

# Florida Interim Assessment Item Bank and Test Platform

## Item Specifications

**Spanish  
Grades 9–12**



FLORIDA DEPARTMENT OF EDUCATION  
[www.fldoe.org](http://www.fldoe.org)

### Copyright Statement

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Uniform System of Public K–12 Schools as defined in Section 1000.01(4), Florida Statutes. The copyright notice at the bottom of this page must be included in all copies.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publishers of this publication.

Permission is NOT granted for distribution or reproduction outside of the Uniform System of Public K–12 Florida Schools or for commercial distribution of the copyrighted materials without written authorization from the Florida Department of Education. Questions regarding use of these copyrighted materials should be sent to the following:

Florida Department of Education  
Tallahassee, Florida  
32399-0400

# TABLE OF CONTENTS

<b>I. Introduction</b>	
A. Purpose . . . . .	1
B. Scope . . . . .	1
C. Standards Alignment . . . . .	2
D. Definitions . . . . .	3
<b>II. Guidelines for Passage Development</b>	
A. Passage Types . . . . .	3
1. Literary Texts . . . . .	3
2. Informational Texts . . . . .	3
B. Criteria for Passage Development . . . . .	4
1. Quantitative Measures . . . . .	4
2. Qualitative Measures . . . . .	5
a. Readability and Text Complexity . . . . .	5
b. Grade-Appropriate Vocabulary . . . . .	6
c. General Quality and Content . . . . .	6
d. Source Documentation . . . . .	7
C. Reader and Task Considerations . . . . .	7
1. Diversity . . . . .	7
2. Bias and Sensitivity Concerns . . . . .	7
3. Exemptions to the Bias and Sensitivity Guidelines . . . . .	8
4. Text Features and Graphics . . . . .	8
<b>III. Guidelines for Item Development</b>	
A. Overall Considerations . . . . .	9
B. Item Style and Format . . . . .	10
C. Use of Additional Stimuli . . . . .	10
D. Documentation . . . . .	11
E. Reader and Task Considerations . . . . .	11
1. Bias and Sensitivity . . . . .	11
2. Universal Design . . . . .	11
3. Readability . . . . .	11
4. Text Features and Graphics . . . . .	12
F. Item Difficulty and Cognitive Complexity . . . . .	12
1. Reading: Depth of Knowledge Levels . . . . .	12
2. Writing: Depth of Knowledge Levels . . . . .	14
G. Item Types . . . . .	16
1. Selected Response . . . . .	16
a. Distractor Attributes . . . . .	17
2. Open-Ended Response . . . . .	18
a. Constructed Response . . . . .	18

b. Extended Response . . . . .	19
c. Essay Response . . . . .	19
d. Performance Task . . . . .	19

**IV. Guide to Grade-Band Specifications**

A. WL–NGSSS Benchmark Classification System . . . . .	21
B. Definitions for Individual Specification Components . . . . .	22
C. WL–NGSSS Benchmark Specifications . . . . .	23

**Appendices**

Appendix A: Sample Items . . . . .	180
Appendix B: Rubrics . . . . .	195

# I. Introduction

In July 2010, the Florida Department of Education (FDOE) approved the adoption of the World Languages Next Generation Sunshine State Standards (WL–NGSSS) to support its pursuit of improved outcomes for all Florida World Language students and its participation in national educational initiatives, such as Race to the Top. The U.S. Department of Education awarded a Race to the Top grant to the FDOE in August 2010. An important component of this grant focused on the development of high-quality assessment items and balanced assessments for use by districts, schools, and teachers. The assessment items will be stored in the Florida Interim Assessment Item Bank and Test Platform (IBTP), a statewide secure system which allows Florida educators to search the item bank, export test items, and generate customized high-quality assessments for computer-based delivery or paper-and-pencil delivery. The IBTP allows Florida educators to determine what students know and are able to do relative to instruction on Florida’s WL–NGSSS. The World Languages—Spanish component of this effort will encompass grades kindergarten through 12.

## A. Purpose

This document, *Florida Interim Assessment Item Bank and Test Platform, Passage and Item Specifications, World Languages—Spanish, Grades 9–12*, defines the content limits and standards alignment of assessment items for the IBTP. These specifications are intended for item writers and reviewers in the development of high-quality passages and assessment items.

## B. Scope

These *Item Specifications* for Grades 9–12 provide general and grade-specific guidelines for the development of all Grades 9–12 World Languages—Spanish passages and items available in the Florida Interim Assessment Item Bank.

