



# Caesar Rodney School District

Winter Parent Language Proficiency  
Information Night

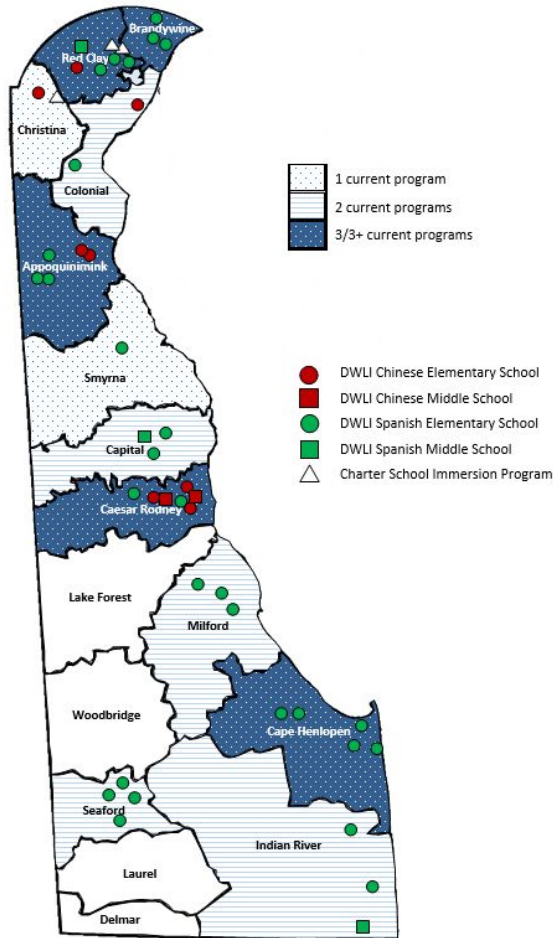
December 4, 2018

# Delaware's Immersion Program

- *Governor's World Language Expansion Initiative: Preparing a Globally Competitive Delaware Workforce (2011)*
  - 10-year initiative
  - 20 immersion programs
  - 10,000 students



