENCY GUIDELINE CULMINATING CIM ACTIVITIES

	Speaking	Listening	Reading	Writing
<p><b>More commonly taught languages</b> (French, German, Spanish)</p>	<ul style="list-style-type: none"> <li>Can ask and answer question</li> <li>Initiate and respond to simple statements</li> <li>Maintain face-to-face conversation in a highly restricted manner and much linguistic inaccuracy</li> <li>Within limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases</li> <li>Possesses a vocabulary adequate enough to express only the most elementary needs</li> <li>May have strong interference from native language</li> <li>Has misunderstandings which frequently arise</li> <li>Can generally be understood by sympathetic interlocutors with repetition</li> </ul> <p>(ACTFL Intermediate Low)</p>	<ul style="list-style-type: none"> <li>Comprehends content which refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions</li> <li>Understands listening tasks that pertain primarily to spontaneous face-to-face conversations</li> <li>Understanding is often uneven</li> <li>Repetition and rewording may be necessary</li> <li>Misunderstandings in both main ideas and details arise frequently</li> </ul> <p>(ACTFL Intermediate Low)</p>	<ul style="list-style-type: none"> <li>Texts are non complex and have a clear underlying internal structure, for example chronological sequencing</li> <li>Texts impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge</li> <li>Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life.</li> <li>Some misunderstandings may occur</li> </ul> <p>(ACTFL Intermediate Low)</p>	<ul style="list-style-type: none"> <li>Can write short messages, postcards, and take down simple notes, such as telephone messages</li> <li>Can create statements or questions within the scope of limited language experience</li> <li>Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics</li> <li>Language is inadequate to express anything but elementary needs</li> <li>Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of non alphabetic symbols</li> <li>Writing can be understood by natives used to the writing of non-natives</li> </ul> <p>(ACTFL Intermediate Low)</p>
<p><b>Less commonly taught languages</b> (Including Russian and Japanese)</p>	<ul style="list-style-type: none"> <li>Can ask questions or make statements involving learned material</li> <li>Shows signs of spontaneity although this falls short of real autonomy of expression</li> <li>Continues to have speech which consists of learned utterances rather than of personalized, situationally adapted ones</li> <li>Has vocabulary which centers on areas such as basic objects, places, and most common kinship terms</li> <li>Has pronunciation which may still be strongly influenced by first language</li> <li>Has frequent errors</li> <li>Despite repetition, will have difficulty being understood even by sympathetic interlocutors</li> </ul> <p>(ACTFL Novice High)</p>	<ul style="list-style-type: none"> <li>Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae</li> <li>May require repetition, rephrasing and/or a slowed rate of speech for comprehension</li> </ul> <p>(ACTFL Novice High)</p>	<ul style="list-style-type: none"> <li>Can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate</li> <li>Material understood rarely exceeds a single phrase at a time</li> <li>Rereading may be required</li> </ul> <p>(ACTFL Novice Mid)</p>	<ul style="list-style-type: none"> <li>Able to copy or transcribe familiar words or phrases and reproduce some from memory.</li> <li>No practical communicative writing skills.</li> </ul> <p>(ACTFL Novice Mid)</p>

## **Curriculum Content Framework/Benchmarks**

**The Oregon Education Act for the 21st Century calls for benchmarks at grades 3, 5, and 8, and completion of the Certificate of Initial Mastery at about grade 10.**

**Districts may choose the grade level they begin the study of a second language. Consequently, the benchmark stages of 1 to 4 represent a developmental acquisition of language proficiency and are not attached to a specific grade level.**

**The Curriculum Content Framework is based on content work begun in 1992 by the Articulation and Achievement Project, funded by a grant from the U.S. Department of Education. Modified by the SPAN work group, June, 1994.**

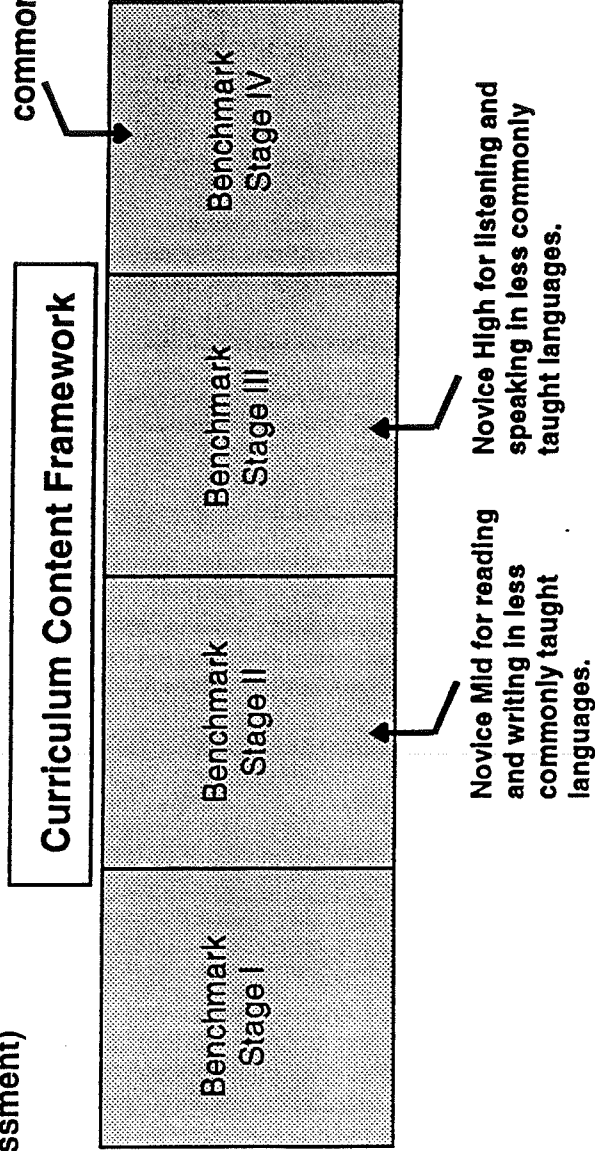
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# Overview of Second Language CIM Outcome

ACTFL Guidelines\*\*:  
(Used for CIM assessment)

Certificate of Initial Mastery  
Intermediate Low\* for more  
commonly taught languages.



**Notes:**

Assessment will be an unrehearsed modified oral proficiency interview of 5-7 minutes.

\*\*ACTFL = American Council on the Teaching of Foreign Languages. Oral proficiency guidelines established in 1986.

Curriculum Content Framework is based on content work begun in 1992 by the Articulation and Achievement Project, funded by a grant from the U.S. Department of Education. Modified by the SPAN work group, June 1994.

**Second Language Benchmarks**  
(for use with students, parents, and community groups)

For more detailed descriptions, see Second Language Content Curriculum Framework and Second Language CIM Rubric

**Benchmark Stage I (ACTFL Novice Low):** The student can...

- greet and respond in social interactions using learned words and phrases with culturally appropriate behavior.
- communicate and express likes and dislikes in simple conversations about people, places and things using learned words and phrases.

**Benchmark Stage II (ACTFL Novice Mid):** The student can...

- perform Stage I functions with no major patterns of error.
- make requests and obtain information using simple questions.
- understand some ideas and familiar details presented in uncomplicated conversations or paragraphs.
- begin to provide information using learned phrases and short sentences.

Content areas for Stage I and II may include self, family, friends, home, rooms, school, classes, schedules, health, community, geography, weather, holidays, festivals, colors, numbers, leisure activities, likes and dislikes, size and quantity.

**Benchmark Stage III (ACTFL Novice High):** The student can...

- perform Stage I and II functions using simple sentences that show increasing proficiency and control of vocabulary with no significant patterns of error.
- use questions and short sentences to provide or obtain specific information, e.g., time, place, purchases, directions.
- understand important ideas and a few details from simple authentic sources with some errors in comprehension.
- express important ideas and a few details in sentences in conversations and simple written paragraphs.

