

Reunión Informativa sobre lenguaje dual en la escuela media

Dual Language Middle School Parent Meeting

5/29/2025

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Director of Multilingual Programs
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Misión y Visión del Lenguaje Dual CCSD15

El objetivo del Programa de Lenguaje Dual del Distrito Escolar Consolidado Comunitario 15 es apoyar a nuestros estudiantes en el logro de la excelencia académica, a través de un plan de estudios basado en estándares.

Nuestra misión es que sean **bilingües** y **alfabetizados en dos idiomas** y que desarrollen **competencias interculturales** en la preparación para su futuro como líderes productivos en nuestra comunidad global en constante cambio.



Mission and Vision of Dual Language Programs in CCSD 15

The goal of Community Consolidated School District 15's Dual Language Program is to support our learners in the achievement of academic excellence through a standards-based curriculum.

It is our mission for students to become **bilingual** and **biliterate**, and to develop **cross-cultural competencies** in preparation for their future as productive leaders in our ever-changing global community.



Tres Pilares de Educación de Lenguaje Dual

Three Pillars of Dual Language Education

**Biliterado y
Bilingüismo**
Bilingualism &
Biliteracy



**Alto Logro
Académico**
High Academic
Achievement



**Competencia
Sociocultural**
Sociocultural
Competence



Metas del programa de lenguaje dual

Los objetivos del lenguaje dual son que los estudiantes:

- desarrollen altos niveles de **competencia lingüística** y **alfabetización en ambos idiomas** del programa,
- demuestren **altos niveles de rendimiento académico**, y
- desarrollen el **aprecio y comprensión de diversas culturas**.



Dual Language Program Goals

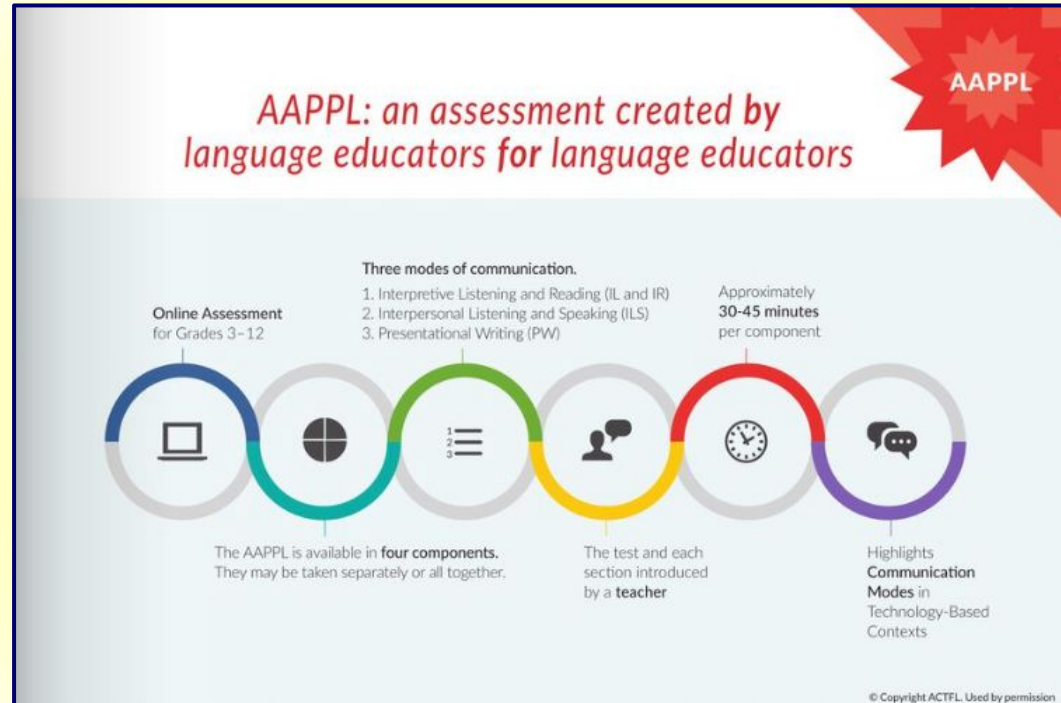
The goals of dual language are for students to:

- develop high levels of **language proficiency** and **literacy** in both program languages,
- demonstrate high levels of **academic achievement**, and
- develop an **appreciation** for and an **understanding** of **diverse cultures**.