This document contains three main sections:

**General Passage and Item Development:** This section discusses passage and item types; a broad range of acceptance criteria (including quantitative measures, qualitative measures, and reader/task considerations); and related concepts such as cognitive complexity and depth of knowledge, readability, bias/sensitivity concerns, text features and graphics, source documentation, as well as appropriate grade and proficiency level vocabulary.

**Grade-Specific Item Development:** This section offers development guidelines for every WL–NGSSS Spanish benchmark, including clarification and content limits. It also details the appropriate depth of knowledge (DOK) levels, and suggested passage or stimulus materials. Explanations of the categories addressed in this section are included.

**Appendices:** This section includes sample items representative of the full spectrum of item types for a variety of standards across the grade band, as well as scoring rubrics for constructed response items, extended response items, essay response items, and performance tasks.

## C. Standards Alignment

The World Languages—Spanish items developed for the IBTP will align to the WL–NGSSS, which emphasize language proficiency rather than grade-level performance. That is, Novice Low/Mid proficiency level is the same, whether at the first grade or the tenth. The WL–NGSSS are structured into three levels of specificity: proficiency levels, standards, and benchmarks. Within the WL–NGSSS, students’ linguistic proficiency is evidenced through tasks in five modes of communication and four intercultural standards.

### Proficiency Levels

- Novice Low/Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid
- Advanced High
- Superior

### Modes of Communication

- **Interpretive Listening:** The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.
- **Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.
- **Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.
- **Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.
- **Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

### Intercultural Standards

- **Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.
- **Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

- **Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.
- **Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

#### D. Definitions

##### Passages, Stimuli, and Assessment Items

Passages and other complex stimuli are important components of the Florida IBTP. For purposes of these specifications, a reading passage is a segment of written work that is to be followed by a series of questions, or assessment items, that assess the student's comprehension of the content presented. A listening passage is a segment of audio or video work that is to be followed by a series of questions or assessment items that assess the student's listening comprehension of the content presented (e.g., announcements, lectures, radio texts, literary audio clips). A complex stimulus is a presentation of information as a scenario, text, or media (e.g., graph, diagram, audio, video), which may accompany a passage to provide additional context or information upon which to assess the student's mastery of certain standards.

## II. Guidelines for Passage Development

### A. Passage Types

All passages will be either commissioned or taken from the public domain. A **commissioned passage** is a text developed by a writer for exclusive use in the Florida IBTP. **Public domain passages** are previously published but non-copyrighted texts chosen from a variety of sources and used in a format as close as possible to the originally published form.

A key factor in working toward language competence is to provide students with the opportunity to interact with a wide variety of authentic texts. For this reason, two passage types will be used on the Florida IBTP: literary and informational texts.

#### 1. Literary Texts

These texts provide insight, entertainment, or inspiration and include fiction and some types of nonfiction (e.g., biographies, speeches, essays, poetry, and drama). Literary texts should address a variety of themes appropriate for and interesting to students at the designated proficiency level. Teacher-composed texts or excerpts from literary texts must reflect qualities of good literature.

#### 2. Informational Texts

These texts present language used to solve problems, raise questions, provide information, and present new ideas about the subject matter. Another form of informational text includes functional reading materials (e.g., websites, how-to material) encountered in real-world situations. Informational texts must include a variety of appropriate proficiency-level information sources.

Passages should represent different points of view, contexts, and cultures while including issues and problems that persist across time. The passages should have identifiable key topics and relevant supporting details. The table below provides examples of literary and informational texts used:

Types of Literary Text	Types of Informational Text
<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Excerpts from longer works</li> <li>• Fables</li> <li>• Fantasy</li> <li>• Folk tales, tall tales</li> <li>• Historical fiction</li> <li>• Legends</li> <li>• Myths</li> <li>• Poetry</li> <li>• Short stories</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Autobiographical and biographical sketches</li> <li>• Critiques</li> <li>• Diaries</li> <li>• Essays (e.g., personal and classical narratives)</li> <li>• Journals</li> <li>• Letters</li> <li>• Memoirs</li> </ul>	<p><b>Primary Sources/Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Diaries</li> <li>• Essays (e.g., analytical, historical, informational, persuasive, scientific)</li> <li>• Historical documents (e.g., Declaration of Independence)</li> <li>• Journals</li> <li>• Letters</li> </ul> <p><b>Secondary Sources/Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Editorials</li> <li>• Encyclopedia articles</li> <li>• Magazine articles</li> <li>• Newspaper articles</li> </ul> <p><b>Functional Materials</b></p> <ul style="list-style-type: none"> <li>• Consumer documents (e.g., manuals, warranties, contracts, applications)</li> <li>• Embedded in text (e.g., table, charts, maps, graphs, illustrations, photographs, captions, text boxes)</li> <li>• Fliers</li> <li>• How-to articles</li> <li>• Media (audio, video)</li> <li>• Schedules</li> <li>• Website pages</li> </ul>

## B. Criteria for Passage Development

The WL–NGSSS propose a three-part model for assessing texts: quantitative measures, qualitative measures, and reader and task considerations. Each category is explained in detail below. It is essential that these categories be given proper consideration throughout the passage development process.