**Benchmark Stage IV (ACTFL Intermediate Low):** IT IS AT THIS LEVEL THAT THE STUDENT BEGINS TO RECOMBINE LEARNED MATERIALS, CREATE WITH LANGUAGE, SPEAK AND COMPREHEND A SERIES OF SENTENCES. THIS LEVEL MARKS THAT THE STUDENT HAS CROSSED A MAJOR LANGUAGE THRESHOLD.

At this level the student can...

- perform Stage I, II and III functions showing increased proficiency.
- understand important ideas and some details from non-complex authentic sources with few errors in comprehension.
- express important ideas and some details with strings of sentences and short written paragraphs.
- describe and compare with few errors in communications.
- express needs and emotions in personal and social interactions and in correspondence showing cultural propriety.

Content areas for Stage III and IV may include: All of Stage I and II and historical and cultural figures, places and events, clothing, city, buildings, food, seasons, animals, shopping, stores, money, professions, work, transportation, travel, and directions.

# BENCHMARK STAGE 1

Content/Culture
formal/informal address
about people, places and things
Any of the following may be included in Stage I content: Self Family Friends Home, rooms School, classes Schedules Health Community Geography Weather Holidays/festivals Colors Numbers Leisure Activities Likes and Dislikes

Function	Context	Text Type	Accuracy in Familiar Situation
<b>Throughout Stage 1, students will develop the ability to:</b>			
greet and respond to greetings, introduce and respond to introductions	in social interaction which is face-to-face	using discrete, learned words, phrases and formulaic expressions	which demonstrate awareness of culturally appropriate behavior (are effectively communicated).
engage in conversations	in social interaction which is face-to-face	using discrete, learned words and phrases	The message is generally comprehended.
express likes and dislikes	in social interaction which is face-to-face, lists, surveys, notes and postcards	using learned words and phrases.	

Assessment Strategy
<b>Speaking:</b> Role plays, situational interactive activities.  Simulations, informal interactions.  <b>Writing:</b> Lists, notes with visual cues, simple questions.

## BENCHMARK STAGE II

Content/Culture
Any of the following may be included in Stage II content:
<ul style="list-style-type: none"> <li>Self</li> <li>Family</li> <li>Friends</li> <li>Home, rooms</li> <li>School, classes</li> <li>Schedules</li> <li>Health</li> <li>Community</li> <li>Geography</li> <li>Weather</li> <li>Holidays/festivals</li> <li>Colors</li> <li>Numbers</li> <li>Leisure Activities</li> <li>Likes and Dislikes</li> <li>Size and Quantity</li> </ul>

Function	Context	Text Type	Accuracy in Familiar Situation
<b>Throughout Stage II, students will develop the ability to:</b>			
perform all the functions described in Stage I plus:			
make requests	in social interaction which is face-to-face, lists, surveys, notes and postcards	using simple questions and short sentences in the productive mode	which demonstrate awareness of culturally appropriate behavior. The message will be effectively communicated.
obtain information	from culturally authentic materials, e.g., menus, schedules, charts, graphs, maps, video, texts, signs, posters, computer networking, and face-to-face interactions	using simple questions and understanding short texts enhanced by visual clues	In the productive mode, the questions will be effectively communicated. In the receptive mode, most important information will be understood.
understand some ideas and some familiar details	in classroom conversations with teacher and in short readings, poems and proverbs	presented in measured speech and in uncompleted paragraphs	with few errors in comprehension.

Assessment Strategy
Speaking, writing, listening, reading: Role-plays, situational interactive activities, guided composition.
Simulations, short notes, telephone messages, video texts.
Listening, reading: comprehension activities, interviews.

### BENCHMARK STAGE III

Content/Culture
Topics included in Stages I and II content/ culture.
Any of the following may be included in Stage III content/culture area:
Important historical and cultural figures, places and events.
Clothing City and Town Buildings
Food Seasons Animals Shopping, stores, money Professions, work Transportation, travel

Function	Context	Text Type	Accuracy in Familiar Situation
<b>Throughout Stage III, students will develop the ability to:</b>			
Perform all the functions described in Stages I & II plus:			
Engage in conversations	in social interaction which is face-to-face	using sentences	which demonstrate increasing proficiency and control of vocabulary with no significant pattern of errors.
Express likes and dislikes	in social interaction which is face-to-face; in lists, surveys, notes and postcards	using sentences	The message will be comprehensible and culturally appropriate but some pattern of error may prevent full comprehension.
Provide and obtain specific information	in social interaction which is face-to-face, from letters, ads, tickets, brochures, signs, readings and video	using questions, polite commands and short sentences	
Understand important ideas and a few details	from culturally authentic spoken and written discourse; visual and written media	at the sentence level in the productive mode and understanding short texts enhanced by visual clues	
Express important ideas and a few details	in face-to-face interaction, notes and letters, short paragraphs	at the sentence level in the oral mode and in simple paragraph form in the written mode.	

Assessment Strategy
Modified oral proficiency interviews, class interaction and discussion of topical material, role-playing.
Modified oral proficiency interviews, role-playing, informal conversations teacher/student and student/student, short discourse, questions; short paragraphs, opinion surveys, letters.
Modified oral proficiency interviews, role-playing, situational interactive activities, questions and answers, checklists, surveys, guided composition, notes and letters.
Comprehension activities, summaries in paragraph form, checklists, interviews and conversations.
Brief summaries or commentaries, responses to pertinent questions; guided composition.

# BENCHMARK STAGE IV

Content/Culture
<p>Topics included in Stages I, II and III content/culture.</p> <p>Any of the following may be included in Stage IV content/culture area:</p> <p>Important historical and cultural figures, places and events.</p> <p>Clothing City and Town Buildings</p> <p>Food Seasons Animals Shopping, stores, money Professions, work Transportation, travel Geography Topography Directions</p> <p>Spontaneous use of idiomatic expressions.</p>

Function	Context	Text Type	Accuracy in Familiar Situation
Throughout Stage IV, students will develop the ability to:			
Perform all the functions described in Stages I through III, plus:			
Expressing important ideas and a few details	from culturally authentic spoken and written discourse, visual and written media	at the sentence level in the productive mode and understanding short texts enhanced by visual clues	with few errors in comprehension.
Describe and compare	in social interactions, notes, letters, postcards and short, simple paragraphs.	In the written mode, the message will be communicated at the paragraph level. In speaking, the message will be communicated in sentences and strings of sentences	The message will be comprehensible but some pattern of error may interfere with full comprehension.
Express needs	in correspondence and in personal and social interaction	using sentences and strings of sentences	
Use and understand expressions indicating emotion	in social interaction, in the media and in authentic texts	using learned expressions	accurately with a demonstrated awareness of socio-linguistic propriety.

Assessment Strategy
Comprehension activities, summaries in paragraph form, checklists, interviews and conversations.
Interviews, oral presentations, short compositions and letters.
Role-playing, communicative activities, interviews, guided composition, letters and notes.
Role-playing.



# TASKS

To help the student prepare for the CIM Culminating Task, curriculum-embedded tasks and rubrics have been developed. These tasks are intended for skill development and assessment, not for CIM culminating activities. In developing these materials, the emphasis has been on what students should know and be able to do at the CIM level. The tasks may be used for oral presentations, as well as writing prompts. As students progress in proficiency, more tasks should be of an on-demand nature.