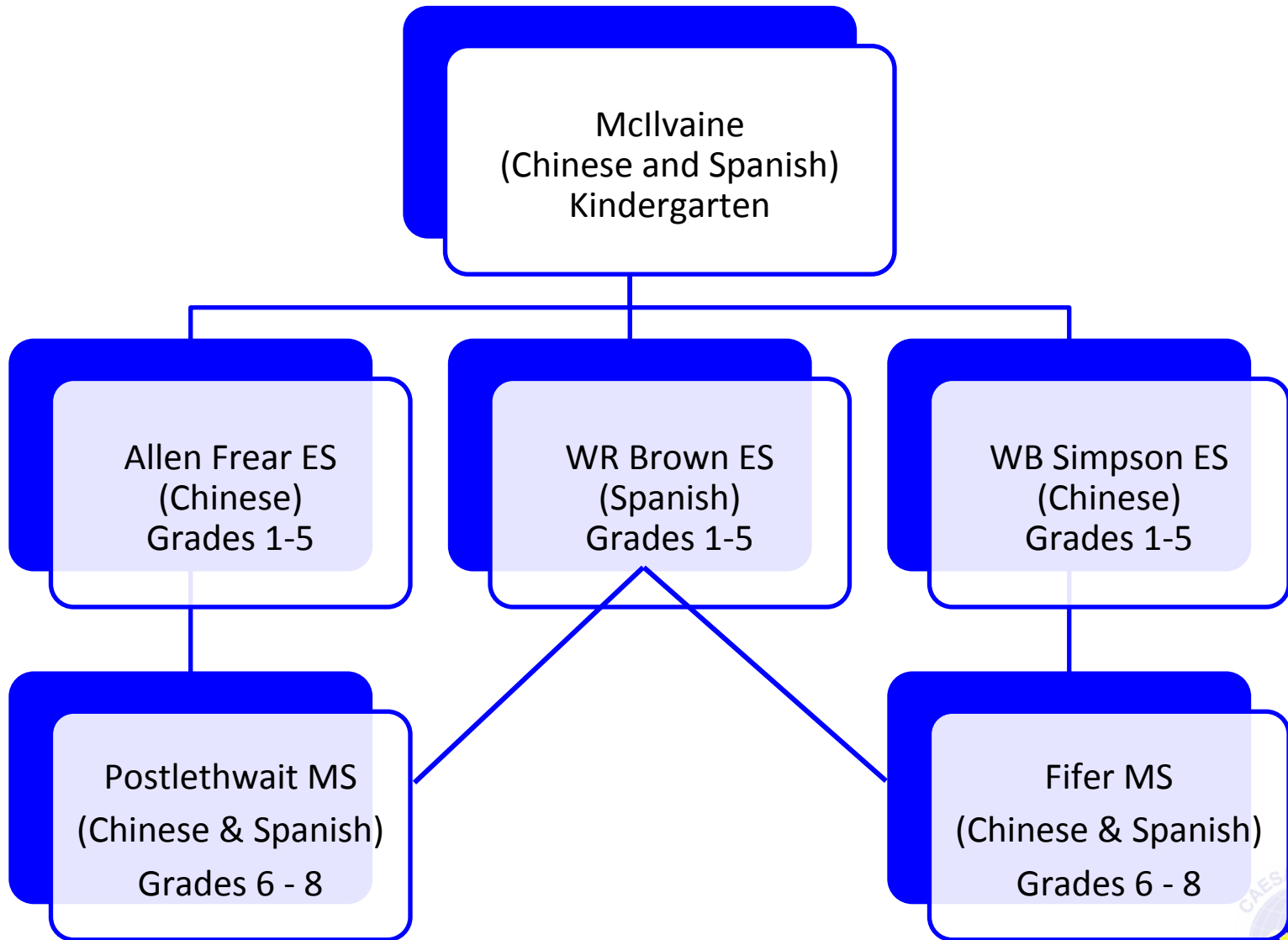
# Delaware's Immersion Program



- 10 Chinese sites
- 32 Spanish sites
- 80% of districts
- Grades K-6
- 234 teachers
- 94 administrators
- 5000+ students

<https://tinyurl.com/doeimmersion>





# Current Number of CRSD Immersion Students

	KN	01	02	03	04	05	06	Grand Total
Chinese Immersion Program (CIP)	101	103	92	88	88	80	70	622
Spanish Immersion Program (SIP)	51	55	54	45	42	--	--	247
Grand Total	152	158	146	133	130	80	70	869



# K-12 Immersion Pathway

	Immersion Students	Speaking Proficiency Targets
Elementary	Kindergarten through Grade 5 Immersion language 150-minutes per day (language and core content)	Grade 5: Intermediate Mid
Middle	Grade 6 through Grade 8 Immersion Continuation <ul style="list-style-type: none"> <li>• Immersion Language Arts</li> <li>• Content Class (in Immersion language)</li> </ul>	Grade 8: Intermediate High
High	Grade 9 <ul style="list-style-type: none"> <li>• AP Immersion Language and Culture</li> </ul> Grade 10 through Grade 12 <ul style="list-style-type: none"> <li>• Dual Credit Courses in Immersion language</li> <li>• Possibility to add a third language</li> </ul>	Grade 9: Advanced Low Grade 12: Advanced Mid



Say... what is  
proficiency  
anyway?



# Proficiency is...

- The ability of an individual to use ***culturally appropriate*** language to communicate ***spontaneously*** in ***non-rehearsed contexts***.





# Proficiency...

- Describes what the language user can do regardless of where, when or how the language was acquired.
- In three modes of communication:
  - Interpretive
  - Interpersonal
  - Presentational



I wonder how that is different  
from performance?



# Performance is...

- The ability to use the *language that has been learned* and *practiced* in an *instructional setting*.



