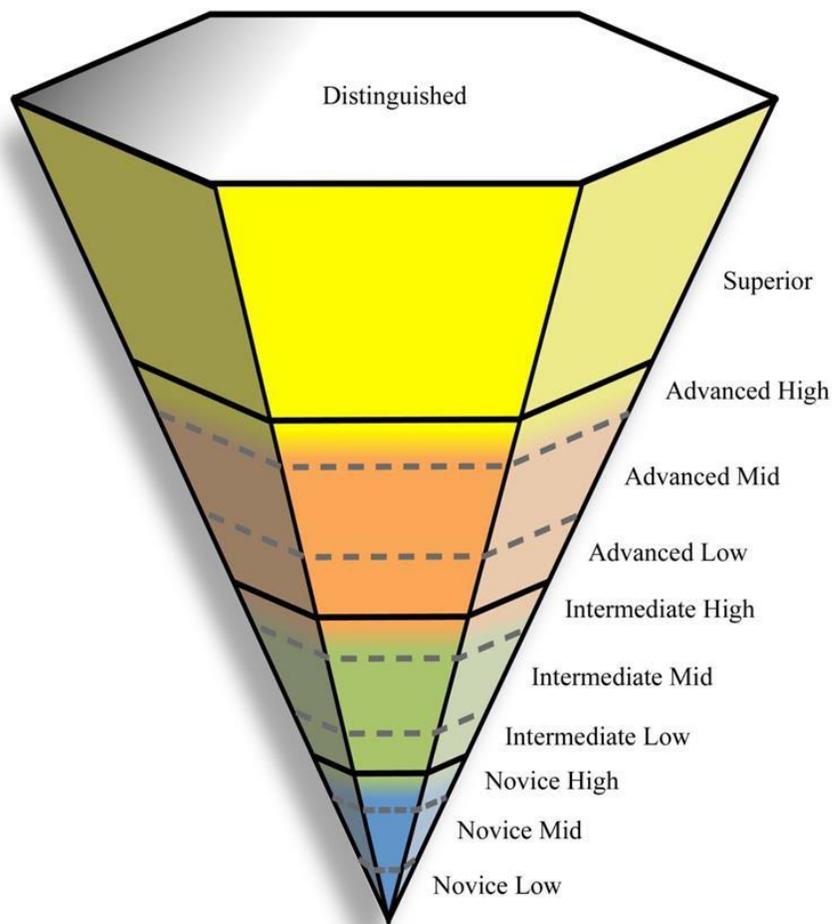




ICSAntlanta Proficiency Targets

International Charter School of Atlanta Proficiency Targets

ACTFL Proficiency Levels



Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

PROFICIENCY TARGETS

Languages taught at ICSAtlanta can be categorized according to criteria:

Level 1 Difficulty	Level 2 Difficulty	Level 3 Difficulty	Level 4 Difficulty
French	German	N/A	Mandarin Chinese
Spanish			

Elementary /Middle School FLES Proficiency Targets for Level 1 & 2 Difficulty Languages

These include modern alphabetic languages taught via elementary school/middle school FLES programs at a minimum of 4 times per week and a minimum of 250 minutes of instruction per week.

MODE AND SKILL	End of 2 nd year	End of 3 rd year	End of 4 th year	End of 5 th year	End of 6 th year	End of 7 th year	End of 8 th year
INTERPRETIVE Listening	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High	Int. Low
INTERPRETIVE Reading	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High
INTERPERSONAL Speaking	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High	Int. Low
PRESENTATIONAL Speaking	Novice Low	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High
PRESENTATIONAL Writing	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High

**Elementary Middle School FLES Proficiency Targets for
Level 3 & 4 Difficulty Languages**

These include modern alphabetic languages taught via elementary school/middle school FLES programs at a minimum of 4 times per week and a minimum of 250 minutes of instruction per week.

MODE AND SKILL	End of 2 nd year	End of 3 rd year	End of 4 th year	End of 5 th year	End of 6 th year	End of 7 th year	End of 8 th year
INTERPRETIVE Listening	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High
					Novice High		
INTERPRETIVE Reading	Novice Low	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice High
		Nov. Mid				Nov. High	
INTERPERSONAL Speaking	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High
					Novice High		
PRESENTATIONAL Speaking	Novice Low	Novice Low	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High
			Nov. Mid				
PRESENTATIONAL Writing	Novice Low	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice High
		Nov. Mid				Nov. High	

K-5 Immersion Program Proficiency Targets for <u>Level 1 & 2 Difficulty Languages</u> These include modern alphabetic languages that are taught with a balanced emphasis on reading, writing, listening and speaking.				
MODE AND SKILL	End of K-2 End of Year 3	End of 3-5 End of Year 6	End of 6-8 End of Year 9	End of 9-12 End of Year 13
INTERPRETIVE COMMUNICATION: Listening	Novice High	Int. Low	Int. Mid	Adv. Low
INTERPRETIVE COMMUNICATION: Reading	Novice High	Int. Low	Int. Mid	Adv. Low
INTERPERSONAL COMMUNICATION: Speaking	Novice High	Int. Low	Int. Mid	Adv. Low
PRESENTATIONAL COMMUNICATION: Speaking	Novice Mid	Int. Low	Int. Mid	Adv. Low
PRESENTATIONAL COMMUNICATION: Writing	Novice Mid	Int. Low	Int. Mid	Adv. Low

