Culture Change
Expanding World Language For Young Learners
Culture Exchange: Expanding World Language for Young Learners

Dr. Aline Germain-Rutherford
Middlebury College Language Schools

Dr. Jacque Van Houten
Jefferson County Public Schools

Dr. S. Dallas Dance
Baltimore County Public Schools
"...You can learn more about the world and you can speak with more people."

-An elementary student from Baltimore County Public Schools, speaking about the importance of learning Spanish as an L2

Dr. Aline Germain-Rutherford
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Middlebury College, Vermont
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“Fair or not, the fact is that while the U.S. does not have a national requirement for students to learn a foreign language in school, the typical European pupil must study multiple languages in the classroom before becoming a teen”.

(Devlin, Pew Research Center, 2015)
In Europe ...

**How many students learn two or more foreign languages?**

(%) of students in general upper secondary education)

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luxembourg</td>
<td>100 %*</td>
</tr>
<tr>
<td>Finland</td>
<td>99 %</td>
</tr>
<tr>
<td>Romania</td>
<td>99 %</td>
</tr>
<tr>
<td>Slovakia</td>
<td>94 %</td>
</tr>
<tr>
<td>France</td>
<td>94 %</td>
</tr>
<tr>
<td>Estonia</td>
<td>91 %</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>91 %</td>
</tr>
<tr>
<td>Cyprus</td>
<td>99 %</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>99 %</td>
</tr>
<tr>
<td>Netherlands</td>
<td>91 %</td>
</tr>
<tr>
<td>Poland</td>
<td>90 %</td>
</tr>
<tr>
<td>Malta</td>
<td>67 %</td>
</tr>
<tr>
<td>Austria</td>
<td>66 %</td>
</tr>
<tr>
<td>Germany</td>
<td>64 %</td>
</tr>
<tr>
<td>EU-28</td>
<td>51 %</td>
</tr>
<tr>
<td>Hungary</td>
<td>66 %</td>
</tr>
<tr>
<td>Denmark</td>
<td>46 %</td>
</tr>
<tr>
<td>Lithuania</td>
<td>41 %</td>
</tr>
<tr>
<td>Spain</td>
<td>26 %</td>
</tr>
<tr>
<td>Italy</td>
<td>23 %</td>
</tr>
<tr>
<td>Portugal</td>
<td>7 %</td>
</tr>
<tr>
<td>Ireland</td>
<td>7 %</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>5 %</td>
</tr>
</tbody>
</table>

**Which are the most studied foreign languages?**

(%) of students in general upper secondary education)

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>94 %</td>
</tr>
<tr>
<td>French</td>
<td>23 %</td>
</tr>
<tr>
<td>Spanish</td>
<td>19 %</td>
</tr>
<tr>
<td>German</td>
<td>19 %</td>
</tr>
<tr>
<td>Italian</td>
<td>3 %</td>
</tr>
<tr>
<td>Russian</td>
<td>3 %</td>
</tr>
</tbody>
</table>

“More than 80% of primary school pupils in the EU were studying a foreign language in 2013.”

(Eurostat, 2015)
In The United States ...


Fewer schools offering foreign language instruction from 1997 to 2008:
- 31% → 25% for public and private elementary schools
- 75% → 58% for all middle schools
- Enrollment in higher ed. language courses ↓ 6.7% overall since 2009.

(MLA, 2015)

“There continues to be reason for serious concern about the limited number of long-sequence K–12 language programs designed to provide students with the linguistic and cultural skills needed to communicate effectively in the United States and abroad.” (CAL, 2011)
“The lack of qualified instructors often prevents school leaders from hiring teachers.”

“About 25% of elementary schools and 30% of middle schools report a shortage of qualified foreign language teachers.”

“ Fewer teacher preparation programs at postsecondary institutions prevent meeting the demand for new instructors.”

US Secretary of Education Arne Duncan’s Remarks: Education and the Language Gap, at the 2010 Foreign Language Summit
Challenges

“The lack of qualified instructors often prevents school leaders from hiring teachers.”

