

World Languages - Frederick County Public Schools^{12.2.20}

Graduation Competencies and Performance Standards Overview

Discipline Specific Graduation Competency 1: INTERPRETIVE COMMUNICATION

Negotiate meaning in spoken, signed, and/or written language to share information, reactions, feelings, and opinions. (Interpretive 1.2 ACTFL)

1A Understand and interpret *spoken and/or signed* language on a variety of topics.

1B Understand and interpret *written* language on a variety of topics.*

Discipline Specific Graduation Competency 2: INTERPERSONAL COMMUNICATION

Interact and negotiate meaning in spoken, signed, and/or written conversations to share information, reactions, feelings, and opinions. (Interpersonal 1.1 ACTFL)

2A Engage in culturally and contextually appropriate *spoken or signed* conversations using level-appropriate vocabulary.

2B Engage in culturally and contextually appropriate *written* conversations using level-appropriate vocabulary. *

Discipline Specific Graduation Competency 3: PRESENTATIONAL COMMUNICATION

Present information, concepts and ideas, in a variety of formats to an audience to describe, inform or explain. (Presentational 1.3 ACTFL)

3A Present information, concepts and ideas, in a *spoken or signed* format to an audience.

3B Present information, concepts and ideas, in a *written* format to an audience.*

Discipline Specific Graduation Competency 4: CULTURE

Explain other people's points of view, ways of life, and contributions to the world.

4A Explain elements of the cultures in which the target language is used such as products, practices and perspectives.

4B Describe practices, perspectives and products of cultures in which the target language is used, in comparison to other cultures.

*applies to spoken languages only

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Graduation Competencies, Performance Standards and Scoring Criteria

Discipline Specific Graduation Competency 5: Language Control (Spoken Language)

Use appropriate grammatical structures and proper pronunciation to communicate accurately

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|----|---|
| 5A | Demonstrate control of timeframes. |
| 5B | Demonstrate control of grammar, syntax, and usage. |
| 5C | Clearly pronounce with proper intonation to facilitate comprehensibility. |

Discipline Specific Graduation Competency 6: LANGUAGE CONTROL (Sign Language)

Use appropriate grammatical structures and proper pronunciation to communicate accurately

| | |
|----|--|
| 6A | Demonstrate control of 5 parameters of sign production (handshape, palm orientation, movement, location, non-manual markers) |
| 6B | Demonstrate control of syntax. |
| 6C | Clearly produce signs and fingerspelling with proper parameters to facilitate comprehensibility. |

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Graduation Competencies, Performance Standards and Scoring Criteria

Discipline Specific Graduation Competency 1: INTERPRETIVE COMMUNICATION

Negotiate meaning in spoken, signed, and/or written language to share information, reactions, feelings, and opinions. **(Interpretive 1.2 ACTFL)**

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|----|--|
| 1A | Understand <i>spoken and/or signed</i> language on a variety of topics. |
| 1B | Understand and interpret <i>written</i> language on a variety of topics.* |

Performance Standards Scoring Criteria for Competency 1

| Performance Standards | 1 - Emergent | 2 - Approaching | 3 - Proficient | 4 - Exemplary |
|--|---|--|--|---|
| 1A Understand spoken or signed language on a variety of topics (Interpretive 1.2 ACTFL) (WH questions) | I seldom demonstrate understanding of spoken or signed information. | I sometimes demonstrate understanding of spoken or signed information. | I demonstrate understanding of spoken or signed information. | I consistently demonstrate understanding of spoken or signed information. |
| 1B Understand written language on a variety of topics (Interpretive 1.2 ACTFL) | I seldom demonstrate understanding of written language on a variety of topics. | I sometimes demonstrate understanding of written language on a variety of topics. | I demonstrate understanding of written language on a variety of topics. | I consistently demonstrate understanding of written language on a variety of topics. |

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Graduation Competencies, Performance Standards and Scoring Criteria