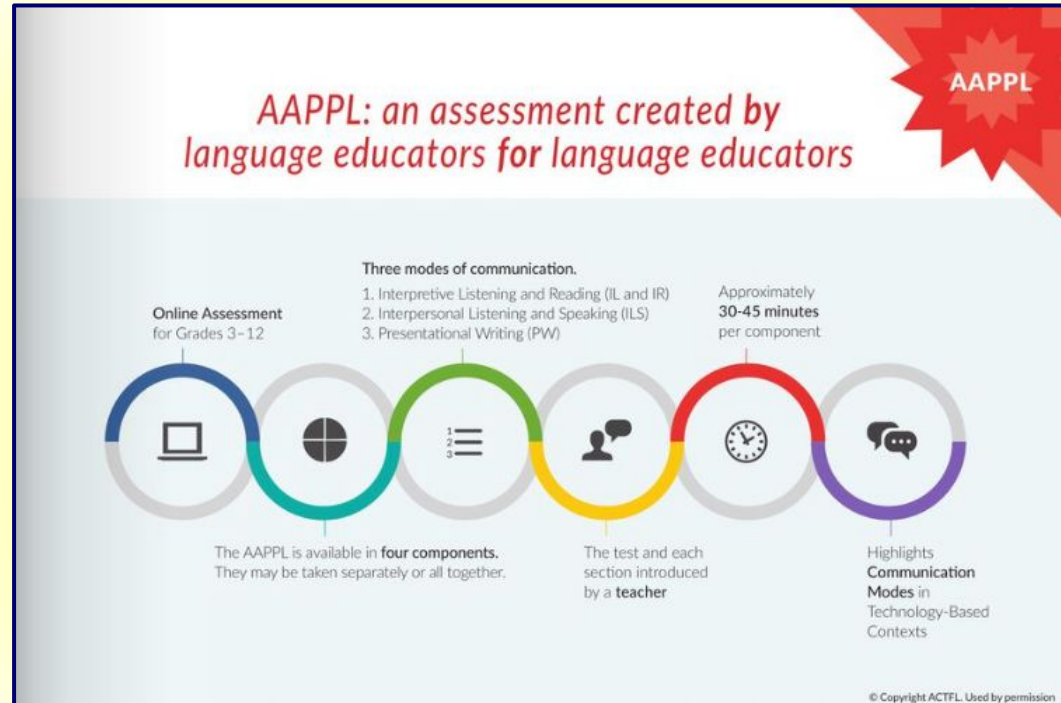
Novedades en el programa y celebraciones-escuela media

- El examen AAPPL se realiza durante la clase de lengua y literatura.
- Este examen mide el desarrollo del español.
- Los puntajes van desde N1 (nivel bajo de principiante) hasta A-1 (nivel bajo de avanzado).



MS Program Updates and Celebrations

- The AAPPL test is given during Language Arts class.
- This test measures Spanish language development.
- Scores range from N1 (low range of novice) up to A-1 (low range of advanced).



¿Cuáles son las puntuaciones de mi hijo?

- Los informes de calificaciones se enviaron a casa el 28/5/25.
- Copia impresa y disponible en Powerschool.
- Descripción de las calificaciones y desarrollo de la estrategia.
- [Preguntas frecuentes](#) de los padres.