“About 25% of elementary schools and 30% of middle schools report a shortage of qualified foreign language teachers.”

“Fewer Teacher preparation programs at postsecondary institutions prevent meeting the demand for new instructors.”

“The perception of how difficult it is to learn and maintain proficiency in language is hurting. It isn't that people don't think language education important. It's that they don't think it's possible. Language proficiency is just as hard to build as it is to maintain.

However, like math, language-learning is shown to come with a host of cognitive and academic benefits”.

(Richard Brecht, Language Advocacy Day, 2015)

US Secretary of Education Arne Duncan’s Remarks: Education and the Language Gap, at the 2010 Foreign Language Summit
We know through research that learning a L2 ...

- benefits academic progress in other subjects
- narrows achievement gaps
- benefits higher order, abstract and creative thinking
- (early) enriches and enhances cognitive development
- promotes cultural awareness and competency
“Everything we do, everything we learn, everything we become skilled at leaves its trace on our mind, on our brain. The brain of monolinguals and of bilinguals develop different neural networks in their brain, and therefore different ways of dealing with the decoding and retrieving of information.” (Bialystok, 2004)

Bilingual children are better able to focus their attention on relevant information and ignore distractions.

Bilingual individuals have been shown to be more creative and better at planning and solving complex problems than monolinguals.

Bilingual individuals have greater access to people and resources.

Introducing compulsory L2 at an increasingly early age is a trend seen in Europe and other countries in the world.

“This downward push can be justified for affective and cognitive reasons: younger children are more amenable to other languages and cultures. Furthermore, they are less self-conscious about FL production than older children and adolescents.”

(Duff, 2008)

The pattern of findings suggests that bilingualism must be of a sufficiently high level to confer detectable advantages in cognitive tasks. Six months of second-language immersion for half the school day might not be enough exposure to produce this level.

(Carlson et al. 2008)

In addition to the age factor, there are other important variables to consider:
- intensity, duration and quality of FL instruction
- status of the FL course within the school curriculum
- students’ metalinguistic efficiency
Starting Age & Duration of 1st FL as a Compulsory Subject from Pre-Primary to Secondary Education in Europe

Source: Eurydice.
CLIL Programs in European Schools

Figure B9: Existence of CLIL provision in primary and/or general secondary education, 2010/11

- CLIL provision in **all schools**
- CLIL provision in **some schools**
- CLIL provision within **pilot projects only**
- No CLIL provision

*Source: Eurydice.*
Program Types at Elementary Level in the U.S.

2008 Survey by Pufahl & Rhodes, CAL, 2011

![Figure 5: Program Types Offered by Elementary Schools With Language Programs (Private, Public) (2008)]

- **Private Elementary Schools**
  - FLES: 56%
  - FLEX: 42%
  - Immersion: 2%

- **Public Elementary Schools**
  - FLES: 39%
  - FLEX: 47%
  - Immersion: 14%
To Optimize Language Program Effectiveness

Teacher training for language & culture proficiencies & pedagogical skills

Goals to achieve high degree of proficiency

Rigorous long-sequence (K-12) language programs

Immersion environment with frequent & meaningful interactions

Previous language learning experiences (plurilingual approach)

Systematic assessment with clear feedback

To Optimize Language Program Effectiveness

Rigorous long-sequence (K-12) language programs

training for language & culture proficiencies & pedagogical skills

Previous language learning experiences (plurilingual approach)

Middlebury Interactive Course Design

Exposure to World Language and Culture

IMMERSE
Authentic Videos & Stories

EXPLORE
Cultures & Language

PRACTICE
Task-based Activities

PRODUCE
Projects

Ongoing Feedback and Assessment
Language Proficiency, Cultural Knowledge & Intercultural Competence to Build Global Competence
Prefering Globally Competitive Graduates