## Contents:

### Curriculum-embedded tasks

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Telephone Date	Benchmark 3	Page 27
My Personal Story	Benchmark 3	Page 28
When I Was a Child	Benchmark CIM	Page 29
It's All in the Past	Benchmark CIM	Page 30

### Sample tasks modified for a specific language

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**CIM OUTCOME: UNDERSTAND DIVERSITY**  
**Second Language**

**Task: Create a Family**

**Benchmark: 1**

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**Core Application Rubrics to be Used:**

Second Language Curriculum Embedded Task Rubric  
(Suggested areas to be assessed: Communication of Message, Pronunciation, Narration)

**Foundation Skill(s) Rubrics to be Used:**

Suggested dimensions to be assessed:  
Communicate  
Self-directed learner  
Collaborate

**Task Description:**

You and the members of your group suddenly discover that you are actually long lost siblings, You create a make believe family and agree on identities and descriptions for each of the family members. Give names according to culture. For example, you might include family relationships, physical descriptions, background, personalities, age, and profession.

Your group will give an oral presentation using your family tree including the descriptors mentioned above. Each member of the group must be prepared to answer questions about your family.

You will be judged on your ability to explain family relationships and describe family members.

**Knowledge and Skills need to be taught:**

Age, professions vocabulary  
Likes and dislikes  
Favorite activities of family members  
Family name systems

**Performances and the Products to be Assessed:**

Students will create a make-believe family with descriptions for each of the family members.  
Draw a family tree and label each member.  
Students will write the information and present it orally.

**Brief description of a Successful Performance:**

The students will complete the above tasks in the target language in written and oral forms in a comprehensible manner.

**Approximate Time to Complete:** One to two weeks

**Resources and/or Materials:**

White drawing paper, construction paper (for folders) and marking pens.

Magazines

Catalogs

**Attachments: None**

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**CIM OUTCOME: UNDERSTAND DIVERSITY**  
**Second Language**

**Task: Mi Otro Yo**

**Benchmark: 1**

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**Core Application Rubrics to be Used:**

Second Language Curriculum Embedded Task Rubric  
(Suggested areas to be assessed: Communication of Message, Language Structure)

**Foundation Skill(s) Rubrics to be Used:**

Suggested dimensions to be assessed:  
Communicate  
Self directed learner  
Thinking

**Task Description:**

The learner will create a new identity for him(her)self in the beginning language class by drawing, creating, naming, and describing an alternate identity to be used in the foreign language classroom. This new identity will be created and narrated in the target language.

**Knowledge and Skills Needed to be Taught:**

"to be" verb  
adjectives that describe physical and personality traits  
adjective use  
verb conjugations (regular verbs)  
"I like" construction

**Performances and the Products to be Assessed:**

Students will create a new identity for themselves with a new name and nationality.  
Draw a picture of themselves which illustrates their profession.  
Make a name tag which includes the flag of their country.  
Write and orally perform a narration describing themselves as they would like to be as an adult. The narration will describe the characteristics of the person, the profession, and likes and dislikes.

**Brief Description of a Successful Performance:**

The students will present the above task in the target language in written and oral forms in a comprehensible manner.

**Approximate Time to Complete:** One to two weeks

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**Resources and/or Materials :**

- White drawing paper, construction paper (for folders) and marking pens.
- First and last names in the target language
- List of professions
- Resources on countries and their flags

**Attachments:**

- Attachment 1: Student's Instruction Sheet for Spanish

## Attachment 1

### Students' Instruction Sheet For Spanish (May be adapted for other languages)

#### Task: **Mi Otro Yo**

- 1) You are going to create a new identity for yourself in the second language.
- 2) Decide on a Spanish name (using the Spanish name system, of course) and a new nationality. You may be of any Spanish-speaking nationality, but not "norteamericano." Then make up a name tag so we can get to know you. On your name tag put the flag and name of your country of origin.
- 3) Draw a picture of your "other self," being sure that the picture indicates your profession.
- 4) Complete a dossier on your "other self."
- 5) Create a new identity for yourself. In three paragraphs describe what you are like, what your profession is, and what you like to do in your free time.

#### Example:

- a) **¿Cómo eres tú?** (What are you like?) Introduce yourself, age, nationality and where you live. Describe yourself physically using at least three adjectives. Then describe your personality with at least three adjectives as well
  - b) **Tu trabajo** (Your work) Tell your profession, what you do, where and when you work, and how much you earn.
  - c) **Tus intereses.** (Your interests) Tell at least three things that you like to do in your free time and when, where, and how well you do them. Also tell some things that you do not like to do.
- 6) Create a folder for the written project.
  - 7) Create a costume for the new you. See if you can come up with a trademark (like a hat or stethoscope) that the class can use to identify you.
  - 8) Be prepared to present your "Mi Otro Yo" on videotape.
  - 9) Additional Projects
    - a) Draw a map of the country you are from. Label the capital city and city you are from.
    - b) Research information on the city and country you come from. Write a one-page report on your city and country, in English.
  - 10) Evaluation: Students are evaluated on the process of creating the identity, and on written and oral presentation.

**CIM OUTCOME: UNDERSTAND DIVERSITY**  
**Second Language**

**Task: Daily Routine**

**Benchmark: 2**

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**Core Application Rubrics to be Used:**

Second Language Curriculum Embedded Task Rubric  
(Suggested areas to be assessed: Communication of Message, Pronunciation, Narration)

**Foundation Skill(s) Rubrics to be Used:**

Suggested dimensions to be assessed:  
Communicate  
Self-directed learner  
Thinking  
Problem solving

**Task Description:**

You will demonstrate your ability to narrate a person's daily routine as they awaken, get up, and get ready for the day or a special occasion. You will develop your story so that it flows well from an introduction (beginning), middle and end; maybe you can include some tasteful humor. You will demonstrate your ability to use reflexive verbs including at least ten different reflexive verbs. At least one reflexive verb should be used with the infinitive construction.

Include at least 8 objects of personal care or grooming and some appropriate expressions one would use to comment on another's appearance.

Prepare your presentation and use props to help you remember what you want to say and the order of what you are saying.

Videotape your performance or present in class.

**Knowledge and Skills Needed to be Taught:**

Reflexive verbs  
Grooming verbs  
Grooming articles  
Clothing  
Body parts

**Performances and the Products to be Assessed:**

Students will create a videotape or presentation of their daily routine.

**Brief Description of a Successful Performance:**

The students will present the above task in the target language in a comprehensible manner.

**Approximate Time to Complete:** One to two weeks

**Resources and/or Materials:**

Video camera, tape

**Attachments:** None



**CIM OUTCOME: UNDERSTAND DIVERSITY**  
**Second Language**

**Task: In the Restaurant**

**Benchmark: 2**

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**Core Application Rubrics to be Used:**

Second Language Curriculum Embedded Task Rubric

(Suggested areas to be assessed: Communication of Message, Pronunciation, and Skit)

**Foundation Skill(s) Rubrics to be Used:**

Communicate

Collaboration

**Task Description:**

Your group will create and perform a restaurant scene. You will need to create a restaurant environment by giving it a name, designing a menu with culturally appropriate foods and prices with current exchange rates. You will write a script in which every group member has an active role in a dining situation. Your group will perform this skit in front of an audience. (A teacher may choose to videotape this skit.) Each member of the group will show they understand all information presented by answering questions posed by the evaluator. You will be judged on the creativity of your presentation, pronunciation, cultural appropriateness, collaboration within the group, and comprehension of the situation.

**Knowledge and Skills Need to be Taught:**

Restaurant vocabulary

Money exchange rate

Table manners

Foods

Cultural gestures

Formal and informal language use

**Performances and the Products to be Assessed:**

Students will:

- create a skit in a restaurant.
- create appropriate menus, props, and posters.
- wear appropriate costumes during the skit.

**Brief Description of a Successful Performance:**

The students will complete the above tasks in the target language in written and oral forms in a comprehensible manner. The students also will answer questions posed by the evaluator.

**Approximate Time to Complete:** Three weeks

**Resources and/or Materials:**

White drawing paper, construction paper (for folders) and marking pens.