# Proficiency vs. Performance

- Communicate meaningful information
- Spontaneous
- Understandable by heritage speakers
- Does not mean perfection
- Performance in familiar contexts
- Practiced and rehearsed
- Connected to specific curriculum



# How can I support my student?

- Make a long-term commitment to immersion
- Read with your child daily in English
- Engage your child in activities where he needs to apply what he is learning in class
- Communicate with the teachers on a regular basis about your child's academic, social, and language development

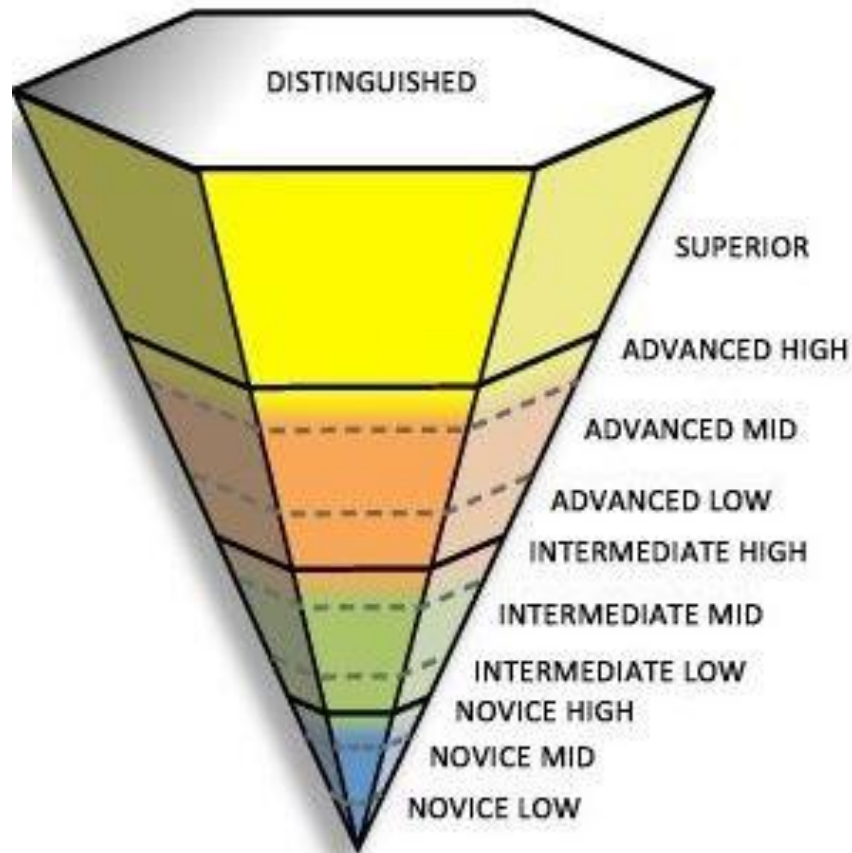


# How can I support my student?

- Attend teacher conferences
- Develop an understanding of immersion education
- Encourage the use of the second language outside of school
- Be sure your child attends school everyday