S. Dallas Dance, Superintendent
Who We Are

- 25th largest school system in the U.S.; 3rd largest in Maryland
- 175 schools, programs, and centers
- 87.8% graduation rate (Class of 2015)
- 111,127 students
  - 58.9% students of color
  - 46.8% receiving free and reduced-price meals
  - 106 countries, 80 languages
Creating a culture of deliberate excellence
for every student,
every school,
every community

GLOBALLY COMPETITIVE GRADUATES

To equip every student with the critical 21st century
skills needed to be globally competitive, BCPS
must ensure that every school has an equitable,
effective digital learning environment, and every
student has equitable access to learning and
developing proficiency in a second language.
EQUALITY  EQUITY
Passport Program Overview

✓ Weekly Spanish immersion instruction
✓ Self-paced, online program
✓ Extensive professional development
✓ Multiyear rollout to 106 elementary schools

http://www.bcps.org/academics/secondLanguageAcquisition.html
Passport Schools

Application Process

Show commitment from leaders and staff
Reflect student diversity: race/ethnicity, special education, English proficiency, and poverty

Year One, 2014-2015
10 schools begin Grade 4 blended Spanish instruction

Year Two, 2015-2016
15 more schools begin Grade 4
Original 10 schools add Grade 5
Year One Independent Evaluation

Program Strengths

- Staff and leader dedication
- Cohesive vision and mission
- System-wide support
- Pilot organization
- Student enthusiasm
- Quality of Spanish teachers
- Opportunities for teachers to collaborate
- Interactive technology
What’s Next, 2016-2017

Elementary Schools

✓ 25 current Passport schools will continue Grades 4-5
✓ 15 new Passport schools will begin Grade 4

Middle Schools

✓ About 865 rising 6th graders from Passport schools will continue Spanish
✓ Those with two years in Passport may take Spanish II
✓ 8 Passport middle schools will begin Grade 6
The Urgency of Now

“Great leaders see the need for a major change and will do whatever is necessary to make the status quo seem more dangerous than launching into the unknown.”

John P. Kotter

“Why Transformation Efforts Fail”
Building World Language Capacity & Proficiency with Multiple Models

Dr. Jacque Bott Van Houten
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Louisville, Kentucky
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Jefferson County Public Schools
Louisville, Kentucky

- **District Enrollment:** 100,600, 7,000 LEP, 65% F/R lunch
- **Race:** 48% White, 36% Black, 9% Hispanic, 7% other
- **Programs:** 36/92 schools with World Language Programs
- **Teachers:** 5 certified teachers; 27 bilingual associate instructors
- **Type of Program:** 1 Spanish Immersion full school, 1 school with a strand, 42/92 schools with FLES programs
- **Language:** 3 French
  5 Chinese
  28 Spanish
Capacity-building Efforts

Dual Language Immersion Programs

Adding 1 Elementary School Strand, 1 Middle School strand, 1 High School commitment
Year-long planning meetings with school staff every 2 weeks
Monthly leadership meetings
State DOE collaboration for teacher recruitment
On-site support
Policy changes for 5th grade performance-based
High school credit
# Capacity-building Efforts

## World Language in Elementary School (WLES) Set Proficiency Targets

<table>
<thead>
<tr>
<th>Mode &amp; Skill</th>
<th>End of Kindergarten</th>
<th>End of 1st grade</th>
<th>End of 2nd grade</th>
<th>End of 3rd grade</th>
<th>End of 4th grade</th>
<th>End of 5th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Listening</td>
<td>Novice Mid</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Intermediate Low</td>
<td>Intermediate Low</td>
</tr>
<tr>
<td>Interpretive reading</td>
<td>Novice Mid-2</td>
<td>Novice Mid</td>
<td>Novice Mid-3</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Intermediate Low</td>
</tr>
<tr>
<td>Interpersonal person-to-person</td>
<td>Novice Mid</td>
<td>Novice Mid-3</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Intermediate Low</td>
</tr>
<tr>
<td>Presentational Speaking</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
<td>Novice Mid-3</td>
<td>Novice High</td>
<td>Novice High-4</td>
<td>Intermediate Low</td>
</tr>
<tr>
<td>Presentational Writing</td>
<td>Novice Low</td>
<td>Novice Mid</td>
<td>Novice Mid-3</td>
<td>Novice High</td>
<td>Novice High-4</td>
<td>Novice High-4</td>
</tr>
</tbody>
</table>