Magazines

Sample menus

Exchange rate charts

**Attachments:** None

**CIM OUTCOME: UNDERSTAND DIVERSITY**

**Task: Telephone Date**

**Benchmark: 3**

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**Core Application Rubrics to be Used:**

Second Language Curriculum Embedded Task Rubric  
(Suggested areas to be assessed: Communication of Message and Pronunciation.)

**Foundation Skill(s) Rubrics to be Used:**

Suggested dimensions to be assessed:  
Communicate  
Collaboration

**Task Description:**

Call and invite a friend to go to the movies. You need to make a decision about what movie you will see. Carry out this conversation and resolve what movie you both agree to see. Discuss the time the movie starts and ends, the theater where the movie is being shown, how you will get there, how much the ticket costs, and what you will do before and after the movie.

**Knowledge and Skills Needed to be Taught:**

Use of a phone and phone directory  
Newspaper ads in the target language  
Reading strategies and skills to include movie schedules  
Appropriate refusal and suggestion skills in the culture of the target language  
Telephone etiquette  
Movie vocabulary

**Performances and the Products to be Assessed:**

Students will:

- converse with a partner, make suggestions and counter suggestions, come to agreement as to what movie to see and at what time.
- use appropriate telephone etiquette.

**Brief Description of a Successful Performance:**

The students will complete the above tasks in the target language in an oral presentation in a comprehensible manner.

**Approximate Time to Complete:** Two to three days

**Resources and/or Materials:**

Telephone  
Newspaper ads  
Movie schedules

**Attachments:** None

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**CIM OUTCOME: UNDERSTAND DIVERSITY**

**Task: My Personal Story**

**Benchmark: 3**

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**Core Application Rubrics to be Used:**

Second Language Curriculum Embedded Task Rubric  
(Suggested areas to be assessed: Communication of Message, Pronunciation, Vocabulary, Language Structure, and Narration)

**Foundation Skill(s) Rubrics to be Used:**

Suggested dimensions to be assessed:  
Communicate  
Think

**Task Description:**

Create a time line of your life that includes specific events with dates, age, and places; what others were doing at that time; and details like weather, feelings, clothing people were wearing, etc. Make your visual colorful and interesting

**Knowledge and Skills Needed to be Taught:**

Adjectives that describe physical and personality traits  
Adjective use  
Verbs in the past tense

**Performances and the Products to be Assessed:**

Students will present a time line to the class.

**Brief Description of a Successful Performance:**

The students will complete the above tasks in the target language in an oral presentation in a comprehensible manner.

**Approximate Time to Complete:** One week

**Resources and/or Materials:**

Butcher paper  
Magazines

**Attachments:** None

**CIM OUTCOME: UNDERSTAND DIVERSITY**

**Task: When I Was a Child**

**Benchmark:**

**CIM**

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**Core Application Rubrics to be Used:**

Second Language Curriculum Embedded Task Rubric

(Suggested areas to be assessed: Communication of Message, Pronunciation, Language Structure, and Narration.)

**Foundation Skill(s) Rubrics to be Used:**

Suggested dimensions to be assessed:

Communicate

Self-directed learner

Thinking

**Task Description:**

You will tell other classmates about an incident (real or invented) that happened to you when you were a child. This oral presentation should be about 5 minutes in length and demonstrate your mastery of the past tenses.

In addition, you will develop a visual that will enhance the story that is easily visible but is not distracting.

**Knowledge and Skills Needed to be Taught:**

Past tense of verbs

Story development

Narration skills

Specialized and individualized vocabulary

**Performances and the Products to be Assessed:**

Students will:

- write a story about an event (real or invented) that happened to them as a child.
- make an oral presentation to the class about this event.

**Brief Description of a Successful Performance:**

The students will complete the above tasks in the target language in written and oral forms in a comprehensible manner.

**Approximate Time to Complete:** One to two weeks

**Resources and/or Materials:**

White drawing paper, construction paper (for folders) and marking pens.

Magazines

**Attachments:** None

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**CIM OUTCOME: UNDERSTAND DIVERSITY**

**Task: It's All in the Past**

**Benchmark:**

**CIM**

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**Core Application Rubrics to be Used:**

Second Language Curriculum Embedded Task Rubric

(Suggested areas to be assessed: Communication of Message, Pronunciation, Narration, and Language Structure.)

**Foundation Skill(s) Rubrics to be Used:**

Suggested dimensions to be assessed:

Communicate

Collaboration

Thinking

Problem solving

Self-directed learner

**Task Description:**

Students in groups of three will demonstrate their ability to manipulate the past tense structure by creating a TV news show which will include news reports and an interview with a famous personality from the past.

Each news story should be a minimum of 10 lines in length and should narrate in journalistic fashion an event that took place, or could have taken place. Emphasis should be on the facts.

The interview should be with a famous person of cultural/historical significance from the past. The interview should inquire about the events in the life and the things for which the person became famous. It will be more interesting if the identity of the person interviewed is withheld until the end of the interview. A minimum of 5 lines per speaker in the interview is required.

**Knowledge and Skills Needed to be Taught:**

Past tense verbs

Specialized vocabulary dealing with news story

Vocabulary for generic talk on a news broadcast

Figures of cultural/historical significance

Interviewing skills

**Performances and the Products to be Assessed:**

Students will create a news show which includes an interview with a famous personality from the past of cultural/historical significance.

**Brief Description of a Successful Performance:**

The students will complete the above tasks in the target language in a comprehensible manner.

**Approximate Time to Complete:** One to two weeks

**Resources and/or Materials:**

Videotape of a news cast in the target language

**Attachments:** None

Mi Otro Yo  
Benchmark  
Stage 1

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For this project, you will create an alternate identity for yourself. You'll then introduce your "otro yo" to us in class. We will want to know as much about you as possible! Please:

- choose a complete Hispanic name (first name, middle name, father's last name; mother's last name).
- draw a picture of yourself which illustrates your profession.
- make a name tag which includes the flag of the Spanish-speaking country you come from.
- write and orally perform a narration(story) describing yourself as you would like to be as an adult. In this narration you will tell us (1) where you are from (2) where you now live (3) describe what you look like using at least three adjectives (4) at least three of your personality characteristics (5) your age (6) your profession : what you do, where you work, how much you earn (7) at least three things you like to do, when you like to do them and how well you do them (8) something you dislike and why.

Your work will be assessed in the following areas:

**1. Communication of the Message:**

Not yet satisfactory:

1                      2                      3

**Message is ...**  
incomprehensible or difficult to understand.

**Delivery is...**  
halting and fragmentary with many unnatural pauses.

**Information:**  
Little relevant information is presented.

Satisfactory:

4

generally comprehensible.

fairly smooth with few unnatural pauses.

Includes most relevant information.

Excellent work:

5                      6

comprehensible in its entirety . May include a few minor flaws.

has no unnatural pauses.

Includes all relevant information.

**Relevant information:**

Name tag with flag	Picture with profession	Written narration
Describes looks: (3)	Describes personality(3)	Age
Nationality	where you live	Profession
What you do	Where you work	How much you earn
What you like to do	When do you do it?	Where?
How well you do	What don't you like	Why?

**2. Language Structure:**

Not yet satisfactory:

1                      2                      3

**Language structure:**  
Shows many errors in use of adjectives, ser, estar, tener and gustar . S/he has little apparent understanding of the studied structures.

Satisfactory:

4

Generally uses correct forms of adjectives, ser, estar, tener, and gustar. May include some errors but it is obvious s/he has the main ideas in use of these structures.

Excellent work:

5                      6

Employs consistent and accurate use of adjectives, ser, estar, tener and gustar. May include a few very minor errors; these don't interfere with the communication.



La Rutina Diaria  
 Benchmark  
 Stage 2

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

In this project you will demonstrate your ability to narrate a person's daily routine as s/he awakens, gets up and gets ready for the day. A variation may be to describe the individual getting ready for a special occasion.

Take care to develop a story, not just list activities. Be sure you are including an introduction, a middle and an end to your story. These should be tied together with the use of natural transitions. Why not include some tasteful humor?