Discipline Specific Graduation Competency 2: INTERPERSONAL COMMUNICATION

Interact and negotiate meaning in spoken, signed, and/or written conversations to share information, reactions, feelings, and opinions.
(Interpersonal 1.1 ACTFL)

| | |
|----|---|
| 2A | Engage in culturally and contextually appropriate <i>spoken or signed</i> conversations using level-appropriate vocabulary. |
| 2B | Engage in culturally and contextually appropriate <i>written</i> conversations using level-appropriate vocabulary.* |

Performance Standards Scoring Criteria for Competency 2

| Performance Standards | 1 - Emergent | 2 - Approaching | 3 - Proficient | 4 - Exemplary |
|---|--|---|--|---|
| 2A Engage in culturally and contextually appropriate conversations using level-appropriate vocabulary. (Interpersonal 1.1 ACTFL) | I rarely engage in culturally and contextually appropriate conversations using some unit specific words/signs or phrases. | I can sometimes engage in culturally and contextually appropriate conversations using some unit specific words/signs or phrases. | I can engage in culturally and contextually appropriate conversations using unit specific words/signs or phrases. | I can engage in culturally and contextually appropriate conversations, consistently using a level appropriate variety of words/signs or phrases. |
| 2B Engage in culturally and contextually appropriate written exchanges using level-appropriate vocabulary. (Interpersonal 1.1 ACTFL) | I rarely engage in culturally and contextually appropriate written exchanges using some unit specific words or phrases. | I can sometimes engage in culturally and contextually appropriate written exchanges using some unit specific words/signs or phrases. | I can engage in culturally and contextually appropriate written exchanges using unit specific words/signs or phrases. | I can engage in culturally and contextually appropriate written exchanges, consistently using a level appropriate variety of words/signs or phrases. |

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Graduation Competencies, Performance Standards and Scoring Criteria

Discipline Specific Graduation Competency 3: PRESENTATIONAL COMMUNICATION

Present information, concepts and ideas, in a variety of formats to an audience to describe, inform or explain. **(Presentational 1.3 ACTFL)**

| | |
|----|---|
| 3A | Present information, concepts and ideas, in a <i>spoken or signed</i> format to an audience. |
| 3B | Present information, concepts and ideas, in a <i>written</i> format to an audience.* |

Performance Standards Scoring Criteria for Competency 3

| Performance Standards | 1 - Emergent | 2 - Approaching | 3 - Proficient | 4 - Exemplary |
|--|---|--|---|--|
| 3A Present information in a <u>spoken or signed format</u> to an audience. (Presentational 1.3 ACTFL) | I can express ideas, using elements that are short, incomplete, or repetitive. | I can express ideas, but make errors which impact comprehensibility. | I can express ideas and am generally comprehensible. | I can express ideas and am consistently comprehensible. |
| 3B Present information in a <u>written format</u> to an audience. (Presentational 1.3 ACTFL) | I can communicate ideas through writing that is short, incomplete, or repetitive. | I can communicate ideas through writing, but make errors which impact comprehensibility. | I can communicate ideas through writing and my writing is generally comprehensible. | I can communicate complex ideas through writing and my writing is consistently comprehensible. |

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Discipline Specific Graduation Competency 4: CULTURE

Explain other people's points of view, ways of life, and contributions to the world.

| | |
|----|--|
| 4A | Explain elements of the cultures in which the target language is used such as products, practices and perspectives. |
| 4B | Describe practices, perspectives and products of cultures in which the target language is used, in comparison to other cultures. |

Performance Standards Scoring Criteria for Competency 4

| Performance Standards | 1 - Emergent | 2 - Approaching | 3 - Proficient | 4 - Exemplary |
|--|---|---|---|---|
| 4A Explain elements of the cultures in which the target language is used such as products, practices and perspectives. (2.0 ACTFL) | I can identify important elements that are unique to the cultures in which the target language is used. | I can describe important elements that are unique to the cultures in which the target language is used. | I can explain important elements that are unique to the cultures in which the target language is used. | I can explain and provide historical or cultural context of important elements that are unique to the cultures in which the target language is used. |
| 4B Describe practices, perspectives and products of cultures in which the target language is used, in comparison to other cultures. (2.1 ACTFL) | I can identify practices, perspectives, and products of cultures in which the target language is used in comparison to other cultures. | I can compare practices, perspectives, and/or products of cultures in which the target language is used using information that may be limited or inaccurate. | I can compare practices, perspectives, and/or products of cultures in which the target language is used using a few supporting details and examples. | I can compare practices, perspectives, and/or products of cultures in which the target language is used using multiple supporting details. |

