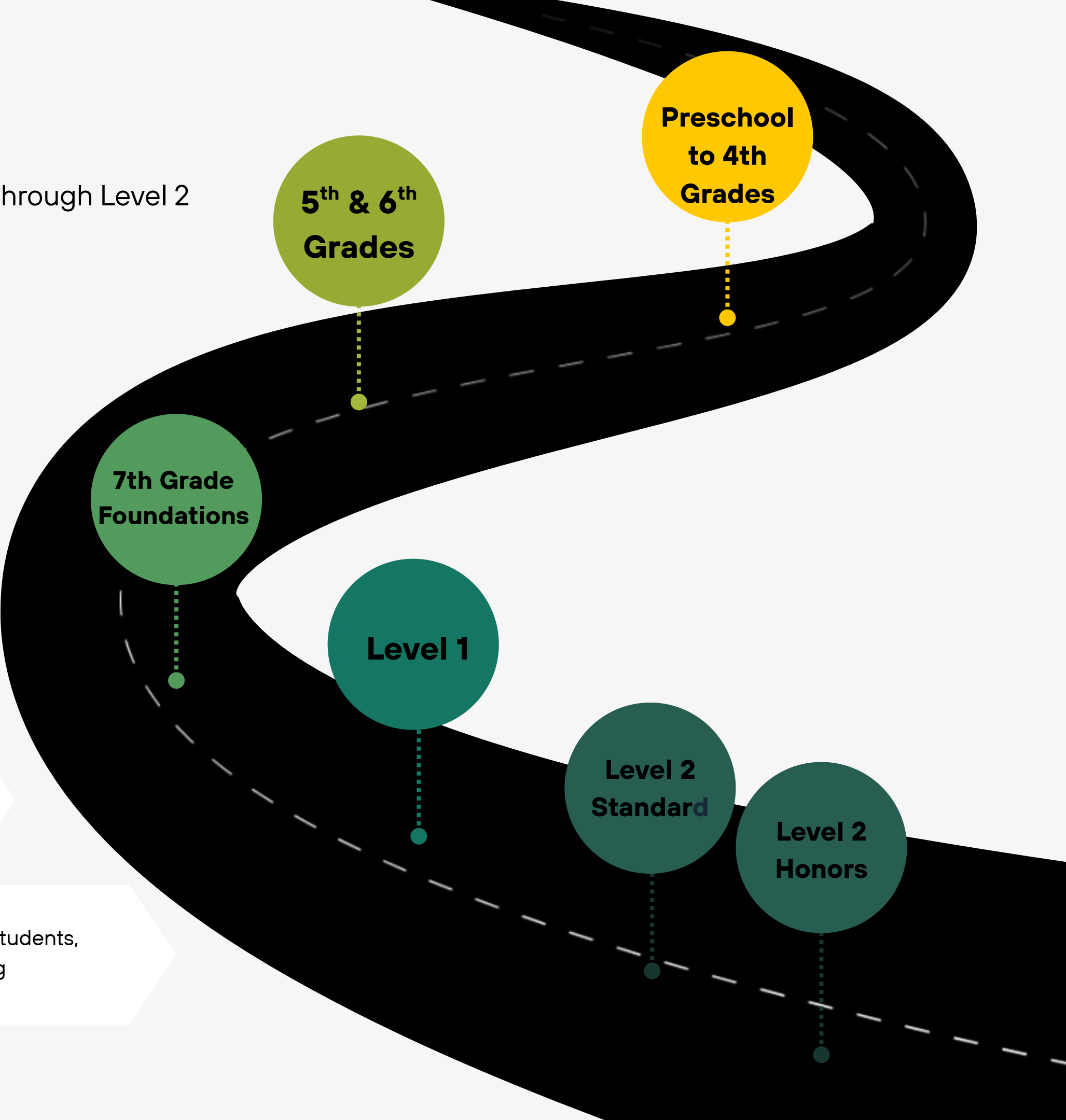