# Proficiency Levels



<https://tinyurl.com/CRLevels1>

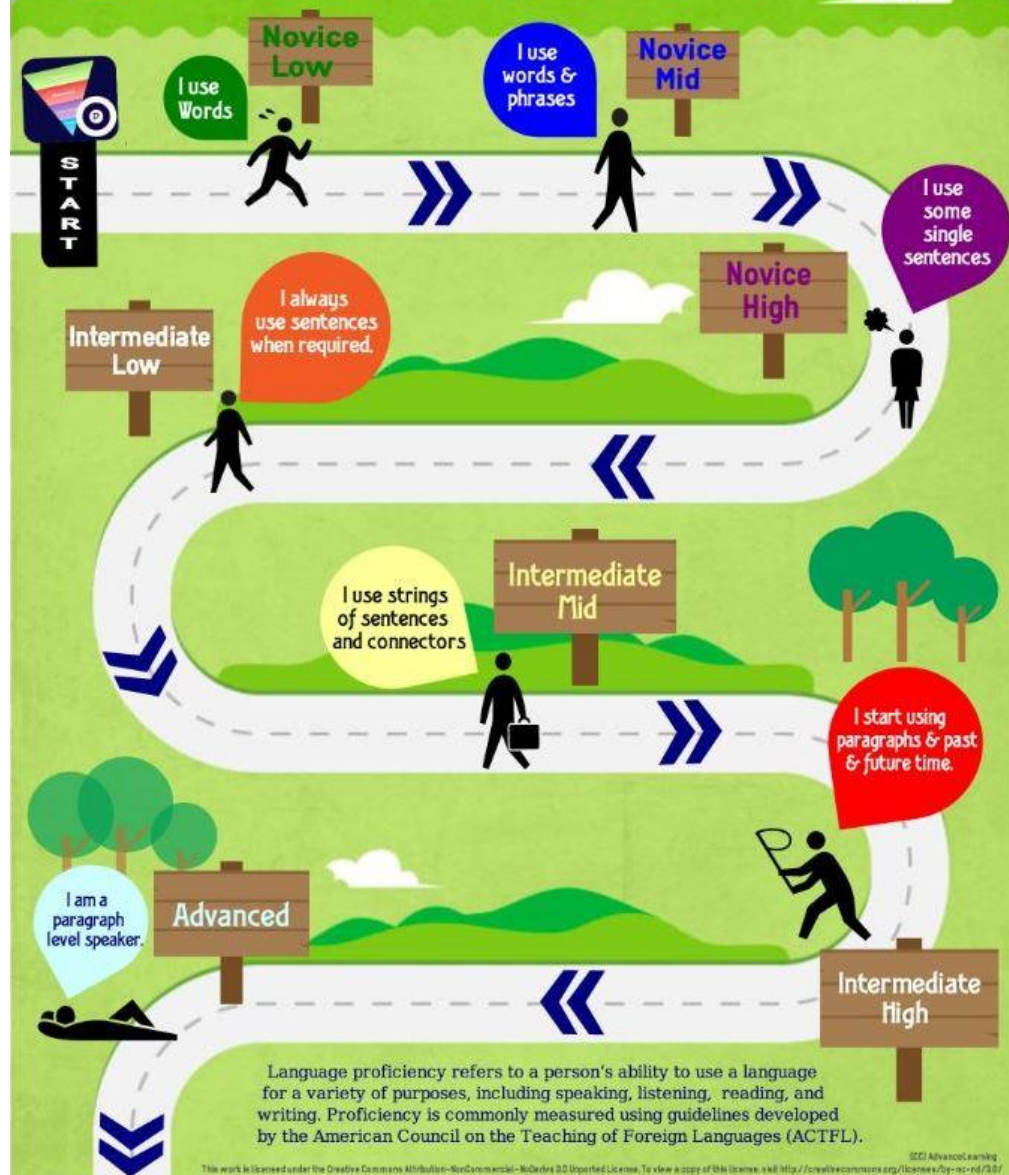
<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

# Proficiency Levels

ACTFL Level	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level	CR Immersion
Advanced Low	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	K–12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>	End of grade 8
Intermediate High	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences</li> </ul>	End of grade 6
Intermediate Mid		Cashier, Sales Clerk (highly predictable contexts), Receptionist		End of grade 5
Intermediate Low			<ul style="list-style-type: none"> <li>Language learners following 4-year high school sequence or 2-semester college sequence</li> <li>Language learners following an immersion language program in Grades K–6</li> </ul>	End of grade 4
Novice High	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K–6</li> </ul>	End of grade 3
Novice Mid			<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>	End of Kindergarten



# Path to Proficiency



<https://tinyurl.com/CRPath2Prof>

<https://scsworldlanguages.weebly.com/uploads/8/3/8/6/83866566/pathtoproficiency.jpg>