AAPPL Score Report			
Student Name/ID:	Sally Student / 123456	Language:	
School Name:	Best High School	Test Date:	07/09/2025
Mode	Your Score	Score Description	Strategy
Interpersonal Listening and Speaking	A-1	Your AAPPL Interpersonal Listening/Speaking score of A-1 means that you participate fully in the conversation. You can communicate with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas. You are able to produce narrations and descriptions in all major time frames and you can efficiently deal with an unexpected turn of events, resolving a problem you might encounter in your daily life or while traveling abroad. You speak in well-formed paragraphs that show organization, cohesion, and detail.	Continue developing your skills in narration and expanding your ability to deal with topics beyond the general and personal level. You might read articles about community or world issues and practice conversations in which you need to support your own opinions, discuss an issue from an abstract perspective or hypothesize.
	B-1		
	B-2		
	B-3		
	N-1		
Interpretive Reading	A-1	Your AAPPL Interpretive Reading/Listening score of A-1 means that you are able to understand conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven. Main ideas and supporting details are comprehensible with familiar situational subject matter containing high-frequency vocabulary and structures. Some new subject matter in areas of general interest will be generally understood.	Continue developing your skills by listening to passages that contain extended narration and more complex language on topics beyond the personal and general. Listen to spoken language about community or world issues. Develop strategies to understand others' opinions and support of those opinions as well as the abstract treatment of topics and discussion of a hypothetical nature.
	B-1		
	B-2		
	B-3		
	N-1		
Interpretive Listening	A-1	Your AAPPL Interpretive Reading/Listening score of A-1 means that you are able to understand conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven. Main ideas and supporting details are comprehensible with familiar situational subject matter containing high-frequency vocabulary and structures. Some new subject matter in areas of general interest will be generally understood.	Continue developing your skills by listening to passages that contain extended narration and more complex language on topics beyond the personal and general. Listen to spoken language about community or world issues. Develop strategies to understand others' opinions and support of those opinions as well as the abstract treatment of topics and discussion of a hypothetical nature.
	B-1		
	B-2		
	B-3		
	N-1		
Presentational Writing	A-1	Your AAPPL Presentational Writing score of 1-5 means that you write about yourself and a number of topics beyond yourself. Most of the time you can write well enough to tell stories, describe people, places, and things, and report events. You write in well-connected sentences and some paragraphs. People who are not used to language learners understand your writing most of the time.	Practice writing more complete stories about things that are happening, happened or will happen. Describe things in a way that the person you're writing to can form a mental picture. Practice adding examples and details as often as you can. Report on events beyond your immediate environment. Imagine trying to deal with a problem; explain in detail the circumstances and propose a variety of solutions.
	B-1		
	B-2		
	B-3		
	N-1		

Both A and A-1 are representative of a rating in the Advanced Low proficiency range.



What are my child's scores?

- Score reports went home on 5/28/25.
- Paper copy
- Powerschool
- Score description and strategy development
- Parent [FAQ](#)

AAPPL Score Report			
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School Name:	Best High School	Test Date:	07/09/2025
Mode	Your Score	Score Description	Strategy
Interpersonal Listening and Speaking	A-1	Your AAPPL Interpersonal Listening/Speaking score of A-1 means that you participate fully in the conversation. You can communicate with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas. You are able to produce narrations and descriptions in all major time frames and you can efficiently deal with an unexpected turn of events, resolving a problem you might encounter in your daily life or while traveling abroad. You speak in well-formed paragraphs that show organization, cohesion, and detail.	Continue developing your skills in narration and expanding your ability to deal with topics beyond the general and personal level. You might read articles about community or world issues and practice conversations in which you need to support your own opinions, discuss an issue from an abstract perspective or hypothesize.
	A-2		
	A-3		
	A-4		
	N-1		
Interpretive Reading	A-1	Your AAPPL Interpretive Reading/Listening score of A-1 means that you are able to understand conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven. Main ideas and supporting details are comprehensible with familiar situational subject matter containing high-frequency vocabulary and structures. Some new subject matter in areas of general interest will be generally understood.	Continue developing your skills by listening to passages that contain extended narration and more complex language on topics beyond the personal and general. Listen to spoken language about community or world issues. Develop strategies to understand others' opinions and support of those opinions as well as the abstract treatment of topics and discussion of a hypothetical nature.
	A-2		
	A-3		
	A-4		
	N-1		
Interpretive Listening	A-1	Your AAPPL Interpretive Reading/Listening score of A-1 means that you are able to understand conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven. Main ideas and supporting details are comprehensible with familiar situational subject matter containing high-frequency vocabulary and structures. Some new subject matter in areas of general interest will be generally understood.	Continue developing your skills by listening to passages that contain extended narration and more complex language on topics beyond the personal and general. Listen to spoken language about community or world issues. Develop strategies to understand others' opinions and support of those opinions as well as the abstract treatment of topics and discussion of a hypothetical nature.
	A-2		
	A-3		
	A-4		
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Presentational Writing	A-1	Your AAPPL Presentational Writing score of 1-5 means that you write about yourself and a number of topics beyond yourself. Most of the time you can write well enough to tell stories, describe people, places, and things, and report events. You write in well-connected sentences and some paragraphs. People who are not used to language learners understand your writing most of the time.	Practice writing more complete stories about things that are happening, happened or will happen. Describe things in a way that the person you're writing to can form a mental picture. Practice adding examples and details as often as you can. Report on events beyond your immediate environment. Imagine trying to deal with a problem; explain in detail the circumstances and propose a variety of solutions.
	A-2		
	A-3		
	A-4		
	N-1		

Both A and A-1 are representative of a rating in the Advanced Low proficiency range.