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Graduation Competencies, Performance Standards and Scoring Criteria

Discipline Specific Graduation Competency 5: LANGUAGE CONTROL (Spoken Language)

Use appropriate grammatical structures and proper pronunciation to communicate accurately

| | |
|----|---|
| 5A | Demonstrate control of timeframes. |
| 5B | Demonstrate control of grammar, syntax, usage and spelling. |
| 5C | Clearly pronounce with proper intonation to facilitate comprehensibility. |

Performance Standards Scoring Criteria for Competency 5

| Performance Standards | 1 - Emergent | 2 - Approaching | 3 - Proficient | 4 - Exemplary |
|--|---|--|---|---|
| 5A Demonstrate control of timeframes (AP Spanish Lang Standards) | I demonstrate very limited accuracy in the verb tense. | I demonstrate some accuracy in the verb tense. | I demonstrate accuracy in the verb tense most of the time. | I demonstrate correct verb tense use with general accuracy. |
| 5B Demonstrate control of grammar, syntax and usage (AP Spanish Lang Standards) | I demonstrate limited control of grammar, syntax, usage and spelling. | I demonstrate some control of grammar, syntax, usage and spelling. | I demonstrate general control of grammar, syntax, usage and spelling most of the time. | I demonstrate control of grammar, syntax, usage and spelling. |
| 5C Clearly pronounce with proper intonation to facilitate comprehensibility (AP Spanish Lang Standards) | I speak with significant errors that impede comprehensibility. | I speak with errors that impede comprehensibility. | I generally speak clearly with proper intonation and pronunciation to facilitate comprehensibility. | I speak clearly with proper intonation and pronunciation to facilitate comprehensibility. |

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Graduation Competencies, Performance Standards and Scoring Criteria

Discipline Specific Graduation Competency 6: LANGUAGE CONTROL (Sign Language)

Use appropriate grammatical structures and proper pronunciation to communicate accurately

| | |
|----|--|
| 6A | Demonstrate control of 5 parameters of sign production (handshape, palm orientation, movement, location, non-manual markers) |
| 6B | Demonstrate control of syntax. |
| 6C | Clearly produce signs and fingerspelling with proper parameters to facilitate comprehensibility. |

Performance Standards Scoring Criteria for Competency 5

| Performance Standards | 1 - Emergent | 2 - Approaching | 3 - Proficient | 4 - Exemplary |
|---|--|---|---|--|
| 6A Demonstrate control of 5 parameters of sign production (handshape, palm orientation, movement, location, non-manual markers) | I can identify the 5 parameters of the target vocabulary. | I use some of the parameters of the target vocabulary some of the time. | I demonstrate accuracy in the use of the 5 parameters of the target vocabulary. | I consistently demonstrate accuracy in the use of the 5 parameters of the target vocabulary. |
| 6B Demonstrate control of syntax (level appropriate). | I demonstrate limited control of syntax. | I demonstrate some control of syntax. | I demonstrate control of syntax most of the time. | I demonstrate general control of syntax. |
| 6C Clearly produce signs and fingerspelling with proper parameters to facilitate comprehensibility. | I produce signs and fingerspelling, with significant errors that impede comprehensibility. | I can produce signs and fingerspelling, with some errors that impede comprehensibility. | I can produce generally understandable signs and fingerspelling, with a few errors that have minimal impact on comprehensibility. | I can produce fully understandable signs and fingerspelling, with few errors that do not impede comprehensibility. |