## Student Proficiency Targets

### Delaware World Language Immersion Program



#### CHINESE

Grade Level	Listening	Speaking	Reading	Writing
K	Novice High	Novice Mid	Novice Low	Novice Low
1	Intermediate Low	Novice High	Novice Mid	Novice Mid
2	Intermediate Low	Novice High	Novice Mid	Novice Mid
3	Intermediate Mid	Intermediate Low	Novice High	Novice High
4	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
5	Intermediate High	Intermediate Mid	Intermediate Low	Intermediate Low
6	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
7	Advanced Low	Intermediate Mid+	Intermediate Mid	Intermediate Mid
8	Advanced Low	Intermediate High	Intermediate High	Intermediate High

#### SPANISH

Grade Level	Listening	Speaking	Reading	Writing
K	Novice High	Novice Mid	Novice Mid	Novice Mid
1	Intermediate Low	Novice High	Novice Mid	Novice High
2	Intermediate Low	Novice High	Novice High	Novice High
3	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
4	Intermediate Mid	Intermediate Low	Intermediate Mid	Intermediate Low
5	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
6	Intermediate High	Intermediate Mid	Intermediate High	Intermediate Mid
7	Advanced Low	Intermediate High	Intermediate High	Intermediate High
8	Advanced Low	Intermediate High	Advanced Low	Intermediate High





# Student Proficiency Report

## 4<sup>th</sup> Grade Student Proficiency Report: SPANISH Delaware World Language Immersion Program

Student Name	Language	Teacher
School	District	Date

**Listening Ability-** Your child's listening ability in the immersion language is best described as . . .

<input type="checkbox"/> <b>INTERMEDIATE LOW</b>	<input type="checkbox"/> <b>INTERMEDIATE MID</b>	<input type="checkbox"/> <b>INTERMEDIATE HIGH</b>	<input type="checkbox"/> <b>ADVANCED LOW</b>
<ul style="list-style-type: none"> <li>- Understands familiar questions, commands and statements in a limited number of content areas</li> <li>- Understands questions and statements in new content areas with strong contextual support.</li> <li>- Follows information that is being given at a fairly normal rate.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.</li> <li>- Carries out commands.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands longer stretches of connected speech on a number of topics at a normal rate of speech.</li> <li>- Seldom has problems comprehending topics related to everyday life and familiar subject area content (Can request clarification verbally.)</li> </ul>	<ul style="list-style-type: none"> <li>- Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects</li> </ul>

**Speaking Ability-** Your child's speaking ability in the immersion language is best described as . . .

<input type="checkbox"/> <b>NOVICE MID</b>	<input type="checkbox"/> <b>NOVICE HIGH</b>	<input type="checkbox"/> <b>INTERMEDIATE LOW</b>	<input type="checkbox"/> <b>INTERMEDIATE MID</b>
<ul style="list-style-type: none"> <li>- Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</li> <li>- Frequent searching for words is common.</li> <li>- May use native language or gestures when attempting to create with language beyond what is known.</li> <li>- Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond memorized material.</li> </ul>	<ul style="list-style-type: none"> <li>- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- handle a simple survival situation (daily needs) in the language</li> </ul>	<ul style="list-style-type: none"> <li>- Has basic vocabulary for making statements, asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</li> <li>- Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</li> <li>- Handles a limited number of everyday social and subject content interactions.</li> <li>- Uses a variety of common verbs in present tense (formations may be inaccurate)</li> <li>- Other verb tenses/forms may appear but are not frequent.</li> <li>- The listener may be confused by this speech due to the many grammatical inaccuracies. <b>TARGET</b></li> </ul>	<ul style="list-style-type: none"> <li>- Confident ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- handle a simple survival situation (daily needs) in the language</li> <li>- Has basic vocabulary to permit discussions of a personal nature and subject area topics.</li> <li>- May attempt circumlocution when appropriate vocabulary is missing.</li> <li>- Maintains simple sentence-level conversations.</li> <li>- May initiate talk spontaneously relying on questions or prompts</li> <li>- May attempt longer, more complex sentences, (e.g., and, but, however)</li> <li>- Meaning is generally clear in spite of some grammatical inaccuracies.</li> </ul>