¿Qué significa este nivel de rendimiento?

ACTFL Performance Descriptors for Language Learners | Presentational

	Novice Range	Intermediate Range	Advanced Range
Language Control	<p>Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.</p> <p>With practice, polish, or editing, may show emerging evidence of Intermediate-level language control.</p>	<p>Control of language is sufficient to be understood by audiences accustomed to language produced by language learners.</p> <p>With practice, polish, or editing, may show emerging evidence of Advanced-level language control.</p>	<p>Control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners.</p> <p>With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax.</p>
Vocabulary	<p>Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.</p>	<p>Produces vocabulary on variety of everyday topics, topics of personal interest, and topics that have been studied.</p>	<p>Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.</p>
Communication Strategies	<p>May use some or all of the following strategies to communicate, able to:</p> <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts 	<p>May use some or all of the following strategies to communicate and maintain audience interest, able to:</p> <ul style="list-style-type: none"> • Show an increasing awareness of errors and able to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizer • Use reference resources as appropriate 	<p>May use some or all of the following strategies to communicate and maintain audience interest, able to:</p> <ul style="list-style-type: none"> • Demonstrate conscious efforts at self-editing and correction • Elaborate and clarify • Provide examples, synonyms, or antonyms • Use cohesion, chronology and details to explain or narrate fully • Circumlocute
Cultural Awareness	<p>May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.</p>	<p>Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.</p>	<p>Uses cultural knowledge appropriate to the presentational context and increasingly reflective of authentic cultural practices and perspectives.</p>



What does this performance level mean?

ACTFL Performance Descriptors for Language Learners | Presentational

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Vocabulary	<p>Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.</p>	<p>Produces vocabulary on variety of everyday topics, topics of personal interest, and topics that have been studied.</p>	<p>Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.</p>
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Plan de dual de 7° y 8° grado

Transición a HS

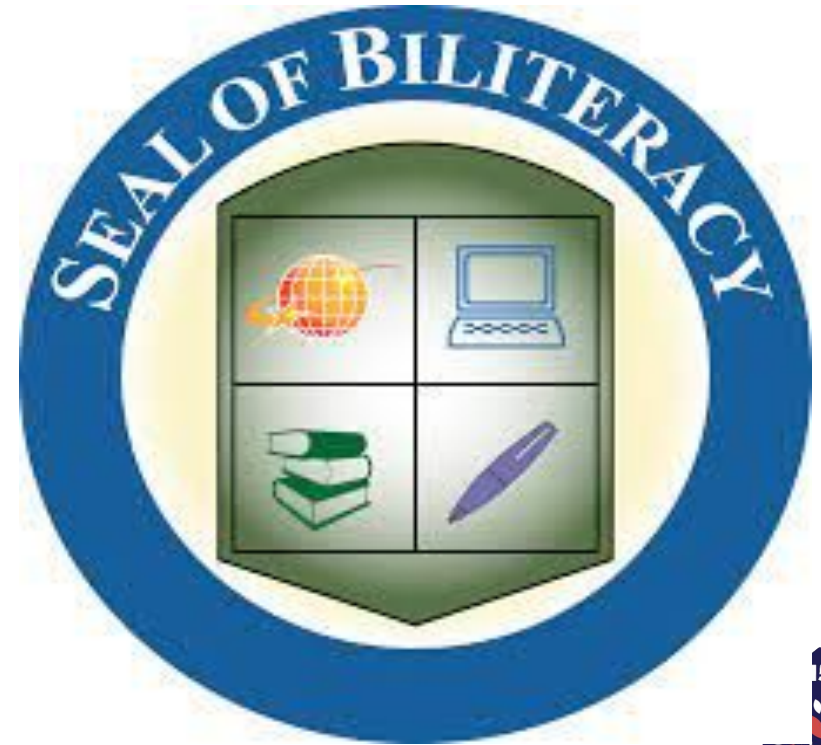
- Lengua y literatura
 - 42 min Inglés LA
 - 42 min Español LA
- Matemáticas, ciencias: Inglés
- Historia
 - Semana A en Inglés
 - Semana B en español
- Clase lengua mundial:
Estudiantes heredados de español
- D15 Currículo



7th and 8th Grade Dual Plan

Bridging to HS

- Language Arts
 - 42 min English LA
 - 42 min Spanish LA
- Math & Science: English
- History
 - Week A in English
 - Week B in Spanish
- World Language: Heritage Learners Spanish Class
- D15 Curriculum



¿Estaremos preparados para el Sello de Bilingüismo?