K-5 Immersion Program Proficiency Targets for <u>Level 3 & 4 Difficulty Languages</u> These include logographic languages that are taught with a balanced emphasis on reading, writing, listening and speaking.				
MODE AND SKILL	End of K-2 End of Year 3	End of 3-5 End of Year 6	End of 6-8 End of Year 9	End of 9-12 End of Year 13
INTERPRETIVE COMMUNICATION: Listening	Novice High	Int. Low	Int. Mid	Adv. Low
INTERPRETIVE COMMUNICATION: Reading	Novice Mid	Novice High	Int. Low	Int. High
INTERPERSONAL COMMUNICATION: Speaking	Novice High	Int. Low	Int. Mid	Adv. Low
PRESENTATIONAL COMMUNICATION: Speaking	Novice Mid	Int. Low	Int. Mid	Int. High
PRESENTATIONAL COMMUNICATION: Writing	Novice Low	Novice High	Int. Low	Int. High

Description of Proficiency Targets

	Novice-Low	Novice-Mid	Novice-High
INTERPRETIVE Listening	Student can understand a few familiar words and can understand some words that are similar to those in her or his own language.	Student can understand some everyday words, phrases and questions about himself or herself and about his or her personal experiences and surroundings when people speak slowly and clearly.	Student can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Student can understand the main point in messages and announcements.
INTERPRETIVE Reading	Student can identify some words or phrases, especially those that are similar to words in her or his own language.	Student can understand familiar words and short, simple phrases or sentences.	Student can understand the main idea and some details in simple texts that contain familiar vocabulary.
INTERPERSONAL Speaking	Student can use single words and simple memorized phrases.	Student can interact with help using memorized words and phrases and can answer simple questions on very familiar topics	Student can exchange info about familiar tasks, topics and activities and can handle short social interactions using phrases and sentences. Student may need help to keep the conversation going.
PRESENTATIONAL Speaking	Student can use single words and memorized phrases to provide information about himself or herself and his or her immediate surroundings.	Student can use simple phrases and sentences to provide information about herself or himself and her or his immediate surroundings.	Student can use a series of phrases and sentences to provide basic information about familiar topics
PRESENTATIONAL Writing	Student can copy some characters and words.	Student can provide some basic information on familiar topics in lists and simple forms.	Student can write simple descriptions and short messages and request or provide information on familiar topics.

Description of Proficiency Targets

	Intermediate- Low	Intermediate-Mid	Intermediate-High
INTERPRETIVE Listening	Student can understand main ideas and a few details in sentences, short conversations and some forms of media.	Student can understand ideas on familiar topics expressed through a series of sentences. Student can understand details expressed in conversations and through some forms of media.	Student can understand some extended speech on a variety of familiar and some unfamiliar topics delivered through conversations and other media.
INTERPRETIVE Reading	Student can understand the main idea and many details in some texts that contain familiar vocabulary.	Student can understand most details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary.	Student can understand many different types of texts that contain unfamiliar vocabulary
INTERPERSONAL Speaking	Student can begin and carry on an unrehearsed conversation on a limited number of familiar topics. Student can ask and answer simple questions and exchange information in highly familiar situations.	Student can state its views and begin and carry on conversations on a variety of familiar topics and in uncomplicated situations.	Student can state and support my views and take an active part in discussions on familiar topics and in some complicated situations.
PRESENTATIONAL Speaking	Student can connect basic sentences to provide information on familiar topics. Student can relate with information about what she or he reads, hears and sees with some detail.	Student can connect sentences in order to describe experiences, events, and opinions. Student can narrate a story and make a simple factual presentation.	Student can present clear and detailed descriptions on topics related to its experiences and interests. Student can present its viewpoint on an issue and support its opinion.
PRESENTATIONAL Writing	Student can write simple descriptions and short messages and request or provide information on familiar topics.	Student can summarize, describe or explain familiar topics and support my views with some details.	Student can express ideas in detailed narratives, descriptions or explanations on familiar and some new topics.

Description of Proficiency Targets

	Advanced- Low	Advanced-Mid	Advanced-High
INTERPRETIVE Listening	Student can understand some extended speech on unfamiliar topics delivered through a variety of media.	Student can understand extended speech and lectures, even when somewhat complicated. Student can understand most forms of media with little effort.	Student can understand most spoken language and some technical discussions. Student can understand some accents and dialects.
INTERPRETIVE Reading	Student can understand the subtleties of texts on familiar topics and information from texts on unfamiliar topics.	Student can understand long, complex texts and recognize some literary and technical styles	Student can understand abstract and linguistically complex texts. Student can make appropriate inferences and identify literary elements
INTERPERSONAL Speaking	Student can express itself on a range of familiar and some unfamiliar topics. Student can link ideas in extended discussions	Student can communicate with fluency and flexibility on concrete social and professional topics.	Student can usually adapt its language to the situation. Student can express itself with fluency, flexibility and precision on concrete and some abstract topics.
PRESENTATIONAL Speaking	Student can deliver a comprehensible presentation appropriate to its audience on a variety of topics.	Student can deliver a clearly articulated presentation on personal, academic, or professional topics.	Student can deliver a clear and fluid presentation and appropriately respond to the audience.
PRESENTATIONAL Writing	Student can express ideas on a variety of topics in clear, organized texts. Student can adjust its writing for some audiences.	Student can write clear, well organized texts for a variety of audiences on concrete social and professional topics.	Student can express itself with fluency and precision on concrete and some abstract topics. Student can adapt my writing style according to purpose and audience