### 1. Quantitative Measures

The quantitative measures refer to those aspects of text complexity that are difficult for a native language reader to evaluate efficiently, especially in long texts, and are thus typically measured by computer software. The quantitative measures relevant to Spanish passage development are a combination of Lexile® score and word count.



Lexile measures text complexity in terms of semantic complexity (vocabulary) and syntactic complexity (sentence length), as defined by the Lexile Framework for Reading. The chart below shows grade-band ranges for Lexile scores. For passage development geared toward Spanish language learners, it is recommended to stay within the lower ranges.

Grade Band	Lexile	
	minimum	maximum
K–2	200L	650L
3–5	330L	1000L
6–8	665L	1186L
9–12	855L	1385L

Passage length will increase across grade bands, but it should also vary within grade bands. In general, for reading passages it is recommended to follow the word count in the table below. For listening passages, it is best to stay within the lower range. Listening passages should be under a minute in length.

Grade Band	Literary & Informational	Functional	Poetry
K–2	25–75	25–75	25–50
3–5	40–125	40–75	50–75
6–8 Novice	50–150	40–100	50–75
6–8 Intermediate	50–175	40–100	50–75
9–12 Novice	50–150	40–100	50–75
9–12 Intermediate	50–200	40–200	50–75
9–12 Advanced/SU	50–300	40–300	50–75

## 2. Qualitative Measures

Qualitative measures refer to levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands. The qualitative measures relevant to WL–NGSSS passage development are explained below.

### a. Readability and Text Complexity

The quantitative measures discussed above (Lexile and word count) should not be the sole criteria for determining the readability of a passage. Passages may occasionally fall outside of the stated ranges as long as these exceptions can be strongly defended based on qualitative factors.

Readability is a complex notion, comprising many factors. Among the text factors to be considered are levels of meaning or purpose; clarity, elaboration, and organization of ideas; language conventionality or clarity; familiarity of the genre or topic; prior knowledge; level of abstraction; and difficulty of concepts. For audio and video stimuli, text

complexity also refers to appropriate grade and proficiency level aspects such as speed of speech, accent, background noise, and voice pitch/tone. Regional accents are more appropriate for intermediate and advanced proficiency levels. Students will listen to audio and video stimuli twice.

All passages and passage topics must be appropriate for the intended grade band and age of the student. Concepts should not be too dense, sophisticated, sparse, simplistic, or juvenile. Likewise, style, tone, and vocabulary must be grade appropriate.

In general, the best estimate of readability or appropriateness, in terms of difficulty, is based on a consensus judgment of attentive readers who have experience with students at the intended grade-band level.

**b. Grade-Appropriate Vocabulary**

Vocabulary should be appropriate for the specified grade band and proficiency level. Decisions about the appropriateness of topics are based on professional judgment and internationally or commonly accepted published topic lists. Individual words or phrases no more than two proficiency levels beyond the tested proficiency, as well as idiomatic expressions common to Spanish-speaking countries, may be used to assess benchmarks that include the use of context if the context is sufficient to determine the meaning of the unfamiliar word or phrase.

General grade-band appropriate academic vocabulary may be included in order to assess the Connections intercultural standard. Specialized vocabulary included in informational text may be scaffolded through glossaries, restatements, circumlocution, appositives, and stated examples. For grade band K–2, glossaries should be presented as part of the text, with the vocabulary meaning included within parenthesis in English [e.g., *la almohada (pillow)*]. For grade band 3–5, glossaries should be presented at the end of the text as a vocabulary section, with no footnote. For grade bands 6–8 and 9–12, glossaries should be presented as footnotes.

**c. General Quality and Content**

Passages must function as intact, standalone pieces, contain a logical beginning and end, contain well-developed key concepts, and exhibit all other qualities of good writing. They must be timely but not apt to become outdated. Conversely, text with dated language, style, tone, or content will be accepted only when called for by the standard.

Passages should be accessible to all children at the target grade band and should not require specialized or otherwise unreasonable background knowledge, cultural or regional familiarity, or experience beyond what students at that grade band might be expected to know. They must reflect a range of cultures, ethnicities, and backgrounds. Furthermore, ethnic- or culture-specific topics should contain sufficient information to present an accurate depiction, rather than a superficial treatment. No passage should advantage or disadvantage any particular group of students. (For more information, see the **Diversity** and **Bias and Sensitivity Concerns** sections.)