Guía para padres

¿Su hijo es bilingüe?

Pueden ser elegibles para obtener el Sello del Estado de Illinois de Alfabetización en su diploma de secundaria y en su expediente académico.

¿Qué es el Sello Estatal de Alfabetización Bilingüe?

Es un premio otorgado en la graduación en reconocimiento por alcanzar un alto nivel de competencia en inglés y en una o más lenguas adicionales. Un estudiante puede obtener CREDITO COLEGIAL en colegios públicos y universidades públicas en el estado de Illinois.

¿Quién es el recipiente del Sello?

Graduados de secundaria que tengan una lengua materna distinta del inglés y estudiantes de habla inglés que han estudiado una nueva lengua distinta al inglés son los destinatarios de esta distinción. El bilingüismo es una ventaja ¡que hay que celebrar!

¿Cómo se obtiene el Sello?

La escuela secundaria de su estudiante debe inscribirse para participar en el programa estatal cada año. Los estudiantes demuestran competencia en inglés a través de cualquiera de los métodos aprobados por el estado. Un examen aprobado o portafolio puede ser

¿Por qué estableció Illinois el sello estatal de alfabetización bilingüe?

- ✓ Para animar el estudio de las lenguas mundiales.
- ✓ Para certificar oficialmente el logro de la alfabetización bilingüe.
- ✓ Para proporcionar a los empleadores un método de identificación de multilingües.
- ✓ Para proporcionar a las universidades un método adicional para reconocer a los solicitantes que buscan la admisión y la colocación de idiomas.
- ✓ Para preparar a los estudiantes con las habilidades del siglo 21.
- ✓ Para reconocer el valor de la instrucción en lenguas y lenguas maternas.
- ✓ Para fortalecer las relaciones intergrupales, afirmar el valor de la diversidad, y honrar las múltiples culturas y lenguas de una comunidad.

¿Qué evaluaciones pueden utilizarse para demostrar la competencia?

Competencia en inglés

1. Resultados del ACT o SAT
2. ACCESS (para estudiantes EL)
3. AP Lengua y Composición
4. Cursos de doble crédito
5. Prueba STAMP 4S
6. AAPPL

Competencia en Lenguas Mundiales

1. Resultado de AP Lengua y Cultura
 2. Examen STAMP 4S
 3. Examen AAPPL
 4. Otros exámenes de dominio de ACTFL
 5. Examen ALTA
- Otros métodos de portafolio están disponibles*



Will we be prepared for the Seal of Biliteracy?

The Illinois State Seal of Biliteracy

State Seal of Biliteracy



This is a program to recognize high school graduates who have attained a high level of proficiency in English and in one or more other world languages. This recognition is designated on a student's transcript and high school diploma.

MINIMUM REQUIREMENTS

English Proficiency (choose one)

1. ACCESS for ELLs: 4.8 composite
2. AP English Language and Composition exam: 4
3. ELA Dual Credit: 3.0 GPA
4. STAMPS 4S: 6
5. ACT: 21 composite or 20 ELA*
6. AAPPL Form B: 1-5 (Intermediate High)
7. SAT: 480 Evidence Based Reading and Writing
8. IB Language A: 4HL or 5 SL

World Language Proficiency (choose one)

1. AP Language and Culture exam: 4
2. STAMP 4S: 6
3. AAPPL form B: 1-5 (Intermediate High)
4. ACTFL OPI + LPT + WPT + RPT: Intermediate High
5. International Baccalaureate Language B: 5 HL or 6 SL
6. ALTA Speaking/Listening + Reading + Writing: 6, 1+ (ILR)
7. NEWL: Intermediate High

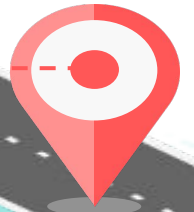


DUAL ROADMAP

MILESTONES

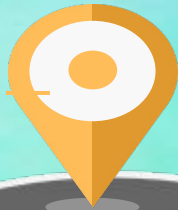
8th Grade

Students are in the **I4 - I5** Range



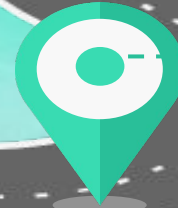
6th Grade

- Started in 2024
- **AAPPL** test initiated



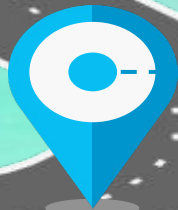
7th Grade

Students' goal: Increase by at least 1 level in each domain.