Outcomes are based on the national recommendation of a minimum of 90 minutes instruction per week.
Professional Development

Year-long strand based on Core Practices
Arts & World Language Teacher Academy
KWLA conference
SCOLT/CSD, ACTFL [www.actfl.org](http://www.actfl.org)
NNELL Summer Institute
Observations & feedback based on TELL

tellproject.org
Professional Learning

In-school or district-wide PLCs
Book Study
## CURRICULUM MAP

Curriculum Map for World Language in Elementary School Programs

### Level 1 (K-2)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me and My School</td>
<td>How do I get to know my classroom?</td>
<td>How do I get to know my classroom?</td>
<td>How do I get to know my classroom?</td>
</tr>
<tr>
<td>The Animals Around Us</td>
<td>What’s my favorite animal like?</td>
<td>What animals do people like and why?</td>
<td>How do animals live and act?</td>
</tr>
<tr>
<td>Me and My Family</td>
<td>What am I like?</td>
<td>What’s my family like?</td>
<td>How do families live and act?</td>
</tr>
<tr>
<td>The Foods We Eat</td>
<td>What do I like to eat?</td>
<td>What’s good for us to eat?</td>
<td>What do people around the world like to eat?</td>
</tr>
<tr>
<td>The Weather Around Me</td>
<td>What’s the weather today?</td>
<td>What’s the weather like all year round?</td>
<td>What do we do in different kinds of weather?</td>
</tr>
</tbody>
</table>

### Level 2 (grades 3-5)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me and My Community</td>
<td>What is my neighborhood like (home and surroundings)?</td>
<td>How do people in a community work together?</td>
<td>How do communities around the world work together?</td>
</tr>
<tr>
<td>Let’s Go Shopping</td>
<td>What do I like to buy?</td>
<td>How do people shop?</td>
<td>How do we interact in a global economy</td>
</tr>
<tr>
<td>Hanging Out With My Friends</td>
<td>What do I like to do with my friends?</td>
<td>How do I make plans with my friends?</td>
<td>What do people do for fun?</td>
</tr>
<tr>
<td>All About Us</td>
<td>What makes my friends and me special?</td>
<td>How can we use our talents?</td>
<td>How do we work together to help each other (global focus)</td>
</tr>
<tr>
<td>Telling Our Story</td>
<td>What’s going on around me?</td>
<td>What do we learn from stories?</td>
<td>How do stories compare around the world?</td>
</tr>
</tbody>
</table>
## Unit 5: Telling our story

<table>
<thead>
<tr>
<th>Target proficiency</th>
<th>Interpretive</th>
<th>Interpersonal</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>listening</td>
<td>reading</td>
<td>speaking</td>
</tr>
<tr>
<td>Novice High</td>
<td>I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</td>
<td>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</td>
<td>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short interactions in everyday situations by asking and answering simple questions.</td>
</tr>
<tr>
<td>Novice High</td>
<td>I can identify the main idea, conflict, and some details in a story I hear related to everyday life.</td>
<td>I can identify the main idea, the conflict, and some details in a story I read.</td>
<td>I can ask and answer questions about what happens.</td>
</tr>
<tr>
<td>Novice High</td>
<td>I can react to someone else’s story.</td>
<td>I can react to someone else’s story.</td>
<td>I can present a basic story about an everyday situation. I can tell you a cause and effect from a story I am familiar with.</td>
</tr>
</tbody>
</table>

### Students say...

- I can ________________________________ ________________________________

- ________________________________ ________________________________

- ________________________________ ________________________________
World Language Toolkit

I can use what I know about language and cultures!