#### **d. Source Documentation**

Inaccurate information or misrepresentation of a topic or subject must be avoided. Factual material in passages must be documented by at least two high-quality, independent, reliable sources. In literary passages, information such as settings, names of historical figures and sites, historical dates and facts, holidays, customs, climate, and any other information not commonly known by an adult must be documented. All facts in informational passages must be documented. As with literary passages, any facts related to the traditions, customs, or lifestyles of another culture (e.g., how to play an ancient Mayan game) or connected with another geographical or historical place or time must be documented.

### **C. Reader and Task Considerations**

The reader and task considerations relevant to WL–NGSSS passage development include diversity, bias/sensitivity, and alignment to the WL–NGSSS.

Fairness to all students in testing is of the utmost importance. As such, the content in passages should be as fair and balanced as possible. Passages should include as many students as possible by avoiding negative or sensitive topics, stereotypes, biased language, and controversial or emotionally charged subject matter. Comprehensive and balanced representation in authors, as well as in content, is an additional concern.

#### **1. Diversity**

Texts should bring a range of cultural diversity to the assessment. Characters, settings, and situations should reflect the variety or interests and backgrounds that make up Florida’s student population. Texts should be written by and about people of different cultures and races; however, texts about culture- or region-specific topics should not create an advantage or disadvantage for any particular group of students with a particular characteristic, including gender, race, ethnicity, religion, socioeconomic status, disability, or geographic region. These types of texts should contain sufficient information to allow a student to answer the accompanying assessment items. Except as appropriate for historically accurate public domain pieces, texts should also be free from any bias or stereotyping (e.g., always presenting male doctors and female nurses). Overall, passages must represent both genders, both in characters and in author representation.

#### **2. Bias and Sensitivity Concerns**

Because of the importance of fairness in testing, passages must represent both genders and a wide range of cultures and ethnicities. Items should reflect this diversity and should be balanced in terms of characters/subjects addressed. In addition, different cultures and ethnicities should be treated respectfully, and items should avoid stereotyping or pigeonholing ethnic or cultural groups. Topics and situations that might be perfectly acceptable in other contexts

can adversely affect students taking a test on their own with no discussion or adult guidance. The topics to avoid include, but are not limited to:

spiritual matters	abortion
parapsychology	alcohol
the occult	tobacco
ghosts	guns
witches	violence
magic	games of chance
extraterrestrials	being fired or losing a job
natural disasters (earthquakes, floods, fires, hurricanes)	serious social problems (poverty, alcoholism, drug abuse, domestic violence, animal abuse, divorce)
national tragedies	serious illness
sexual activity	death

Passages should not question, suggest, or seem to advocate any particular attitude, belief, or value that might not be held by all Americans. Topics about beliefs or values that are essential in the legal, economic, and social structure of our society and to the personal and social responsibilities of citizens in our society (e.g., democratic values) are acceptable.

Children should not be portrayed as being unkind or hurtful to people or animals or disrespectful to adults or other authority figures. In addition, conditions, situations, or practices considered dangerous, unsafe, or unhealthy for unsupervised children should be avoided.

Passages should avoid nonstandard English or Spanish as well as topics that use words or phrases that are likely to have suggestive or negative connotations.

### 3. Exemptions to the Bias and Sensitivity Guidelines

The WL–NGSSS intercultural standards include the assessment of cultural aspects such as fables, legends, and folklore, which may be related to religious practices of other cultures. However, this does not give developers blanket permission to use any passage that fits the standard, regardless of bias and sensitivity concerns. Passage developers’ discretion and content-area expertise are of the utmost importance in distinguishing acceptable from unacceptable texts. Often, it is not the topic alone that might be sensitive, but the way in which the topic is treated.

### 4. Text Features and Graphics

Understanding and interpreting text structure is an important element of WL–NGSSS. Students are asked to locate key information, describe text structure, and analyze how a text’s structure relates to its purpose and meaning. As such, **text features** such as headings, subheadings, numbered and bulleted steps, and glossaries may be included in some informational passages.

The WL–NGSSS also focus on **graphics**—specifically, integrating textual information with information presented visually. As such, graphics should not be decorative. Developers should avoid graphics that are unnecessary, or merely supplementary to the meaning of the text. Graphics should be of non-copyrighted art works in the public domain, or original, and should represent a wide variety of graphic/art forms. They may include text boxes, labels, legends, keys, and captions. They should also reflect multicultural diversity and avoid gender stereotyping. Graphics must be clear and easy to reproduce, and be semi-authentic whenever possible, and should not require prior or specialized knowledge inconsistent with the WL–NGSSS.