Kindergarten

All students begin dual language programming



¿Cómo es la programación HS?

D211

Curriculum Guide
WORLD LANGUAGE 

SPANISH LANGUAGE PROGRAM	
L166 Spanish 1 Full Year/1 Unit	
L266 Spanish 2 Full Year/1 Unit	
L366 Spanish 3 Full Year/1 Unit	
L466/L666 Harper Dual Credit (SPA202) Spanish 4 Full Year/1 Unit	
L579 AP Spanish Language & Culture Full Year/1 Unit	L476/L676 Advanced Topics *Harper College Dual Credit (SPA205) Spanish Conversation Topics & Conversation Full Year/1 Unit
L589 AP Spanish Literature & Culture Full Year/1 Unit	

SPANISH FOR HERITAGE LEARNERS	
L276 Spanish for Heritage Learners - Intermediate I 1 Unit	
L376/L675 *Harper College Dual Credit (SPA112) Spanish for Heritage Learners - Intermediate II 1 Unit	
L579 AP Spanish Language & Culture 1 Unit	
L589 AP Spanish Literature & Culture 1 Unit	

D214

Course Descriptions
World Languages

Japanese 2		07511/07512	
Grade Level	9-12	Credit/Semester	0.5 NCAA
Prerequisite	07501/07502		
<p>Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.</p>			

Spanish for Heritage Learners 2		07361/07362	
Grade Level	9-12	Credit/Semester	0.5 NCAA
Prerequisite	Teacher Recommendation		
<p>Students will be introduced to the formal study of Spanish and Latin American literary texts, from medieval times through the present. The course content reflects the equivalent of a third-year college course. Students will learn the biographical, historical, and cultural information related to each particular reading in order to fully conceptualize the work. Text analysis, thematic analysis, poetry analysis, literary terminology, and essay development will also be covered in great depth. Students will also further their knowledge of the Spanish language and Hispanic cultures and increase oral proficiency. This course will prepare students to take the College Board Advanced Placement Exam as well as college entrance examinations.</p>			

Spanish 1		07331/07332	
Grade Level	9-12	Credit/Semester	0.5 NCAA
Prerequisite	None		
<p>Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.</p>			

Spanish 2		07341/07342	
Grade Level	9-12	Credit/Semester	0.5 NCAA
Prerequisite	07331/07332 or Equivalent		
<p>Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.</p>			




What does HS programming look like?

D211

Curriculum Guide

WORLD LANGUAGE



SPANISH LANGUAGE PROGRAM		SPANISH FOR HERITAGE LEARNERS	
L166 Spanish 1 Full Year/1 Unit		L276 Spanish for Heritage Learners - Intermediate I 1 Unit	
L266 Spanish 2 Full Year/1 Unit		L376/L675 *Harper College Dual Credit (SPA112) Spanish for Heritage Learners - Intermediate II 1 Unit	
L366 Spanish 3 Full Year/1 Unit		L579 AP Spanish Language & Culture 1 Unit	
L466/L666 Harper Dual Credit (SPA202) Spanish 4 Full Year/1 Unit		L589 AP Spanish Literature & Culture 1 Unit	
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D214

Course Descriptions

World Languages

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Grade Level	9-12	Credit/Semester	0.5
Prerequisite	None		
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Spanish 2		07341/07342	
Grade Level	9-12	Credit/Semester	0.5
Prerequisite	07331/07332 or Equivalent		
Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.			
Spanish for Heritage Learners 2		07361/07362	
Grade Level	9-12	Credit/Semester	0.5
Prerequisite	Teacher Recommendation		
Students will be introduced to the formal study of Spanish and Latin American literary texts, from medieval times through the present. The course content reflects the equivalent of a third-year college course. Students will learn the biographical, historical, and cultural information related to each particular reading in order to fully conceptualize the work. Text analysis, thematic analysis, poetry analysis, literary terminology, and essay development will also be covered in great depth. Students will also further their knowledge of the Spanish language and Hispanic cultures and increase oral proficiency. This course will prepare students to take the College Board Advanced Placement Exam as well as college entrance examinations.			
Spanish 1		07331/07332	
Grade Level	9-12	Credit/Semester	0.5
Prerequisite	None		
Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.			



Muchas
gracias

Dual Language Parents!
!Padres de Lenguaje Dual!

Kari Keith

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