## 3<sup>rd</sup> Grade Student Proficiency Report: CHINESE Delaware World Language Immersion Program

Student Name	Language	Teacher
School	District	Date

**Listening Ability-** Your child's listening ability in the immersion language is best described as . . .

<input type="checkbox"/> <b>NOVICE HIGH</b>	<input type="checkbox"/> <b>INTERMEDIATE LOW</b>	<input type="checkbox"/> <b>INTERMEDIATE MID</b>	<input type="checkbox"/> <b>INTERMEDIATE HIGH</b>	<input type="checkbox"/> <b>ADVANCED LOW</b>
<ul style="list-style-type: none"> <li>- Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support.</li> <li>- May require repetition, slower speech, or rephrasing.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands familiar questions, commands and statements in a limited number of content areas</li> <li>- Understands questions and statements in new content areas with strong contextual support.</li> <li>- Follows information that is being given at a fairly normal rate.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.</li> <li>- Carries out commands.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands longer stretches of connected speech on a number of topics at a normal rate of speech.</li> <li>- Seldom has problems comprehending topics related to everyday life and familiar subject area content (Can request clarification verbally.)</li> </ul>	<ul style="list-style-type: none"> <li>- Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects</li> </ul>

**Speaking Ability-** Your child's speaking ability in the immersion language is best described as . . .

<input type="checkbox"/> <b>NOVICE MID</b>	<input type="checkbox"/> <b>NOVICE HIGH</b>	<input type="checkbox"/> <b>INTERMEDIATE LOW</b>	<input type="checkbox"/> <b>INTERMEDIATE MID</b>
<ul style="list-style-type: none"> <li>- Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</li> <li>- Frequent searching for words is common.</li> <li>- May use native language or gestures when attempting to create with language beyond what is known.</li> <li>- Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.</li> </ul>	<ul style="list-style-type: none"> <li>- create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- handle a simple survival situation (daily needs) in the language</li> </ul>	<ul style="list-style-type: none"> <li>- Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- handle a simple survival situation (daily needs) in the language</li> <li>- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</li> <li>- Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</li> <li>- Handles a limited number of everyday social and subject content interactions.</li> <li>- The listener may be confused by this speech</li> </ul>	<ul style="list-style-type: none"> <li>- Confident ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>- ask and answer questions</li> <li>- handle a simple survival situation (daily needs) in the language</li> <li>- Has basic vocabulary to permit discussions of a personal nature and subject area topics.</li> <li>- May attempt circumlocution when appropriate vocabulary is missing.</li> <li>- Maintains simple sentence-level conversations on questions or prompts.</li> <li>- May attempt longer, more complex sentences, (e.g., and, but, however)</li> <li>- Meaning is generally clear in spite of some grammatical inaccuracies.</li> </ul>

Last revised April 12, 2017

Adapted from documents created by the Utah State Office of Education

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<https://tinyurl.com/CRProfReport>



# Language Progress Report

Caesar Rodney School District  
Dual Language Progress Report

School:			
Student:		Grade: 1	
Teacher:		Date:	MP:1

This report is intended to help you see the progress your child is making in acquiring Spanish language in the Immersion program.

## End of Year Targeted Language Proficiency Levels

	Listening	Speaking	Reading	Writing
Proficiency Level	Intermediate Low	Novice High	Novice Mid	Novice High
Description	Understands familiar questions, commands and statements. Short conversations and oral presentations. multi-step instructions on how to do something. multi-step directions to get to a location.	Ask and give basic information about people, places, daily routine or events. Ask questions to gain new information. Exchange information with other people about what to do, where to go and when to meet. Tell what happens at a particular kind of event ( birthday party, sports event) Tell how to do something (ex. Play a game, make food, solve a math problem) Give simple directions to a location. Tell about something learned at school or in the community.	Connect letters to their sounds. Connect some words and phrases to their meanings. Recognize some words and phrases with help from visuals. Follow along on the page when the text is being read aloud. Read words on a list from very familiar topics. Read very simple information on familiar topics. Read short, simple descriptions, especially if there are pictures or other supportive visuals. Read common environmental print with contextualized messages(i.e., signs, boxes, wrappers.	Write basic information about people important to them. Write basic information about places, daily routine, and events (birthday, party, an outing). Write about themselves. Write about something learned at school or in the community. Write questions to obtain information.