Graphics should be high quality and complex, and they should provide an independent source of information within a text. Their interpretation should be essential to understanding the text. All diagrams and charts should be titled. Titles should be displayed in capital letters, boldfaced, and centered.

### III. Guidelines for Item Development

World Languages—Spanish item writers for the Florida Interim Assessment Item Bank must have a comprehensive knowledge of World Languages—Spanish curriculum based on the WL–NGSSS and an understanding of the range of abilities of the students to be assessed. Item writers should understand and consistently apply the guidelines established in this document. Item writers are expected to use their best judgment in writing items that measure the World Languages—Spanish standards of the NGSSS.

#### A. Overall Considerations

1. Each item should be written to measure primarily one NGSSS benchmark; however, other benchmarks may also be addressed for some item types.
2. Items should be appropriate for students in terms of grade-level instruction, experience and difficulty, cognitive development, and reading level. The reading level of the test items should be proficiency-based.
3. Items should be written to the cognitive level (DOK) of the benchmark. For example, if the benchmark states the student will compare concepts, the item should assess a comparison.
4. Items should assess the application of the concept rather than the memorization of dates, names, or facts unless otherwise noted in the individual benchmark specifications.
5. Items should not require the student to define terms, but to understand terms used in context.
6. Each item should be written clearly and unambiguously in order to elicit the desired response.
7. Items should contain accurate and sufficient content information.
8. Items should avoid providing information that may be used to answer other items (known as clueing or clanging).
9. Each item should be a “question worth asking” (in other words, items should address significant parts of the passage rather than information that is not key to the passage).

10. Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.
11. Every effort should be made to keep the test items as concise as possible without losing cognitive flow or compromising the overall idea or concept.
12. The item content should be timely but not likely to become outdated too quickly.
13. Real-world, factual stimulus materials included in item text (charts, graphs, tables, etc.) must cite the source used.

## **B. Item Style and Format**

1. Items should be clear and concise and should use vocabulary, concepts, and sentence structure appropriate for the proficiency level. Writers should refer to the resources provided during item writer training.
2. The words *most likely* or *best* should be used only when appropriate to the question.
3. Avoid the use of *all of the above*, *none of the above*, *no change needed*, *correct as is*, *not enough information*, *cannot be determined*, or similar options.
4. Use uppercase type to emphasize the following words: NOT, EXCEPT, and LEAST.
5. Stems should usually be positive, not negative.
6. For all grades, functional material should be referred to by its specific format (e.g., *schedule*, *brochure*, *flier*, *webpage*).
7. Grades 6–12 should use the terms *passage*, *article*, *play*, or *poem*.
8. In grades 6–12, if more than one sentence is quoted from the passage or article, the term *excerpt* should be used. When just once sentence is quoted, the term *sentence* should be used. When ellipses are used to indicate omission within a quoted sentence, the quoted text should be referred to as an *excerpt*. In poetry, the term *line* or *lines* should be used when referring to a quotation from a poem.
9. Items requiring art should be to scale whenever possible. If not possible, a not-to-scale text box should be included at the bottom left of the art.
10. Graphics in items should be clearly labeled and contain all necessary information.

## **C. Use of Additional Stimuli**

Complex stimuli such as graphics may be used to provide both necessary and supplemental information; that is, some stimuli may contain information that is necessary for answering the question and other stimuli may support the context of the question. Scenarios may include diagrams, illustrations, charts, tables, audio files, or video files unless otherwise noted in the individual benchmark specifications.

1. Items should not begin with the stimulus; it should always be preceded by text.

2. All graphics (tables, charts, graphs, photographs, maps, illustrations, etc.) should be titled. Titles should be in all caps, boldfaced, and centered; they may be placed above or below the stimulus.

#### **D. Documentation**

Most WL–NGSSS items are passage driven, which means that students will rely on information in the passage to answer the question. Very few items will need to introduce new information (such as facts or details that do not appear in the passage).

In the rare event that an item might introduce new information, it is essential to avoid presenting inaccurate information. Factual material introduced in items must be documented by at least two high-quality, independent, and reliable sources.

#### **E. Reader and Task Considerations**

##### **1. Bias and Sensitivity**

Fairness to all students in testing is of the utmost importance. Similarly to passages, items must represent both genders and be balanced in terms of characters/subjects addressed, as well as reflect a diversity of cultures and ethnicities. In addition, all cultures and ethnicities should be treated respectfully, and items should avoid stereotyping or pigeonholing ethnic or cultural groups. Please see pages 7 and 8 for more detailed information on bias and sensitivity concerns.