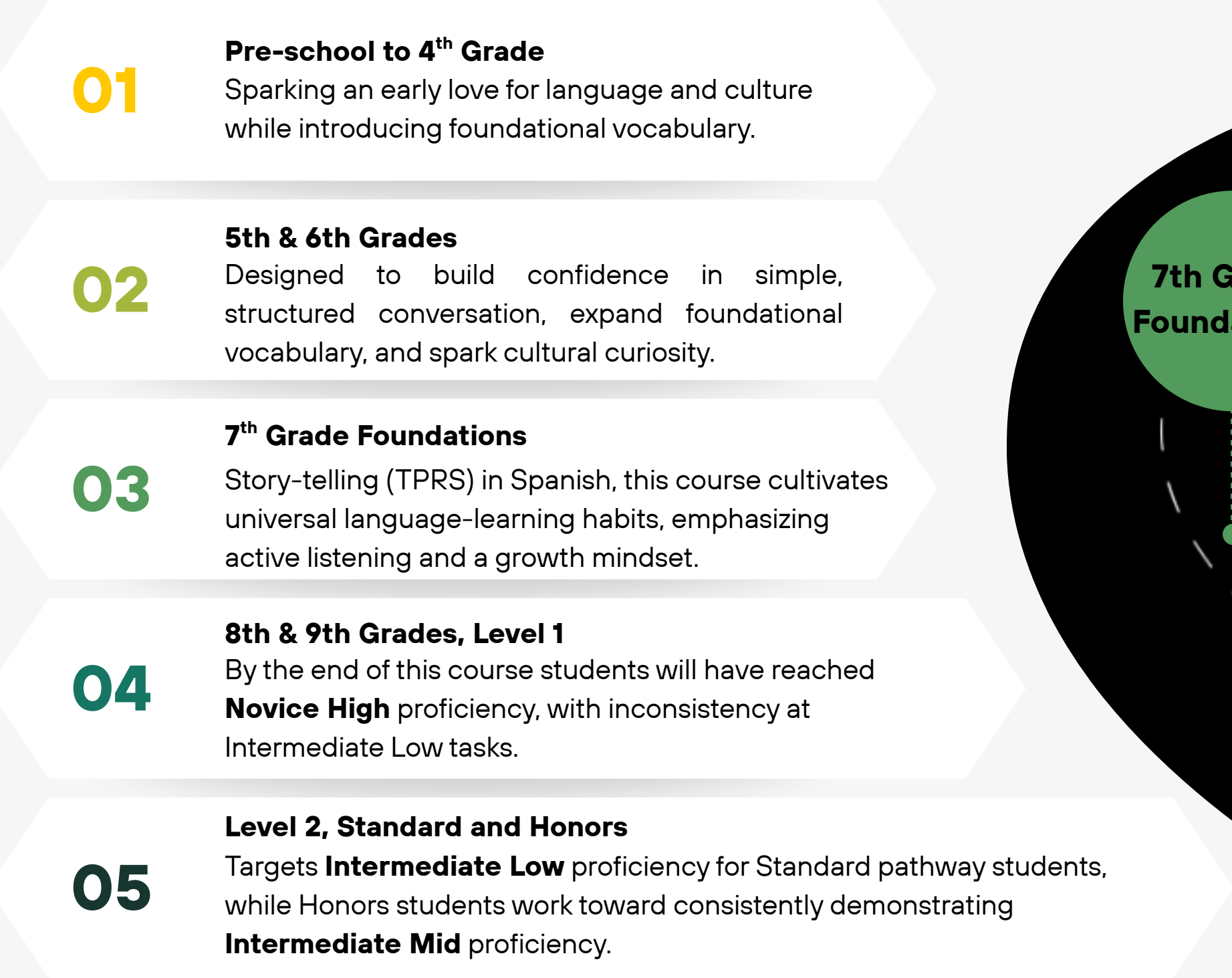