You will demonstrate your mastery in the use of reflexive verbs, grooming articles, parts of the body, and articles of clothing.

Be sure to include at least ten (10) different reflexive verbs. At least one should be used with the infinitive construction. Use at least eight (8) personal care or grooming articles and some appropriate expressions one would use to comment on one's appearance.

Prepare your presentation and use props to help you remember what you want to say as well as the order in which you want to say it.

Videotape your performance to present to the class.

Your work will be assessed in the following areas:

**1. Communication of the Message:**

<p><u>Not yet satisfactory</u>                  1      2      3  <b>Message is...</b>                  incomprehensible or                  difficult to understand.</p> <p><b>Delivery is...</b>                  halting and fragmentary with                  many unnatural pauses.</p> <p><b>Information is:</b>                  Little relevant information                  is presented.</p>	<p><u>Satisfactory:</u>                  4</p> <p>generally comprehensible</p> <p>fairly smooth with few                  unnatural pauses.</p> <p>Includes most relevant                  information.</p>	<p><u>Excellent work:</u>                  5      6</p> <p>comprehensible in its entirety.                  May include a few minor flaws.</p> <p>has no unnatural pauses.</p> <p>Includes all relevant information.</p>
---	---	--

<b>Relevant information:</b>			
Developed story:	Introduction	Middle	Conclusion
Transitions			
10 Reflexive verbs:			
8 Grooming articles:			
Expressions re: appearance:			

**2. Reflexive verb usage:**

**Not yet satisfactory:**

1      2                      3

Many errors in conjugation and/or reflexive pronoun use. May omit use of pronouns entirely.

**Satisfactory:**

4

Generally uses correct form; demonstrates a solid grasp of reflexive pronouns and verb conjugation.

**Excellent work:**

5                              6

Consistent and accurate use of both reflexive pronouns and verb conjugation.

**3. General language structure:**

**Not yet satisfactory:**

1      2                      3

Show many errors in use of basic structures.

**Satisfactory:**

4

Generally uses correct structures. Minor errors may indicate some inconsistencies but it is obvious the student understands basic usage.

**Excellent work:**

5                              6

Employs consistent and accurate may include an occasional minor errors; these don't interfere with with communication.

**Specific areas for continued improvement:**

- Subject-verb agreement.
- Appropriate tense use.
- Expression of possession.
- Word order - possession.
- Word order- nouns and descriptive adjectives.
- Gender agreement- nouns with articles and adjectives.
- Number agreement -nouns with articles and adjectives.
- Use of object pronouns.

**4. Pronunciation:**

**Not yet satisfactory:**

1      2                      3

Little or no Spanish pronunciation used. Pronunciation prevents speaker from being understood. Pronunciation is very anglicized.

**Satisfactory:**

4

Generally good pronunciation with some errors, but these do not interfere with being understood.

**Excellent work:**

5                              6

Very good pronunciation; especially in sounds that are typically difficult for an English speaker.

**Specific areas for improvement:**

Vowels- A E I O U

Consonants-

- H
- J
- T
- D
- R (Rr Vs r)
- LI
- G

**Comentario:**

En el restaurante  
 Benchmark  
 Stage 2

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Your group will create and perform a restaurant scene. You will need to create a restaurant environment by giving it a name, designing a menu with culturally appropriate foods for your locale and prices with current exchange rates. You will write a script in which every group member has an equally active role in a dining situation. Diners will use culturally appropriate table manners.

Your group will perform this skit in front of an audience, and you may be videotaped. Each member of the group will show they understand all of the information presented by answering questions posed by the evaluator. You will be judged on the creativity of your presentation, pronunciation, cultural appropriateness, collaboration within the group and comprehension of the situation.

**Las responsabilidades del grupo entero:**  
 (Group assessed on the 'skit rubric')

El restaurante:	name	create environment	
Menu: attractive	foods appropriate for locale	accurate prices	
Group: all active?	equal participation	appropriate manners	

**Las responsabilidades del individuo:**

(individual assessed on Communication of the Message, Pronunciation and Collaboration)

Collaborate with the group: (define) \_\_\_\_\_  
 \_\_\_\_\_

Equally share in the preparation of the skit (no hitch hikers)

Be present and ready at the scheduled performance time.

Know all information presented by the group. Demonstrate this by being able to answer questions: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Haciendo una cita por teléfono  
Benchmark  
Stage 3

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In this oral you will call and invite a friend to go to the movies. Your friend doesn't want to see the first movie you suggest, but will politely make an alternate suggestion. The two of you will need to come to an agreement and make a decision about what movie you will see. Discuss (1) the time the movie starts and ends (2) the theater where the movie is being shown (3) how you will get there (4) how much the tickets cost and (5) what you will do before and after the movie.

In performing this oral you will need to converse with a partner, read the movie section of a newspaper in Spanish, use culturally appropriate telephone etiquette, be able to make suggestions and counter suggestions and come to an agreement.

Las calificaciones:

Elements of the Skit:

1 2 3 4 5 6

- \_\_\_\_\_ phone courtesies
- \_\_\_\_\_ small talk
- \_\_\_\_\_ invite a friend to go out to the movies
- \_\_\_\_\_ make at least two alternate suggestions as to types of movies
- \_\_\_\_\_ agree on movie
- \_\_\_\_\_ find out time
- \_\_\_\_\_ agree how to go; when; where
- \_\_\_\_\_ close conversation

Vocabulary Usage (see rubric)

1 2 3 4 5 6

- \_\_\_\_\_ answering phone
- \_\_\_\_\_ identify self
- \_\_\_\_\_ small talk
- \_\_\_\_\_ invite friend
- \_\_\_\_\_ alternative suggestions
- \_\_\_\_\_ setting time
- \_\_\_\_\_ movie vocabulary
- \_\_\_\_\_ other general vocabulary

Language Structures (see rubric)

1 2 3 4 5 6

- \_\_\_\_\_ word order
  - \_\_\_ nouns/adjectives
  - \_\_\_ possession
- \_\_\_\_\_ subject/verb agreement
- \_\_\_\_\_ film adjectives vs use of "de"
- \_\_\_\_\_ noun/adjective agreement

Message (see rubric)

1 2 3 4 5 6

Delivery (see rubric)

1 2 3 4 5 6

Pronunciation (see rubric)

1 2 3 4 5 6

A E I O U

H, J, T, D, R, Rr, L, G

Los apuntes:

\_\_\_\_\_

**POSSIBLE SITUATIONS  
for expansion to  
CURRICULUM-EMBEDDED TASKS**

1. **What will I be doing?** Choose some period of time in the future and describe what you will be like and what you will be doing.
2. **The Thief** Someone has stolen something from you. Describe the item stolen, the thief and the details of the theft to the authorities.
3. **I was so embarrassed!** Recall an embarrassing experience. Include the details of the incident and how you felt about it.
4. **How about if we go to...** a friend wants to go out to eat and suggests an expensive restaurant. You don't want to, or can't spend that much, and feel uncomfortable as this friend always suggests expensive places. Negotiate where to go.
5. **It would be great if...** Suggest what changes you'd like to make at home or at school and say how your life would be better with these changes.
6. **I'd love to have a...** Tell what pet would be ideal for you and why.
7. **I promise I'll do it tomorrow!** You need to get out of your assigned household chore. You want to convince your sibling to exchange days with you. Your sibling feels you always back out of your chores. Give excuses, negotiate a deal and come to some arrangement.
8. **Flight fright** (1) You've just missed your flight and you need to make a connecting flight to arrive at your destination. You go to the clerk to see if there is another flight soon enough and find there is none. The clerk wants to be helpful and makes suggestions. (2) You and your two friends are waiting for your flight to board when an announcement is made they are over booked by two seats. Negotiate with your friends which one of you will take the flight.
9. **Clothing exchange** You are returning an article of clothing to a store because it:
  - had a spot on it and you didn't notice it when you bought it
  - shrank after you bought it
  - was the wrong color
  - was a present and doesn't fit

Negotiate with the clerk. The clerk might let you:

- exchange it
- return your money
- refuse to be helpful

10. **What happened to my...?** Your roommate is always using your toiletries. You just wanted to use something and found it missing, broken or used up. Tell your roommate about this. The roommate gives reasons/excuses for what happened. Try to reach a solution.
11. **Oh, waiter...** You are dining in a restaurant and discover something in your food. You call the waiter over and explain. The waiter may or may not see this as a problem. Try to come to an agreement about what should be done.
12. **What a racket!** It is the morning after a raucous party at your neighbor's house that kept you up all night. You meet your neighbor in front of your house. Tell the neighbor what you think.
13. **It smells great, but...** You are the honored guest at someone's home. They serve their very special meal that happens to be something you can't imagine eating. How do you handle this diplomatically?