I can INVESTIGATE products and practices across cultures.

- I can recognize similarities and differences in comic strips across cultures.
- I can read a simple story from the target culture(s).

I can UNDERSTAND cultural perspectives.

- I can identify some stories that are similar across cultures.

I can INTERACT with people in culturally appropriate ways.

- I can understand and mention a general cultural reference to a story or author popular in another culture.
- I can sing a song from another culture that tells a story.
- I can identify the way people from different cultures use fillers when speaking (um, euh, este).

---

our toolkit

Characters in my story: man, woman, boy, girl, friend, animals

What we do in my story: runs, eats dinner, plays sports, gives, reads, draws, goes to..., laughs, cries, says, sees

Connecting my story: first, then, next, suddenly, finally, the end, and, but, because, and so; days of the week, seasons, time of day,

Describing my story: suddenly, luckily, unfortunately; exclamations: oh no! yay!

Talking about it: what happens?; who is...?; the main character; does he/she...?; who [verb]?; where is...?; why?; and then what?; reactions: gross, wow, yay, no way, really?, I don’t believe it, awesome, you’re kidding, ok
Capacity-building Efforts: World Language in Elementary School

Name:

Date:

Class Period:

Proficiency target: Novice Mid/High

I can identify parts of a Chinese fan.
I can ask for a Chinese fan of a certain color.
I can describe the size and color of a Chinese fan.
I can properly hand someone a Chinese fan.
I can follow directions to open and close a Chinese fan.
I can tell someone when Chinese New Year’s is.
I can express New Year’s wishes face-to-face or in writing.
I can ask someone they are celebrating Chinese New Year’s.
I can tell how Chinese children celebrate New Year.
I can tell which dances we do in the US.
I can read parts of cards for Chinese New Year.
I can follow the instructions to steps of a Chinese fan dance.
I can perform parts of the Chinese fan dance.
I can recognize characters related to traditional costumes.
I can identify some traditional Chinese musical instruments.
I can ...
## World Languages Performance Assessment Rubric

<table>
<thead>
<tr>
<th>Name:</th>
<th>Assessment: World Languages Performance Assessment Rubric</th>
<th>Date:</th>
<th>Period:</th>
</tr>
</thead>
</table>

### What words do I use?

- **Novice Low (N-1)**: I can use some memorized words.
- **Novice Mid (N-2)**: I can use limited vocabulary that I practice and can reuse often.
- **Novice High (N-3)**: I can use words and expressions I hear a lot and I can give simple details.
- **Intermediate Low (1-1)**: I can use a variety of personalized words and provide details.
- **Intermediate Mid (1-3)**: I can use a variety of words and give details on a wide range of topics.
- **Intermediate High (1-5)**: I can use a wide range of vocabulary related to my experiences to expand or elaborate.
- **Advanced Low (No AAPPL Sub Division)**: I have extensive vocabulary. I can tell about current events and express various time frames.

### How do I use language?

- **Novice Low (N-1)**: I can use phrases, broken sentences and mimic others...
- **Novice Mid (N-2)**: I can use complete sentences and ask memorized questions.
- **Novice High (N-3)**: I can use strings of sentences and original questions!
- **Intermediate Low (1-1)**: I can use strings of connected sentences.
- **Intermediate Mid (1-3)**: I ask questions to continue conversations.
- **Intermediate High (1-5)**: I can use basic paragraphs to describe or explain.
- **Advanced Low (No AAPPL Sub Division)**: I can use clear, organized paragraphs in various time frames and I can handle complications!

### How accurate am I?

- **Novice Low (N-1)**: I can be understood by someone who will put in great effort.
- **Novice Mid (N-2)**: I can be mostly understood by people trying to understand. (but sometimes when I push myself I become confusing).
- **Novice High (N-3)**: I can be understood! (by people trying to understand.)
- **Intermediate Low (1-1)**: I can be easily understood.
- **Intermediate Mid (1-3)**: I can be generally understood by anyone who is listening.
- **Intermediate High (1-5)**: I can be understood by anyone who is listening.