LOTE Roadmap

LOTE proficiency and cultural competence goals from Pre-K through Level 2



LOTE Spanish & French Roadmap Level 1 - 5AP



LOTE Latin Roadmap Level 1 - 5AP



Language Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) breaks language learning down into five main levels, each with Low, Intermediate and High sub-levels. Each LOTE class is focused on increasing student proficiency along this continuum. The hours are approximate.

05

Distinguished

Life-long Language Learner

Distinguished learners communicate skillfully and articulately on highly abstract, global issues.

04

Superior

Life-long Language Learner

Superior language learners support opinions, hypothesize, and discuss abstract issues with ease and accuracy.

03

Advanced

500-3,000 hours of study

Advanced students communicate on all topics with elaboration in all time frames. They speak in multiple paragraphs on abstract topics.

02

Intermediate

200 - 900 hours of study

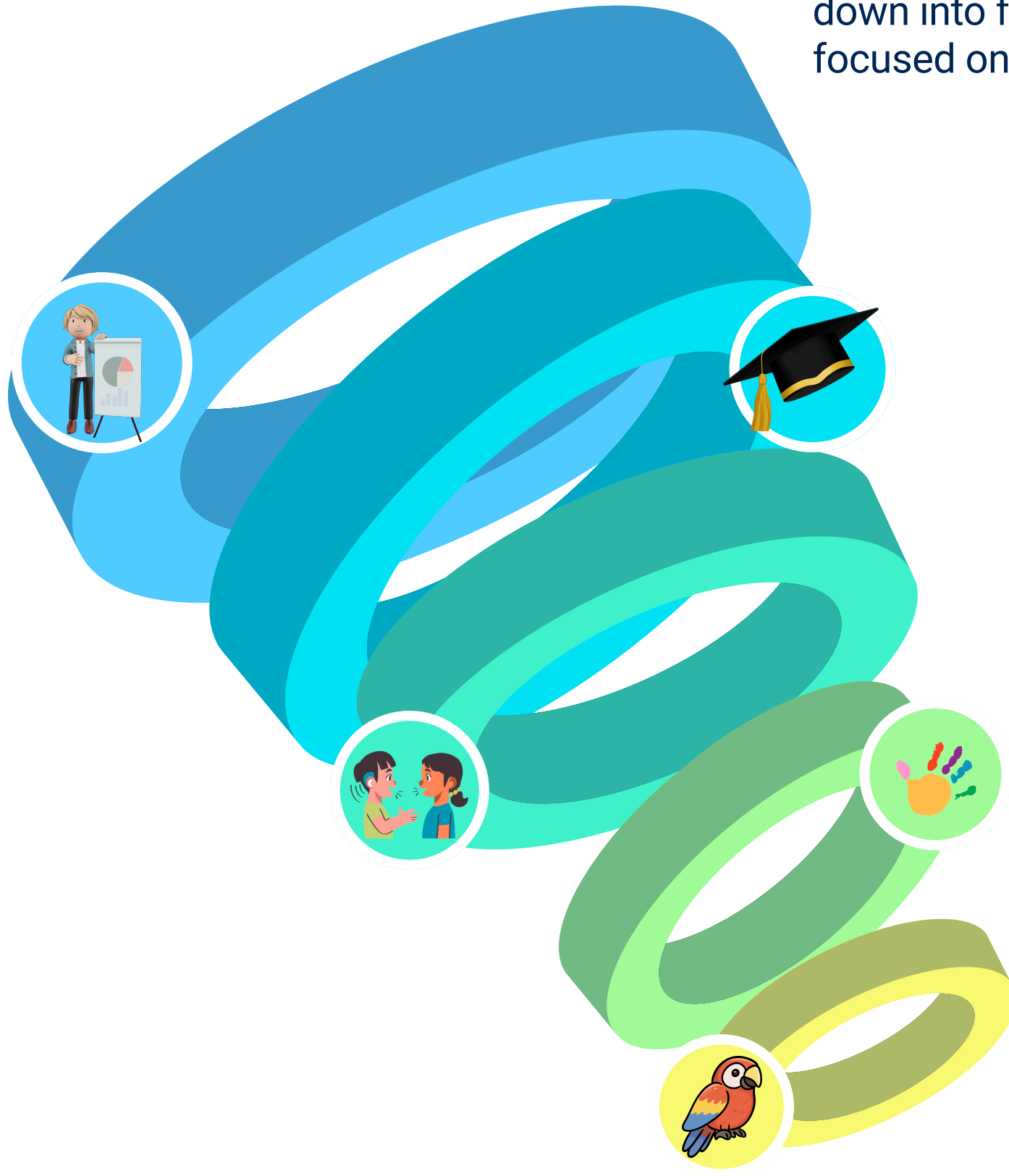
At the intermediate level students are combining phrases and sentences to create meaning. This is the messy, creative stage. At the intermediate-high level, students are stringing sentences together into paragraphs.