##### **2. Universal Design**

The application of universal design principles helps develop assessments that are usable by the greatest number of test takers, including those with disabilities and non-native speakers of English. To support the goal of providing access to all students, item writers must attend to the best practices suggested by universal design, including but not limited to the following:

- reduction in wordiness;
- avoidance of ambiguity;
- selection of reader-friendly construction and terminology; and
- consistently applied concept names and graphic conventions.

Universal design principles also inform decisions about item and test layout and design, including, but not limited to, type size, line length, spacing, and graphics.

Throughout the development process, these elements are carefully monitored. Review processes and field trials are used to ensure appropriateness, clarity, and fairness.

##### **3. Readability**

WL–NGSSS-aligned items must be written with readability in mind. In addition, vocabulary must be appropriate for the proficiency level being tested. Please refer to the **Grade-Appropriate Vocabulary** section above.

#### 4. Text Features and Graphics

Understanding and interpreting text structure is an important element of WL–NGSSS. Students are asked to locate key information, describe text structure, and analyze how a text’s structure relates to its purpose and meaning. As such, **text features** such as headings, subheadings, numbered and bulleted steps, glossaries, and sidebars may be included in some informational passages, especially at lower grade levels in which structure should be more clearly “signposted.”

The WL–NGSSS also focus on **graphics**—specifically, integrating textual information with information presented visually. As such, graphics should not be decorative. Developers should avoid graphics that are unnecessary, or merely supplementary to the meaning of the text. Graphics should be of non-copyrighted art works in the public domain, or teacher-produced, and should represent a wide variety of graphic/art forms. Graphics may include text boxes and other labels, legends, keys, and captions. Graphics should also reflect multicultural diversity and avoid gender stereotyping. Graphics must be clear and easy to reproduce, and be semi-authentic whenever possible. Graphics that require the test taker to have prior or specialized knowledge that is inconsistent with the WL–NGSSS should not be included.

Graphics should be high quality and complex, and should provide an independent source of information within a text. Their interpretation should be essential to understanding the text. All diagrams and charts should be titled. Titles should be displayed in capital letters, boldfaced, and centered.

#### F. Item Difficulty and Cognitive Complexity

Items included in the Florida Interim Assessment Item Bank will include a range of difficulty and cognitive complexity. Difficulty levels will be established in field trials and included in the item release.

Each item for the Florida Interim Assessment Item Bank will be aligned to a depth of knowledge (DOK) level that captures its cognitive complexity. Cognitive complexity, as described by Dr. Norman Webb, refers to the cognitive demand associated with an item, focusing on *the expectation made of the item*, not *the ability of the student*. When classifying an item’s demands on thinking (i.e., what the item requires the student to recall, understand, analyze, and do), it assumes that the student is familiar with the basic concepts of the task. The complexity of the items remains independent of the particular curriculum a student has experienced.

##### 1. Reading: Depth of Knowledge Levels

**Level 1 (Recall)** items or tasks require students to recite facts or to use simple skills or abilities such as identifying or recognizing isolated words or structures. Oral reading that does not include analysis of the text and verbatim repetition of a text are exemplary of DOK Level 1 reading tasks. Level 1 standards or test items require only a surface understanding of the text presented and often consist of verbatim recall from the text or simple understanding of a single word or phrase. Language production is restricted to rote responses.



Some examples that represent but do not constitute all of Level 1 performance are:

- Recognize and name end punctuation.
- Use a dictionary to find the meaning of words.
- Identify figurative language in a reading passage.
- Recognize the correct order of events from a text.
- Quote accurately from a text.

**Level 2 (Basic Application of Concepts and Skills)** includes the engagement of some mental processing beyond recalling a response; it requires both comprehension by attending to contextual clues and subsequent processing of text or portions of text. Intersentence analysis of inference is required. Some important concepts are covered, but not in a complex way. Literal main ideas are stressed. Level 2 thinking may require students to apply some of the skills and concepts that are covered in Level 1. Language production may include the novel use or combination of rote lexical items.

Some examples that represent but do not constitute all of Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words.
- Provide an objective summary of the text.
- Predict a logical outcome based on information in a reading selection.
- Identify and summarize the major events in a narrative.
- Determine the main idea of a text.
- Determine how details support the main idea.
- Recognize elements of a plot.
- Make connections between the text of a story or drama and a visual or oral presentation of the text.

**Level 3 (Strategic Thinking and Complex Reasoning)** tasks call upon students to go beyond the text; however, they are still required to show understanding of the ideas in the text or use familiar language to understand a new concept. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Level 3 may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Level 3 may also involve more than superficial connections between texts. Language production at this complexity would include communication on unfamiliar topics or the use of circumlocution.