**CIM CULMINATING TASK  
Oral Proficiency Interview**

**Oral Proficiency will be assessed through an oral interview. This interview will be an age-appropriate version of the ACTFL Proficiency Interview (OPI).**

The components of an interview include:

- 1) A warm-up consisting of greetings, informal exchanges of pleasantries and conversation openers at a level that appears to be comfortable for the students.
- 2) A more inclusive conversation in one or more areas of high interest to where interviewee's strengths can be demonstrated.
- 3) The interviewer will elicit conversation at a higher level of difficulty to establish the upper range of the interviewee's linguistic ability.
- 4) The interviewee participates in a role-play situation to demonstrate spontaneous responses, creative use of language, and/or circumlocution skills not typically assessed in an interview situation.
- 5) The conversation will return to a comfortable level of proficiency on a topic of personal interest to end the interview on a positive note.

**Assessment rubric for the culminating CIM oral proficiency interview is the ACTFL Proficiency Guidelines.**

## RUBRICS

**Rubrics, or scoring guides, have been developed to provide consistency of scoring of student performance.**

**The teacher does not need to use every category of a rubric for each task. Many teachers and students will find it helpful to focus on the assessment of a few skills at a time. The task and scoring rubric can be shared with the student to establish clear expectations. It may also be used for peer or self-evaluation providing a basis for self reflection and an understanding of the skills gained through the task. Refined writing pieces may be assessed with the ACTFL writing guidelines and included in the student's CIM portfolio.**

**Content:**

**Rubric for curriculum-embedded tasks: Communication of message  
Narration  
Skits  
Interview**

**Rubric for CIM Culminating Activity: ACTFL Guidelines**



**COMMUNICATE IN A SECOND LANGUAGE**  
**RUBRIC FOR CURRICULUM-EMBEDDED TASKS**  
**FOR CIM SKILL DEVELOPMENT**

<b>COMMUNICATION OF MESSAGE</b>					
<b>Message is...</b>	<b>Delivery is...</b>	<b>Information:</b>	<b>Language Structure:</b>	<b>Pronunciation:</b>	<b>Vocabulary...</b>
6	easily understood in its entirety.	Expands on all relevant information.	Employs complex structures and speech. demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety.
5	comprehensible in its entirety with a few minor flaws.	Includes all relevant information.	Employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	generally comprehensible.	Includes most relevant information.	Generally uses correct structures with some errors.	Influenced by first language.	is appropriate.
3	somewhat comprehensible.	Includes a fair amount of relevant information. May include contradictions, informational gaps or redundancies.	Demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	difficult to understand.	Little relevant information is presented.	Shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	incomprehensible.	Vague or confusing information is presented.	Has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may create a target language form from first language.

# CIM OUTCOME: UNDERSTAND DIVERSITY: COMMUNICATE IN A SECOND LANGUAGE

## Scoring Guide for Curriculum Embedded Tasks for CIM Skill Development

	Narration	Skills	Interview
6	<ul style="list-style-type: none"> <li>• Story has creative or unusual beginning, middle, and end. The beginning highly engages the listener/reader.</li> <li>• Sequencing is highly evident with excellent use of transitions.</li> <li>• Rich use of details or specifics.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging, creative, well developed.</li> <li>• Exceeds length/time expectations.</li> <li>• Roles/formality are clearly defined.</li> <li>• Excellent use of beginning, middle and end.</li> <li>• Elaboration evident in sentences and structures.</li> <li>• Creative use of may props.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions and answers are elaborate and varied.</li> <li>• Uses correct work order and intonation. Employs a rich vocabulary. Tailors questions to previous response (employs come circumlocution).</li> <li>• Delivery is effortless and smooth.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Story has well developed beginning, middle, and end.</li> <li>• Sequencing is evident with good use of transitions.</li> <li>• Use of many details or specifics.</li> </ul>	<ul style="list-style-type: none"> <li>• Completely developed.</li> <li>• Somewhat exceeds time expectations.</li> <li>• Role/formality are defined.</li> <li>• Good use of beginning, middle, and end.</li> <li>• Good length of sentences and/or structure.</li> <li>• Good use of appropriate props.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions and answers are varied.</li> <li>• Uses correct work order and intonation. Employs a varied vocabulary.</li> <li>• Delivery has no unnatural pauses.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Story has adequate beginning, middle, and end.</li> <li>• Sequencing is evident with some use of transitions.</li> <li>• Some use of details or specifics.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately developed,</li> <li>• Meets, may exceed, length or time expectation.</li> <li>• Beginning, middle, and end are evident, but may not be fully developed.</li> <li>• Adequate length of sentences and/or structures.</li> <li>• Adequate use of props.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly uses correct word order and intonation. Employs appropriate vocabulary.</li> <li>• Delivery is fairly smooth with few unnatural pauses.</li> </ul>

Diversity--Second Language: Scoring Guide for Curriculum Embedded Task

	Narration	Skills	Interview
3	<ul style="list-style-type: none"> <li>• Story has beginning, middle, and end, but may be unclear.</li> <li>• Sequencing is very simple with few transitions.</li> <li>• Few details and specifics included.</li> </ul>	<ul style="list-style-type: none"> <li>• Predictably developed; lack originality.</li> <li>• Meets length/time expectations.</li> <li>• Beginning, middle, and end may be unclear.</li> <li>• Simple sentences and/or structures.</li> <li>• Uses some props.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions and answers are simplistic.</li> <li>• Word order/intonation influences by first language.</li> <li>• Employs basic vocabulary.</li> <li>• Delivery is occasionally halting and fragmentary with some unnatural pauses.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Story is sketchy.</li> <li>• Sequence is difficult to follow.</li> <li>• Audience is left with many questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal development.</li> <li>• Does not meet length or time expectations.</li> <li>• Poor definition of roles.</li> <li>• Sequencing hard to follow</li> <li>• Minimal utterances.</li> <li>• Little or inappropriate use of props.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions and answers are very simplistic or inappropriate.</li> <li>• Word order/intonation heavily influences by first language.</li> <li>• Delivery is halting and fragmentary with many unnatural pauses.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Story is incomprehensible.</li> <li>• No evidence of unfolding of significant events.</li> </ul>	<ul style="list-style-type: none"> <li>• Unsatisfactory development.</li> <li>• Does not meet length/time expectations.</li> <li>• Vague or confusing roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions and answers are minimal and may be inappropriate (yes/no type; one word response).</li> <li>• Employs inappropriate vocabulary and word order.</li> <li>• Delivery is halting and fragmentary with excessive unnatural pauses.</li> </ul>