01

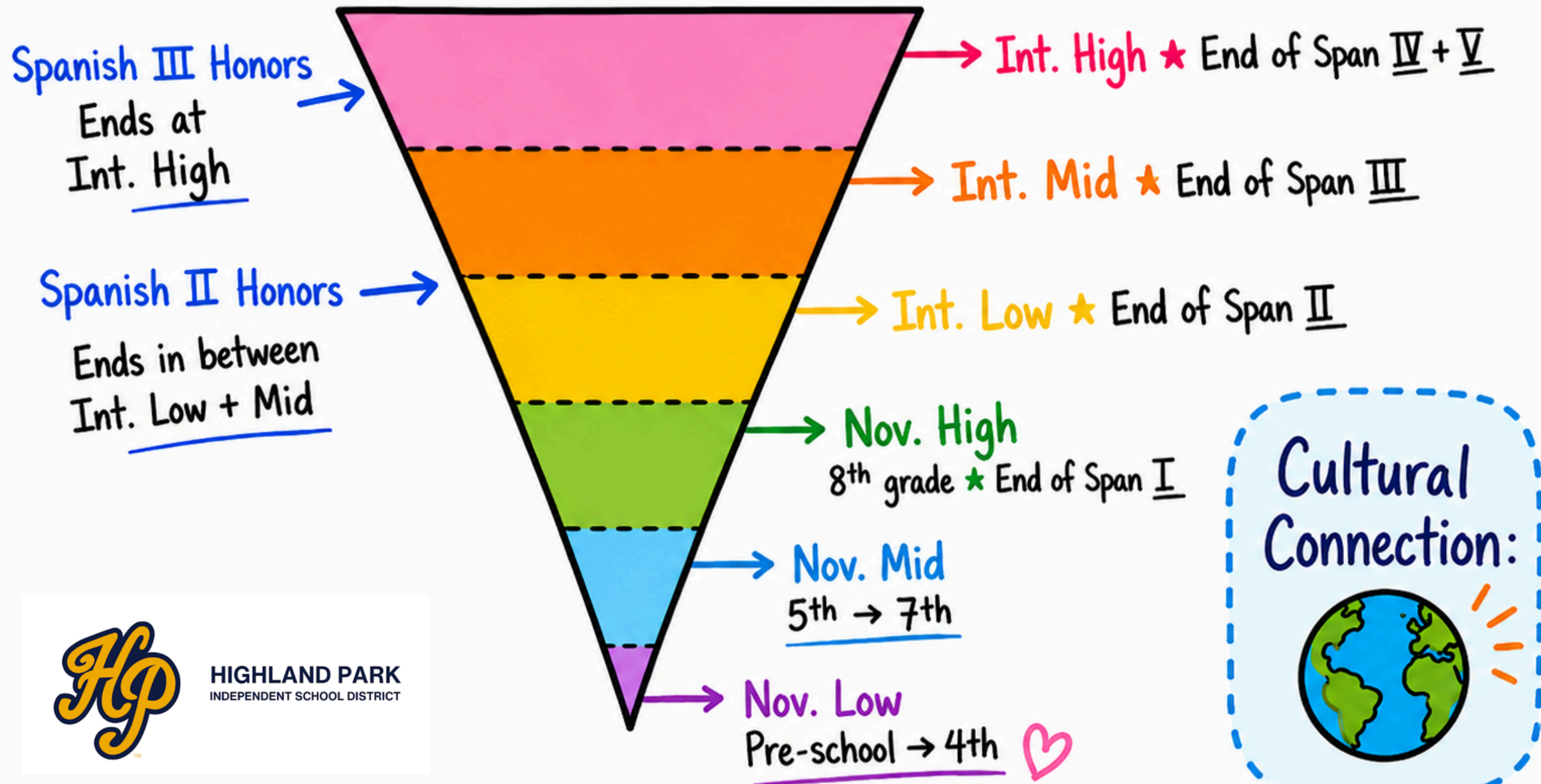
Novice

25 - 200 hours of study

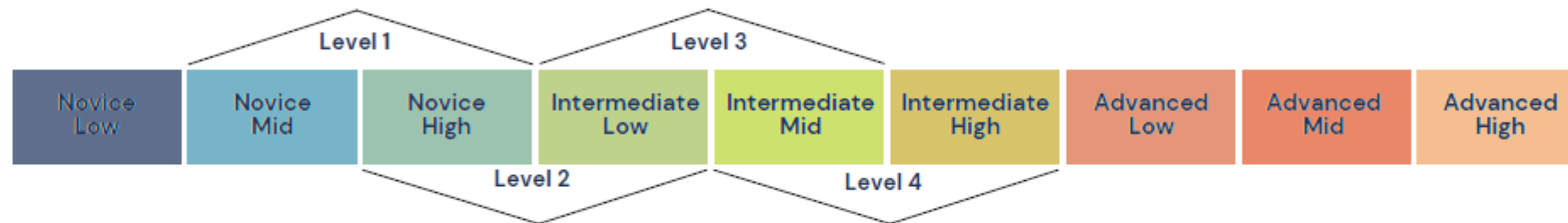
Students at the Novice level are working with single words, phrases, and short memorized sentences that they repeat like a parrot.



What do you want students to be able to do at the end of class/unit?



		Level 1 <i>Novice Mid- High</i>	Level 2 <i>Novice High- Intermediate Low</i>	Level 3 <i>Intermediate Low- Mid</i>	Level 4 <i>Intermediate Mid- High</i>
F	Language Function	Students provide basic information. They struggle to elaborate.	Students provide simple elaboration or supporting statements or reasons.	Students provide simple elaboration or supporting statements or reasons.	Students provide elaboration, supporting elaborative statements.
A	Accuracy	The student may be difficult to be understood. Accuracy is mostly evident in memorized or familiar language.	The student is generally understood by sympathetic language speakers. Accuracy may decline when trying to create with language.	The student is generally understood by sympathetic language speakers. Accuracy may decline when trying to create with language.	The student is generally understood by those unaccustomed to dealing with language learners. Accuracy may decrease depending on context.
C	Context	The student functions in topics that are familiar and considered part of everyday life.	The student functions in topics that are familiar and considered everyday life. The student may struggle with more complex topics.	The student begins to function with topics that are beyond the scope of everyday life.	The student functions with a variety of topics including topics that are unfamiliar.
T	Text Type	The student functions with words, phrases and some memorized sentences.	The student functions with phrases and sentences.	The student functions with sentences and strings of sentences.	The student functions with sentences and connected discourse





Texas Essential Knowledge and Skills

LOTE Level 1

Communication at an appropriate proficiency level is the overarching outcome of LOTE courses.

Communication is broken down into three modes: **Interpersonal**, **Interpretive**, and **Presentational**.