### How well am I understood?

- **Novice Low (N-1)**: I repeat words.
- **Novice Mid (N-2)**: I use facial expressions and gestures.
- **Novice High (N-3)**: I ask questions.
- **Intermediate Low (1-1)**: I repeat to my first language.
- **Intermediate Mid (1-3)**: I self-correct when I'm not understood.
- **Intermediate High (1-5)**: I imitate modeled words.
- **Advanced Low (No AAPPL Sub Division)**: I substitute different words.
- **Intermediate High (1-5)**: I restate and rephrase.
- **Advanced Low (No AAPPL Sub Division)**: I can...

### Learner Self-Reflection: How do I make myself understood?

- I repeat words.
- I use facial expressions and gestures.
- I ask for repetition or clarification.
- I repeat statements as questions for clarification.
- I substitute different words.
- I ask questions.
- I self-correct when I'm not understood.
- I restate and rephrase.
- I can...
## Middle School Proficiency Benchmarks

Outcomes are based on 45-minutes daily instruction.

<table>
<thead>
<tr>
<th>Mode &amp; Skill</th>
<th>End of 1st year of study</th>
<th>End of 2nd year of study</th>
<th>End of 3rd year of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Listening</td>
<td>Intermediate Low</td>
<td>Intermediate Low</td>
<td>Intermediate Mid-3</td>
</tr>
<tr>
<td>Interpretive reading</td>
<td>Novice High</td>
<td>Novice High-4</td>
<td>Intermediate Low</td>
</tr>
<tr>
<td>Interpersonal person-to-person</td>
<td>Novice High</td>
<td>Intermediate Low</td>
<td>Intermediate Mid-2</td>
</tr>
<tr>
<td>Presentational Speaking</td>
<td>Novice High</td>
<td>Intermediate Low</td>
<td>Intermediate Mid-2</td>
</tr>
<tr>
<td>Presentational Speaking</td>
<td>Novice High</td>
<td>Intermediate Low</td>
<td>Intermediate Mid-2</td>
</tr>
</tbody>
</table>

### 6th Grade

- **It's Nice to Meet You**
  - How do I introduce myself and others? How do I express time and date?
- **My Free Time**
  - What do you like in your free time?
- **Who Am I**
  - Essential Question: How do I describe and think about myself and others?
- **My School Life**
  - What do people during a normal school day?
- **What's to Eat?**
  - How is my diet different from that in other countries?
- **My Family**
  - What do I like my family like?

### 7th Grade

- **Let's Go to Out to Eat!**
  - How can I enjoy a meal in a restaurant?
- **Where I Live**
  - How can I describe where I and others live and what we do in their homes?
- **Let's Go Shopping**
  - Where do we shop and what do we buy?
- **Let's Celebrate!**
  - What and how do people celebrate?
- **My Community**
  - What do I know about my community?
- **Let's Communicate!**
  - What do people communicate today?

### 8th Grade

- **Pack Your Bags!**
  - How can I describe a trip I took?
- **My Daily Routine**
  - What does a typical day look like?
- **When I Was Little**
  - How can I talk about my childhood and the childhood of other people in other countries.
- **I Need a Doctor!**
  - How can I get medical attention when and where I need it?
- **Between You and Me**
  - How do people get along and what can we do if they don’t?
- **Let's Go to the Movies**
  - How do films reflect culture?
## Integrated Performance Assessments