## Content Your Child Has Been Learning during This Marking Period

### Together We've Learned To:

Speak on a normal rate of speech, but may require repetition, slower speech, or rephrasing.  
Retell simple stories, including details, and demonstrate understanding of the central message.  
Describe characters, setting, and major events in a story.  
Ask and answer simple questions.  
Understand simple commands. (multi-step directions)  
Read to connect some words and phrases to the meaning.  
Use single words, multiple words, short phrases, greetings and other memorized phrases on a limited number of topics.  
Use adjectives to describe characters and setting of the story.  
Write about self.

During this marking period, your child has been learning and working on the content described above. In what follows is how well he/she can do with regard to the content and expectations:

- Exceeds the standard – your child demonstrates the expectation consistently and reliably
- Meets the standard – your child demonstrates the expectation consistently
- Approaches the standard – your child does not demonstrate the expectation consistently

### Listening Ability/Skill

Can-Do Statements Your child can...	Exceeds the standard	Meets the standard	Approaches the standard
understand simple questions, statements and commands on familiar topics and some sentences on new topics (multi-step directions)			
understand a normal rate of speech, but may require repetition, slower speech, or rephrasing			

### Speaking Ability/Skill

Can-Do Statements Your child can...	Exceeds the standard	Meets the standard	Approaches the standard
use single words, multiple words, short phrases, greetings and other memorized phrases on a limited number of topics.			
Use memorized expressions with verbs and other simple short phrases with accuracy to describe story.			

*This is a draft document*

<https://tinyurl.com/CRProgReport>



# AAPPL

- ACTFL Assessment of Performance toward Proficiency in Languages
- Online assessment
  - Interpersonal Listening/Speaking
    - Starting in grade 3
  - Interpretive Reading and Listening
    - Starting in grade 4
  - Presentational Writing
    - Starting in grade 5
- May 1 – June 14, 2019



# AAPPL Tasks

Mode/Level	Interpersonal Listening/ Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Novice	Talk about and respond to questions on familiar topics	Write to share information about familiar topics	Listen to someone speak on familiar topics and understand the gist	Read short texts on familiar topics and understand the gist and basic information
Intermediate	Talk about, describe, discuss, and ask questions about a variety of familiar topics related to self, others and everyday life in response to questions being asked	Write to communicate information and express one's thoughts about familiar topics related to self, others, and everyday life	Listen to someone speak on a variety of topics related to self, others, and everyday life and understand the main ideas and supporting details	Read texts on a variety of topics related to self, others, and everyday life; understand the main ideas and supporting details

# AAPPL Topics 2019

Mode/Level	Interpersonal Listening/ Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Novice	<ul style="list-style-type: none"> <li>• Food</li> <li>• School</li> <li>• Home</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Family</li> <li>• City/Town</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Schedule/ Routines</li> <li>• Family</li> <li>• Clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Home</li> <li>• City/Town</li> <li>• Daily Life</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>• Music and TV</li> <li>• Travel</li> <li>• Community</li> <li>• Events</li> <li>• Celebrations</li> <li>• Hobbies</li> <li>• Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Animals</li> <li>• Pop Culture Communications</li> <li>• Careers</li> <li>• Directions</li> </ul>	<ul style="list-style-type: none"> <li>• Leisure</li> <li>• Activities</li> <li>• Chores</li> <li>• Animals</li> <li>• Travel</li> <li>• Instructions</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Hobbies</li> <li>• Education</li> <li>• Food</li> <li>• Home</li> <li>• Community Events</li> <li>• Science</li> </ul>



# AAPPL Demo



<https://tinyurl.com/AAPPL5000>





Gracias. ¿Tiene alguna pregunta?

谢谢。你有什么问题  
吗？