Student Expectations (SEs) define what students should be able to do as a result of the course. They are defined in each mode of communication. The LOTE Level 1 course has a total of 12 Student Expectations across the three modes of communication.

Interpersonal- 6 (A-F)
Interpretive- 4 (A-D)
Presentational- 2 (A-B)

Communication and Proficiency Expectations

Communication is the overarching goal of the world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. (b)(2)

Students in Level I are expected to reach a proficiency level of **Novice Mid to Novice High**, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners. (b)(5)

Interpersonal Communication

The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) ask and respond to questions about everyday life in spoken and written conversation;
- (B) express and exchange personal opinions or preferences in spoken and written conversation;
- (C) ask and tell others what they need to, should, or must do in spoken and written conversation;
- (D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;
- (E) participate in spoken conversation using culturally appropriate expressions, register, and gestures; and
- (F) participate in written conversation using culturally appropriate expressions, register, and style.

Interpretive Communication

The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

- (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
- (B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;
- (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and
- (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Presentational Communication

The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) state and support an opinion or preference orally and in writing; and
- (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

Interpersonal Speaking/Writing Rubric

LOTE Level 1 (Novice Mid- Novice High)

	Below Expectations	Meets Expectations		Exceeds Expectations
Language Function	The student is unable to participate in the student expectation (SE), or does so minimally by providing a few basic words such as a greeting, farewell, or biographical information that may be mostly proper nouns in the L1.	The student participates in student expectation (SE) by asking and responding to highly predictable and formulaic questions. The learner uses mostly memorized and familiar language but may exhibit some attempts to express personal meaning.		The student is able to participate in the Student Expectation (SE) by asking and responding to a variety of questions while providing simple elaboration, supporting statements, or supporting reasons when responding. The learner creates with language in the present time by combining and recombining known language and what is heard from other speakers.
		Emerging The student can participate by listing, naming, or identifying information	Strong The student may attempt to provide simple elaboration, supporting statements, or supporting reasons, but struggles to do so consistently.	
Text Type	The student uses a few isolated words to express meaning.	The student can ask formulaic and memorized questions. The learner responds by using highly practiced words and phrases with the occasional sentence to express meaning.		The student sustains a conversation by asking a variety of questions. Responses are given by using mostly sentences, strings of sentences, or connected sentences.
		Emerging The student uses mostly recalled words and some phrases.	Strong The student uses mostly learned phrases, recombined phrases, or short sentences.	
Communication Strategies	The student resorts to L1 without demonstrating strategies to maintain communication. The learner is unable to participate in a true conversation exchange.	The student uses basic communication strategies to participate in and maintain the conversation.		The student maintains and advances the conversation by reacting appropriately to their partner and asking follow up questions that are spontaneous and based on the conversation. The learner is also able to express meaning by self correcting, restating, or using circumlocution when not understood.
		Emerging The student may repeat words or phrases of their partner when trying to maintain the conversation. The learner may resort to L1 after attempting to express themselves in the target language.	Strong The student uses appropriate facial expressions and gestures when participating in a conversation. The learner may indicate a lack of understanding or ask for repetition when trying to interpret meaning. When expressing meaning, the learner may repeat words or ask follow up questions that are memorized or formulaic.	
Language Control	Language is too difficult to be understood by sympathetic language listeners or readers accustomed to dealing with language learners.	Can control memorized language sufficiently to be understood by sympathetic language listeners and readers, but may be difficult. Accuracy is limited to memorized words and formulaic phrases. Pronunciation, vocabulary, and syntax are strongly influenced by the first language. Accuracy may decrease when trying to create language.		Language is sufficient to be understood by those accustomed to dealing with language learners. Accuracy is seen when producing and creating simple sentences in the present time frame. Pronunciation, vocabulary, and syntax are strongly influenced by the first language.
		Emerging May be difficult to be understood by the most sympathetic listeners and readers accustomed to dealing with language learners.	Strong Is generally understood by sympathetic listeners and readers accustomed to dealing with language learners.	