Some examples that represent but do not constitute all of Level 3 performance are:

- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Identify causal relationships in a text.

- Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil).
- Trace and evaluate the argument and specific claims in a text.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**Level 4 (Extended Thinking and Complex Reasoning)** standards or assessment items consist of tasks that incorporate the same high cognitive demands of Level 3 tasks, with the added dimension of extending those tasks across time or multiple phases. The Level 4 tasks must include the higher-order thinking, analysis, and synthesis that characterize Level 3 tasks, but a student may be asked to perform these tasks with higher cognitive demands across communicative modes. An integrated performance assessment provides an ideal opportunity to raise complexity to this level by asking a student to use the target language to investigate a theme in depth and demonstrate insights and understandings across all modes of communication.

Some examples that represent but do not constitute all of Level 4 performance are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Use multiple modes of communication to explore a single theme.

## 2. Writing: Depth of Knowledge Levels

**Level 1 (Recall)** requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but is restricted to basic ideas. The students are engaged in listing ideas or words, as in a brainstorming activity prior to written composition; are engaged in a simple spelling or vocabulary assessment; or are asked to write simple sentences. Students are expected to write and speak using Standard Spanish conventions. This includes using appropriate grammar, punctuation, capitalization, and spelling.

Some examples that represent but do not constitute all of Level 1 performance are:

- Use punctuation marks correctly.
- Identify Standard Spanish grammatical structures and refer to resources for correction.

- Recall information from experiences or gather information from provided sources to answer a question.
- Use correct grammar, punctuation, capitalization, and spelling to construct simple sentences.

**Level 2 (Basic Application of Concepts and Skills)** tasks require some mental processing. At this level, students are engaged in tasks such as writing first drafts for a limited number of purposes and audiences. At Level 2, students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note taking, outlining, or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or website.

Some examples that represent but do not constitute all of Level 2 performance are:

- Construct compound sentences.
- Use simple organizational strategies to structure written work.
- Write summaries that contain the main idea of the reading selection and pertinent details.
- Outline a text, illustrating its key ideas.
- Use correct grammar, punctuation, capitalization, and spelling to produce a paragraph about an experience or activity.

**Level 3 (Strategic Thinking and Complex Reasoning)** tasks require higher-level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization, and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage, students are engaged in editing and revising to improve the quality of the composition.

Some examples that represent but do not constitute all of Level 3 performance are:

- Support ideas with details and examples.
- Use transitional words or sentences to tie ideas together in an essay or story.
- Edit writing to produce a logical progression of ideas associated with a theme.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Level 4 (Extended Thinking and Complex Reasoning)** tasks include several steps. At the novice levels, tasks may require students to take notes (in Spanish or English) on a video or audio, compare information from different sources, compare notes with other classmates and finally write a paragraph describing what was learned about the topic. At the intermediate and advanced levels, in addition, tasks may require students to write a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. Such tasks will require extended time and effort with evidence of a deep awareness of purpose and audience.

More information about Florida’s depth of knowledge levels is available online at <http://www.floridastandards.org/cpalms/dok.aspx>.

## **G. Item Types**

The Florida Interim Assessment Item Bank includes five item types: selected response (SR), constructed response (CR), extended response (ER), essay response (ESR), and performance task (PT). Sample items can be found in Appendix A.

### **1. Selected Response (SR) – 1 point**

Selected response items require students to choose an answer from the choices given. Each item consists of a stem and either three or four answer options, depending on the grade level (see #3 below). One of the answer options is the correct answer, and the remaining options are called distractors. Selected response items may also include a stimulus and/or passage.

Selected response items must possess the following qualities:

1. SR items should take approximately one minute per item to answer.
2. SR items should contain a stem formatted as a question.
3. SR items for grades K–2 should have three answer options (A, B, and C). SR items for all other grades and courses should have four answer options (A, B, C, and D).
4. SR items must have only one correct answer option.
5. During item development and review, the correct response should be indicated.
6. During item development and review, the distractor attributes should be referenced for each benchmark in the item specifications to locate information explaining why a student would select that distractor.
7. Distractors should reflect misconceptions or mistakes commonly made by students.
8. Each distractor should be a believable answer (i.e., plausible, but incorrect).
9. All answer options should be written in a style appropriate to the question asked. For example, a “how” question should have answer options that explain how.
10. Options should have parallel structure whenever possible. Test item options should not have an outlier (e.g., an answer option that is significantly longer than or different from the other options).

11. Items should not be clued or answered by information in the stem or other options.
12. SR items should avoid providing information that may be used to answer other items (known as clueing or clanging).
13. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.
14. Answer options that are single words should be arranged in alphabetical or reverse alphabetical order.
15. Answer options that are phrases or sentences should be arranged from shortest to longest or longest to shortest.
16. Numerical answer options should be arranged in ascending or descending order.
17. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem, table, chart, or illustration.

