



Application for Demonstrated Proficiency for

## Individualized World Language Credit

Name	
Address and Phone Number	
Student Number	
School	
School Counselor	
Date Submitted	
Credit	<i>0.5 (1 semester) of World Language (elective) credit (Pass)</i>
Language	
Method of Demonstration	<i>SLCSD assesses demonstrated language competencies using the AAPPL. A list of available languages can be found <a href="#">here</a>. The cost is \$20 for the 2020-21 school year.</i>
Level Achieved on Assessment (attach score report)	
Scheduled Date for AAPPL Administration	
Description of how Student Acquired and Practiced Language	
Signature of District World Language Specialist:	Signature of Executive Director, Teaching & Learning:
<i>Submit application to the World Languages Specialist.</i>	

Demonstrated proficiency credit is awarded for languages **that are not currently offered in the SLCSD. If the language is offered, the teacher at the school will assist with evaluating the level of performance and appropriate class placement.**

Students may earn 0.5 credit (1 semester) for demonstrating an **Intermediate-High** level of proficiency in each of the following areas: reading, writing, listening, and speaking in the target language. The credit will be indicated as a "P" on the transcript. This credit will not be calculated into the GPA. It will fulfill an elective credit.

The SLCSD Assessment and Evaluation Department will arrange and proctor the testing. The fee will be collected by the high school treasurer prior to the test being ordered.

## What is Proficiency?

Language proficiency refers to the degree that students can function within the language in terms of speaking, listening, reading, and writing in a real-world context. Levels of proficiency are described within a range of low, mid, and high along a continuum described by the [American Council on the Teaching of Foreign Languages \(ACTFL\)](#).

INTERMEDIATE HIGH	
Utah World Language Core Standards	ACTFL Intermediate High Proficiency Descriptions
<p><b>LISTENING</b> Students can:</p> <ul style="list-style-type: none"> <li>Easily understand straightforward information or interactions</li> <li>Understand a few details in ads, announcements, and other simple recordings</li> <li>Sometimes understand situations with complicating factors</li> </ul>	<p>At the Intermediate High (IH) sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>
<p><b>READING</b> Students can:</p> <ul style="list-style-type: none"> <li>Understand accounts of personal events or experiences</li> <li>Sometimes follow short, written instructions when supported by visuals</li> <li>Understand the main idea of and a few supporting facts about famous people and historic events</li> </ul>	<p>At the Intermediate High (IH) sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.</p>
<p><b>INTERPERSONAL COMMUNICATION</b> <i>Students can exchange information related to areas of mutual interest, use their language to do a task that requires multiple steps, and use their language to handle a situation that may have a complication.</i></p>	
<p><b>SPEAKING</b> Students can:</p> <ul style="list-style-type: none"> <li>Present information on academic and work topics</li> <li>Make a presentation on events, activities, and topics of particular interest</li> <li>Present their point of view and provide reasons to support it</li> </ul>	<p>Intermediate High (IH) speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interest, and areas of competence. IH speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all these tasks all of the time. IH speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when IH speakers attempt to perform Advanced level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph length discourse, or a reduction in breadth and appropriateness of vocabulary. IH speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g. use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.</p>
<p><b>WRITING</b> Students can:</p> <ul style="list-style-type: none"> <li>Write about school and academic topics</li> <li>Write about work and career topics</li> <li>Write about community topics and events</li> <li>Write about an entertainment or social event</li> </ul>	<p>Writers at the Intermediate High (IH) sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advance level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of IH writers essentially correspond to those of the spoken language. IH writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.</p>
<p><b>INTERMEDIATE INTERCULTURAL COMPETENCIES</b></p> <p><b>Investigation of Products and Practices - Students can:</b></p> <ul style="list-style-type: none"> <li>Explore and reference current and past examples of authentic cultural products and practices</li> <li>Compare and contrast some common products of other cultures and their own</li> <li>Compare and contrast some behaviors or practices of other cultures and their own</li> </ul> <p><b>Understanding of Cultural Perspectives – Students can:</b></p> <ul style="list-style-type: none"> <li>Describe some basic cultural viewpoints</li> <li>Make some generalizations about a culture</li> </ul> <p><b>Participation in Cultural Interactions – Students can:</b></p> <ul style="list-style-type: none"> <li>Handle short interactions with peers and colleagues in familiar situations at school, work, or play</li> <li>Recognize and refer to elements of traditional and pop culture</li> <li>Sometimes recognize when they have caused a cultural misunderstanding and try to correct it</li> </ul>	

### Awarded credit will appear on SCLSD transcript as:

Lang\_Dem\_Com\_(three-letter language abbreviation from the [Library of Congress MARC code list](#))

*Example: Lang\_Dem\_Comp\_RUS (for Russian)*

*P (for pass)*