Presentational Speaking/Writing Rubric

LOTE Level 1 (Novice Mid– Novice High)

	Below Expectations	Meets Expectations		Exceeds Expectations
Language Function	The student is unable to participate in the student expectation (SE) or does so minimally by providing a few basic words related to themselves or the topic. The learner may rely on the L1 or the use of proper nouns to express meaning.	The student participates in the student expectation (SE) by providing basic information on the topic using memorized and highly practiced language.		The student participates in the student expectation (SE) by providing simple elaboration, supporting statements, or supporting reasons. The learner creates with language by combining and recombining known language to express personal meaning.
		Emerging The student provides basic information on the topic using memorized and highly practiced language.	Strong The student may attempt to provide simple elaboration, supporting statements, or supporting reasons, but struggles to do so consistently.	
Text Type	The student uses a few isolated words to express meaning.	The learner expresses meaning using highly practiced words and formulaic phrases with the occasional sentence.		The student expresses meaning by using mostly sentences, strings of sentences, or connected sentences.
		Emerging The student uses mostly recalled words and some phrases.	Strong The student uses mostly learned phrases, recombined phrases, or short sentences.	
Communication Strategies	The student struggles to express meaning in the target language and may resort to L1 without demonstrating strategies to maintain communication. The presentation may be unclear or unorganized.	The learner attempts to maintain communication through basic communication and organization strategies.		The learner maintains maintains communication . The learner is able to express meaning by self correcting, restating, or using circumlocution when not understood.
		Emerging The student may repeat words or rely on a memorized or practiced script. Some evidence of organization may be present in the form of an introduction, main idea, and conclusion.	Strong Evidence of organization or language support is clear. The student may rely on visuals, graphic organizers, or gestures to support communication. Attempts at circumlocution or rephrasing may be evident.	
Language Control	Language is too difficult to be understood by sympathetic language listeners or readers accustomed to dealing with language learners.	Can control memorized language sufficiently to be understood by sympathetic language listeners and readers, but may be difficult. Accuracy is limited to memorized words and formulaic phrases. Pronunciation, vocabulary, and syntax are strongly influenced by the first language. Accuracy may decrease when trying to create language.		Language is sufficient to be understood by those accustomed to dealing with language learners. Accuracy is seen when producing and creating simple sentences in the present time frame. Pronunciation, vocabulary, and syntax are strongly influenced by the first language.
		Emerging May be difficult to be understood by the most sympathetic listeners and readers accustomed to dealing with language learners.	Strong Is generally understood by sympathetic listeners and readers accustomed to dealing with language learners.	

Interpretive Reading / Listening Rubric

LOTE Level 1 (Novice Mid- Novice High)

	Below Expectations	Meets Expectations		Exceeds Expectations
Key Word and Detail Recognition	The student struggles to identify more than a few key words or details from the text. The student may only be successful with cognates.	The student can identify key words and details from fiction and nonfiction texts, audio, and audiovisual materials. The learner is most successful identifying cognates, borrowed words and phrases, especially when highly contextualized.		The student can identify all key words or supporting details within the context of the input. The student may also be successful when identifying keywords in texts that are not highly contextualized or that include topics that are not as familiar to the student.
		Emerging The student can identify half of the keywords or supporting details from the input. The student may only show success when identifying cognates and high frequency vocabulary.	Strong The student can identify a majority of the key words or supporting details from the input.	
Meaning from Context	The student struggles to infer meaning of more than a few unfamiliar words and phrases from the input. The majority of inferences are largely inaccurate.	The student is able to infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.		The student is able to infer meaning from all of the unfamiliar words and phrases from the input that is highly contextualized. The student may also be successful in identifying a number of unfamiliar words and phrases from input that lacks supporting context.
		Emerging The student is able to infer meaning of about half of unfamiliar words and phrases from the input that is highly contextualized.	Strong The student is able to infer meaning of the majority of unfamiliar words and phrases from input that is highly contextualized.	