# ACTFL PROFICIENCY GUIDELINE RUBRIC FOR CULMINATING CIM ACTIVITY

	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>
<b>Intermediate High</b>	<ul style="list-style-type: none"> <li>Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics</li> <li>Errors are evident</li> <li>Vocabulary is limited</li> <li>Connected discourse emerges in the use of simple narration and/or description</li> <li>Some circumlocution is evident</li> <li>Can be understood even by interlocutor not accustomed to dealing with speakers at this level</li> <li>Repetition may still be required</li> </ul>	<ul style="list-style-type: none"> <li>Understanding which is inconsistent due to failure to grasp main ideas and/or details</li> <li>Comprehension is less in quantity and poorer in quality than a listener at the Advanced level even though topics do not differ significantly</li> </ul>	<ul style="list-style-type: none"> <li>Structural complexity may interfere with comprehension</li> <li>Basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items</li> <li>Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents</li> <li>Comprehension is less consistent than at the ACTFL Advanced level</li> <li>May have to read text several times for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Can take notes in some detail on familiar topics and respond in writing to personal questions</li> <li>Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience</li> <li>In languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed</li> <li>Where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately</li> <li>An ability to describe and narrate in paragraphs is emerging</li> <li>Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse</li> <li>Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives</li> </ul>
<b>Intermediate Mid</b>	<ul style="list-style-type: none"> <li>Can talk simply about self and family members</li> <li>Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs</li> <li>Increases length of utterances, but frequent long pauses are evident</li> <li>Has pronunciation which may continue to be strongly influenced by first language</li> <li>Has fluency which may still be strained</li> <li>Can be understood by sympathetic interlocutors</li> </ul>	<ul style="list-style-type: none"> <li>Topics which continue to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping</li> <li>Additional content areas including some personal interests and activities, and a greater diversity of instructions and directions</li> <li>Spontaneous face-to-face conversations, short routine telephone conversations and some deliberate speech such as simple announcements and reports over the media.</li> <li>Understanding continues to be uneven.</li> </ul>	<ul style="list-style-type: none"> <li>Texts are non complex linguistically and have a clear underlying internal structure</li> <li>Texts impart basic information about suppositions and to which the reader brings personal interest and/or knowledge</li> <li>Texts may include short, straightforward descriptions of persons, places, and things written for a wide audience</li> </ul>	<ul style="list-style-type: none"> <li>Can write short, simple letters</li> <li>Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience</li> <li>Can express present time or at least one other time frame or aspect consistently (e.g. non past, habitual, Imperfective)</li> <li>Controls syntax of non complex sentences and basic inflectional morphology, such as declensions and conjugation</li> <li>Writing tends to be a loose collection of sentences or sentence fragments on a given topic</li> <li>Writing provides little evidence of conscious organization</li> <li>Can be understood by natives used to the writing of non-natives</li> </ul>

### Speaking

### Listening

### Reading

### Writing

<p><b>Intermediate Low</b></p>	<ul style="list-style-type: none"> <li>• Can ask and answer question initiate and respond to simple statements</li> <li>• Maintain face-to-face conversation in a highly restricted manner and much linguistic inaccuracy</li> <li>• Within limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases</li> <li>• Possesses a vocabulary adequate enough to express only the most elementary needs</li> <li>• May have strong interference from native language</li> <li>• Has misunderstandings which frequently arise</li> <li>• Can generally be understood by sympathetic interlocutors with repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehends content which refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions</li> <li>• Understands listening tasks that pertain primarily to spontaneous face-to-face conversations</li> <li>• Understanding is often uneven</li> <li>• Repetition and rewording may be necessary</li> <li>• Misunderstandings in both main ideas and details arise frequently</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are non complex and have a clear underlying internal structure, for example chronological sequencing</li> <li>• Texts impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge</li> <li>• Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life.</li> <li>• Some misunderstandings may occur</li> </ul>	<ul style="list-style-type: none"> <li>• Can write short messages, postcards, and take down simple notes, such as telephone messages</li> <li>• Can create statements or questions within the scope of limited language experience</li> <li>• Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics</li> <li>• Language is inadequate to express anything but elementary needs</li> <li>• Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of non alphabetic symbols</li> <li>• Writing can be understood by natives used to the writing of non-natives</li> </ul>
<p><b>Novice High</b></p>	<ul style="list-style-type: none"> <li>• Can ask questions or make statements involving learned material</li> <li>• Shows signs of spontaneity although this falls short of real autonomy of expression</li> <li>• Continues to have speech which consists of learned utterances rather than of personalized, situationally adapted ones</li> <li>• Has vocabulary which centers on areas such as basic objects, places, and most common kinship terms</li> <li>• Has pronunciation which may still be strongly influenced by first language</li> <li>• Has frequent errors</li> <li>• Despite repetition, will have difficulty being understood even by sympathetic interlocutors</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae</li> <li>• May require repetition, rephrasing and/or a slowed rate of speech for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Has sufficient control of the writing system to interpret written language in areas of practical need. Can read for instructional and directional purposes</li> <li>• Standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs where vocabulary has been learned</li> <li>• May be able to, on an inconsistent basis, derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive</li> </ul>	<ul style="list-style-type: none"> <li>• Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists</li> <li>• Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system</li> <li>• Spelling and representation of symbols (letters, syllables, characters) may be partially correct</li> </ul>
<p><b>Novice Mid</b></p>	<ul style="list-style-type: none"> <li>• Has vocabulary sufficient only for handling simple, elementary needs and expressing basic courtesies</li> <li>• Has utterances which rarely consist of more than two or three words</li> <li>• Shows frequent long pauses and repetition of interlocutor's words</li> <li>• May have some difficulty producing even the simplest utterances</li> <li>• Will be understood only with great difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting</li> <li>• Listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate</li> <li>• Material understood rarely exceeds a single phrase at a time</li> <li>• Rereading may be required</li> </ul>	<ul style="list-style-type: none"> <li>• Able to copy or transcribe familiar words or phrases and reproduce some from memory.</li> <li>• No practical communicative writing skills.</li> </ul>

**Speaking**

**Listening**

**Reading**

**Writing**

<p><b>Novice Low</b></p>	<ul style="list-style-type: none"><li>• Oral production consists of isolated words and perhaps a few high-frequency phrases.</li><li>• Essentially no functional communicative ability.</li></ul>	<ul style="list-style-type: none"><li>• Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high frequency social conventions.</li><li>• Essentially no ability to comprehend even short utterances.</li></ul>	<ul style="list-style-type: none"><li>• Able occasionally to identify isolated words and/or major phrases when strongly supported by context.</li></ul>	<ul style="list-style-type: none"><li>• Able to form some letters in an alphabetic system.</li><li>• In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes.</li><li>• Can produce romanization of isolated characters, where applicable.</li></ul>
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# Appendix

## National Goals and Work of Other States

## Committee Members

### National Goal and Work of Other States

Second language is indicated in the national goal #3 as restated below.

#### NATIONAL GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, **foreign languages**, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Several states have begun work on second language development, some with support at the state level and others using local resources.