<table>
<thead>
<tr>
<th>INTERPRETIVE TASKS</th>
<th>INTERPERSONAL TASKS</th>
<th>PRESENTATIONAL TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario:</strong> You are interested in volunteering in your community, so you decide to investigate some local issues and get involved. Learners are made aware of a particular issue (interpretive), discuss the situation with others (interpersonal) and present solutions (presentational).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learners can listen to a newscast about a social injustice or environmental issue in the target culture(s) and identify the main idea and some suggested solutions.</td>
<td>• Learners can ask and answer questions in a mock interview with a local non-profit group about volunteering: who they are, what they would like to volunteer to do, when they are available.</td>
<td>• Learners can give a presentation talking about a problem they have read about or heard and say how they can take action. (see IPA)</td>
</tr>
<tr>
<td>• Learners can listen to a conversation about volunteering and identify some major details.</td>
<td>• Learners can work in a small group to come up with solutions to a local issue (how to keep a small, local park clean; how to start a recycling program at their school or a communal garden in their neighborhood, etc.)</td>
<td>• Learners can create an advertisement (video, audio, text) encouraging others to take action on an issue.</td>
</tr>
<tr>
<td>• Learners can read a public service announcement and identify the main idea and some suggested actions.</td>
<td>• Learners can work with a partner school via wiki or other technology aide and compare issues and solutions.</td>
<td>• Learners can present Venn Diagram of how a global issue(s) and solution(s) faced by our town and the town in another part of the world.</td>
</tr>
<tr>
<td>• Learners can read some public service signs and identify what they suggest people do or don’t do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learners can read a short article about an environmental or social justice issue and identify the main idea and some suggested actions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Capacity-building Efforts
Capacity-building Efforts: World Language in Middle School

My Community

 capacity-building efforts: world language in middle school

What do I know about my community?

Proficiency Goal

Intermediate Low

Scenario:

You were watching some TV last night, since you finished all your homework early. Flipping through the channels you saw the mayor speaking about Louisville's Sister Cities.

Interpretive Assessment:

You immediately get online to find the list of Louisville's Sister Cities. Madrid, Spain isn't on the list! You do some research anyway to discover more about Madrid, a place you've wanted to visit since learning Spanish.

1. What is the main purpose of this test?
   a. To share historical facts about Madrid
   b. To share glances in Madrid that are great for kids
   c. To advertise special events in Madrid
   d. To give directions to attractions in Madrid

2. Which attraction is not listed on this page?
   a. Planetarium
   b. Theme park
   c. Movie theater
   d. Museum

3. When traveling by Metro, what station do you use to get to the Zoo Aquarium?
   a. Míaorío Álvaro
   b. Casa de Campo
   c. Villahermosa
   d. San Martín de la Vega

4. When does the zoo park open and close for business?
   a. March to January
   b. 10:00 AM to sundown
   c. Sunday to sundown
   d. It depends on the day of the week

5. According to the context of IMAX Madrid, what do you think the bolded word means?
   "Generales un conocimiento, literalmente, al espectador."
   a. Spectator
   b. Inspector
   c. Inspector
   d. Spectator

"Madrid para los niños"
Capacity Building Efforts: World Language in Middle School

Interpersonal Assessment:

Planning:

- How will I start the conversation?
- What topics do I want to talk about?
- What questions do I want to ask?
- What cultural information do I want to include?

Presentational Assessment:

Planning:

- How will I conclude this?
- What topics do I need to include?
- What cultural information do I need to include?
- What details can I add?
Performance Assessment Rubrics