#### **Other Leading States:**

- **North Carolina** requires foreign language instruction in K-5 by 1995, with foreign language to be available to all grade 6-8 students and opportunities for 9-12 students to be made available. Academic scholars must study two years of a high school foreign language.
- **Oklahoma** requires K-3 awareness activities in foreign language; by grades 4-5, students are expected to achieve novel-level proficiency. Schools are expected to create intermediate-low proficiency in grades 6-8. High schools are required to offer at least two years of one foreign language.
- **California** requires that foreign language be offered every year between grades 7-12. In high school students are required to take one year of either foreign language or fine arts. Those applying to the University of California or California State University must complete a foreign language requirement. California has moved into proficiency testing. A test is being developed to assess students at various levels; the state is using pictures to involve students in telling stories (demonstrating speaking proficiency).
- **Colorado** Senate passed in March 1994 Legislation requiring second language to be added to the already mandated 10 content areas.
- **Texas** schools must offer two years of one foreign language. Students in an advanced program are required to complete two levels of one foreign language. The state has a special initiative, which first focused on teacher training and teachers' poor level of proficiency; the focus now is on testing of student proficiency. One of the national testing companies is developing the tests -- an Oral Proficiency Test which is a taped test. The test establishes an exit floor. Teachers are trained to assess the tapes.
- **Pennsylvania** schools must offer two foreign languages (one of which must be a modern language), and one must have a four year sequence for students. All graduating students must achieve intermediate low.
- **Virginia** schools are required to offer foreign language in grade 8. High schools must offer three years of one foreign language, and three years of one foreign language (or two years of two) are required for an Advanced Studies Diploma.
- **New York** schools are required to offer foreign language in grades 8-12. All students must study foreign language for two years. The Regent's Diploma requires three years of one foreign language plus passing a proficiency test.
- **Indiana** high schools must offer two years of one foreign language. Three years of one foreign language (or two years of two) are required for the Academic Honors Diploma. Indiana is in the process of developing a test for students at various levels that is proficiency oriented that can be graded. Students are required to score a certain level.
- **Louisiana** requires all academically able students in grades 4-8 to study a foreign language.
- **Montana** requires all elementary schools to offer foreign language instruction by 1999. All middle and junior high schools must offer foreign language instruction by 1994. High schools must offer at least two years of one foreign language as of 1991.
- **North Carolina** implemented in 1985, a mandate for all elementary students to take a second language.



## FOREIGN LANGUAGE COMMITTEES

### Second Language Symposium Committee

Steve Andrews	Administration	Beaverton SD
Deanne Balsler	Elementary	Richmond Immersion, Portland
Mary Bastiani	Administration	Portland Public Schools
Madeline Bishop	High School	McMinnville High School
Vickie Bruner	Elementary	Hopkins Elementary School, Sherwood
Calla Jean Church	Elementary/Admin.	Russell Elementary, Portland
Martha Colon	Elementary	Meadowlark Immersion, Eugene
Bonnie Elliott	High School	Bend Sr. High School
	(President, COFLT)	
Tony Fernandez	Elementary/Admin.	Barnes Elementary, Beaverton
Susan Haverson	ESL	Salem-Keizer SD
Mary Jackson	High School	Hood River Valley HS, Hood River
Chela Kocks	Higher Ed.	Southern Oregon State College
Rae La Marche	High School	Thurston High School, Springfield
Anne La Vietes	High School	Crescent Valley High School, Corvallis
Magdalena Ladd	Community College	Clackamas CC, Emeritus
Laura Lanka	High School, Vice Principal	West Linn HS, West Linn
Marty McCall	ESL	Portland Public Schools
Bob Sari	Superintendent	Crane SD
Lauren Schaffer	High School	Ashland High School, Ashland
Ruth Sherman	High School	Rex Putnam High School, Milwaukie
Thales Smith	High School	Glide High School, Glide
David Stout	Higher Ed./Admin	Pacific University
Therman Striplin	Superintendent	Groner Elementary
Susan Tanabe	High School	Sprague HS, Salem
Gail Van Gorder	Administration	Beaverton SD
Sherry Watson	Elementary	Phoenix-Talent Elementary
Bob Willner	Oregon International Council	Executive Director, Salem
Dan Wood	Principal	West Gresham Grade School
Dee Young	High School/Middle School	Lake Oswego, OR
	(Past President, COFLT)	
Holly Zanville	Higher Ed./Admin.	State System of Higher Ed.

COFLT: Confederation of Oregon Foreign Language Teachers

### SPAN Second Language Group

Mary Bastiani	Administration	Portland Public Schools
Catie Bowers	High School	Tigard High School, Tigard
Terri Carnes	Middle School	Cheldelin Middle School, Corvallis
Martha Colon	Elementary	Meadowlark Elementary, Eugene
Bonnie Elliott	High School	Bend Sr. High School, Bend
Dee Young	Middle School/High School	Waluga Junior High, Lakeridge HS

## **Summary of Foreign Language College Admission Requirement**

As a result of the Oregon State Board of Higher Education action on July 22, 1994, the following requirements will go into effect for students who seek admission to an Oregon State System of Higher Education (OSSHE) college or university for 1997-98.

Additional requirements have been established for students who seek admission to OSSHE institutions in 1999-2000.

### **1997-98 Requirement**

1. Students who enter OSSHE institutions as freshmen in 1997-98 must meet a foreign language proficiency level of "Intermediate-Low" on the ACTFL scale for Spanish, French, and German; and "Novice-Mid" on the ACTFL scale for Japanese. This policy will pertain to all campuses except Oregon Health Sciences University. A chart clarifying what these levels mean is attached.
2. Students entering in 1997-98 also will have the option of meeting OSSHE admission standards with two Carnegie units (two years) of the same language taken at the high school level (one year may be taken prior to high school if the second year is at the high school level). This requirement would also pertain to other languages for which proficiency levels have not yet been established (e.g., Russian, Chinese, Italian, Latin, American Sign language).
3. Students may be admitted to OSSHE institutions under a special exception basis if their high school is unable to offer a two-year sequence of any foreign language; this must be so certified by the high school. In such cases, students entering an OSSHE institution will be required to meet a graduation requirement of satisfactory attainment of the proficiency standard, corresponding generally to one year of college foreign language.
4. All students entering from community colleges, or other colleges and universities, will be required to meet a foreign language requirement by completing one year equivalence of college level language, or by meeting proficiency levels as determined by an OSSHE placement assessment, or by having completed two years of high school foreign language at a prior time.
5. Students who have been out of school for an eight or more year period at the time of admission may apply for an exemption of the foreign language requirement. In such cases, students will be required to meet a graduation requirement of satisfactory attainment of the proficiency standard (corresponding generally to completion of one year of college foreign language).
6. Non-native students who are bilingual will be required to meet the foreign language requirement in a language other than English, with proficiency at the level required of entering freshman and transfer students. Proficiency may be established in one of the following ways: provide a foreign transcript that certifies two years of formal schooling beyond the sixth grade in a language other than English;

provide certification by high school principal, based on consultation with and judgment by language teachers and advice from cultural organizations; or complete the OSSHE proficiency assessment.

7. Students seeking admission from non-English speaking countries will be required to meet an English proficiency requirement, using TOEFL scores and other appropriate measures, as determined by each OSSHE campus.

### **1999-2000 Requirement**

1. Students who enter OSSHE institutions as freshmen in 1999-2000 must meet a foreign language proficiency level of "Intermediate-Mid" on the ACTFL scale for Spanish, French, and German; and "Novice-High" on the ACTFL scale for Japanese. Admission will be based on proficiency and not on the number of Carnegie units (years) a student has completed in high school.
2. Languages for which proficiency levels have not yet been set will be recommended by staff to the Oregon State Board of Higher Education in Early 1995.
3. The OSSHE special exception waiver reviewed under #3 of the 1997-98 Requirement will pertain to students seeking admission in 1999-2000 as well.
4. All students entering from community colleges, or other colleges and universities, will be required to meet a foreign language requirement by completing one year equivalence of college level language or by meeting proficiency levels as determined by an OSSHE placement assessment.
5. Students who have been out of school for a six or more year period at the time of admission may apply for an exemption of the foreign language requirement. In such cases, students will be required to meet a graduation requirement of satisfactory attainment of the proficiency standard (corresponding generally to completion of one year of college foreign language).
6. Non-native students who are bilingual will be required to meet the foreign language requirement in a language other than English, with proficiency at the level required of entering freshman and transfer students. Proficiency may be established in one of the following ways: provide a foreign transcript that certifies two years of formal schooling beyond the sixth grade in a language other than English; provide certification by high school principal, based on consultation with and judgment by language teachers and advice from cultural organizations; or complete the OSSHE proficiency assessment.
7. Students seeking admission from non-English speaking countries will be required to meet an English proficiency requirement, using TOEFL scores and other appropriate measures, as determined by each OSSHE campus.