**World Languages INTERPERSONAL Performance Assessment Rubric**

<table>
<thead>
<tr>
<th>APRL Sub-Dimension</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
<th>Advanced Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>What language do I use?</td>
<td>N-1</td>
<td>N-2</td>
<td>N-3</td>
<td>1-1</td>
<td>1-2</td>
<td>1-3</td>
<td>1-4</td>
</tr>
<tr>
<td>Vocabulary, Concept</td>
<td>I use a small number of memorized words &amp; expressions for common objects &amp; actions.</td>
<td>I can use a limited number of highly practiced words &amp; expressions for familiar objects &amp; actions.</td>
<td>I can use high frequency words &amp; expressions, sometimes supported by memorized language on familiar tasks, topics, &amp; activities necessary for my survival.</td>
<td>I can use a variety of high frequency &amp; personalized vocabulary on a wide range of familiar topics.</td>
<td>I can use a variety of words &amp; expressions on topics related to my environment &amp; experiences.</td>
<td>I can use a wide range of words &amp; expressions on topics of interest.</td>
<td>No APRL Sub-Dimension</td>
</tr>
<tr>
<td>How do I use language?</td>
<td>I can ask to respond to highly predictable questions with words, lists, &amp; memorized phrases.</td>
<td>I can ask &amp; respond to more predictable questions with words, lists, &amp; memorized phrases.</td>
<td>I can ask &amp; respond to questions &amp; statements using connect words to create original sentences.</td>
<td>I can use simple sentences to describe or explain.</td>
<td>I can combine simple sentences using connect words to create original sentences.</td>
<td>I can combine connected sentences to describe, or explain.</td>
<td></td>
</tr>
<tr>
<td>Context</td>
<td>I can mostly be understood by someone accustomed to a language learner.</td>
<td>I can be most easily understood by someone accustomed to a language learner.</td>
<td>I can begin to understand the main idea in messages, conversations, presentations, &amp; tests.</td>
<td>I can understand the main idea in messages, conversations, presentations, &amp; tests.</td>
<td>I can easily understand the main idea on a variety of everyday topics &amp; personal interests.</td>
<td>I can understand the main idea &amp; supporting details in organized language on a variety of topics.</td>
<td></td>
</tr>
<tr>
<td>How well am I understood?</td>
<td>I can interact at a functional level in familiar &amp; some unfamiliar cultural contexts.</td>
<td>I can interact at a functional level in familiar cultural contexts.</td>
<td>I can interact at a functional level in familiar cultural contexts.</td>
<td>I can interact at a functional level in familiar cultural contexts.</td>
<td>I can interact at a functional level in familiar &amp; some unfamiliar cultural contexts.</td>
<td>I can interact at a functional level in familiar &amp; some unfamiliar cultural contexts.</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>How accurate am I?</td>
<td>I can be most accurate when using memorized words. My accuracy may decrease when I try to communicate beyond the word level.</td>
<td>I can be most accurate with memorized language. My accuracy decreases when I try to communicate beyond the word level.</td>
<td>I can be most accurate when using connect words in present time. My accuracy decreases when I change the main idea or express original ideas.</td>
<td>I can be most accurate when using connect words in present time &amp; the main idea during the conversation.</td>
<td>I can be most accurate when using connected sentences in paragraph-length in a single timeframe.</td>
<td>I can be most accurate when expressing myself in greater quantity &amp; quality when describing &amp; narrating over an extended timeframe.</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>How intercultural am I?</td>
<td>I can communicate my knowledge of cultural products &amp; practices solely based on stereotypes.</td>
<td>I can communicate my knowledge of some cultural products &amp; practices, but still somewhat stereotypically.</td>
<td>I can communicate my knowledge of a few cultural beliefs &amp; values through my interactions.</td>
<td>I can communicate and compare my knowledge of cultural beliefs &amp; values through my interactions.</td>
<td>I can communicate and compare my knowledge of cultural beliefs &amp; values through my interactions.</td>
<td>I can compare diverse cultural products &amp; practices.</td>
<td></td>
</tr>
<tr>
<td>Interculturally</td>
<td>I can communicate my knowledge of cultural products &amp; practices solely based on stereotypes.</td>
<td>I can communicate my knowledge of some cultural products &amp; practices, but still somewhat stereotypically.</td>
<td>I can communicate my knowledge of a few cultural beliefs &amp; values through my interactions.</td>
<td>I can communicate and compare my knowledge of cultural beliefs &amp; values through my interactions.</td>
<td>I can communicate and compare my knowledge of cultural beliefs &amp; values through my interactions.</td>
<td>I can compare diverse cultural products &amp; practices.</td>
<td></td>
</tr>
</tbody>
</table>

Rubrics are available for all three modes of communication:

- **Interpersonal**
- **Interpretive**
- **Presentational**

Thank You!

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