Selected response items should also:

1. be clearly and simply written, avoiding trick questions that require students to figure out a particular angle or hidden agenda of the item writer;
2. function independently so that the answer to one item should not be required as a condition for answering subsequent items;
3. be “questions worth asking” (in other words, address significant parts of the passage rather than information on the fringes);
4. require students to remain within the text rather than step outside of it;
5. contain vocabulary appropriate for the proficiency and grade level being tested, with distractors on or below grade level;
6. be free of grammatical errors, incorrect spelling, or slang that may distract students from answering the question;
7. be free of bias and sensitivity issues; and
8. be clearly written to accommodate the principles of universal design (see page 11).

**a. Distractor Attributes**

Distractor attributes give specific descriptions about writing distractors. Written in conjunction with standards and benchmarks, distractor attributes are incorporated into the item specifications for the benchmarks they address and assist writers as they develop strong distractors for selected response items. Writers and reviewers use distractor attributes to test an item’s strength and authenticity and to weigh the plausibility of distractors. Each benchmark has general guidelines for formulating

and evaluating distractors. These may include but are not limited to misconceptions, common mistakes, and plausible but incorrect answers.

## 2. Open-Ended Response

Constructed Response (CR), Extended Response (ER), Essay Response (ESR), and Performance Task (PT) items require the student to provide written or oral responses. A scoring rubric and exemplar should be developed for all open-ended response items. Rubrics for open-ended response items can be found in Appendix B. The rubrics were developed using the American Council on the Teaching of Foreign Languages Performance Guidelines as a base. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate and complete and is easy to interpret.

Open-ended response items should:

1. contain clear and explicit directions for completing the task;
2. elicit expected types of answers, which become the basis for scoring rubrics;
3. allow for multiple legitimate interpretations and points of view;
4. require a response of **more than one or two words** and elicit a range of score points indicated in the rubric;
5. be consistent in the total number of points and the estimated amount of time a student will take to earn full credit (e.g., extended response items, which are worth 4 points, should take longer than constructed response items, which are worth 2 points);
6. require students to use higher-order thinking skills (application, analysis, synthesis, and evaluation);
7. require students to read or listen to the text closely and/or analytically (in advanced levels) in order to answer the question;
8. be phrased in a way that is stimulus-specific rather than generic;
9. ask students to support their answers with evidence from the text;
10. have a rubric with exemplars;
11. be free of grammatical errors, incorrect spelling, or slang that may distract students from answering the question (see the style guide for details); and
12. be clearly written to accommodate the principles of universal design (see page 11).

### a. Constructed Response (CR) – 2 points

Constructed response items are designed to measure a single benchmark and to elicit brief written or oral responses from students. A complete answer is worth 2 points and a partial answer is worth 1 point.

**b. Extended Response (ER) – 4 points**

Extended response items are more complex than CR items. ER items are designed to measure a single benchmark, but other related benchmarks may be addressed. ER items are intended to elicit brief written or oral responses of at least three sentences or phrases at the novice levels.

**c. Essay Response (ESR) – 6 points**

Essay response items are designed to elicit in-depth written responses from students. They can assess more than one benchmark. Essays must demonstrate most of the qualities listed above for CR and ER items.

Essay response items possess the following additional characteristics:

1. They require students to respond with more than one or two paragraphs at the intermediate, advanced, and superior levels and elicit a range of score points indicated in the rubric.
2. They focus more on written expression (in contrast to CR and ER items, which can also focus more on reading/listening comprehension).

**d. Performance Task (PT) – from 2 to 8 points**

Performance task items are used to measure students' ability to integrate knowledge and skills over multiple modes or benchmarks. Specifically, performance tasks may require students to create a product, demonstrate a process, or perform an activity that demonstrates a level of proficiency in Spanish appropriate to the course or year of study as designated by the assigned benchmarks. Performance tasks generally require more time than the other item types and may take as little as a few hours or last as long as a few days. They are evaluated using customized scoring rubrics.

Performance task items have the following components:

1. They may require students to spend from several hours to several days to produce a response, but not all performance tasks will be designed this way.
2. They should possess sufficient complexity and rigor to clearly exceed the demand of extended response items (ER).
3. They should meet best practice constructs, and vocabulary and syntax must be proficiency- and grade-level appropriate.
4. They should be clearly and concisely written and avoid the inclusion of unnecessary text and/or graphics.
5. Whenever appropriate, performance task items should be presented in a scaffolded format (bullet points, numbering, individual answer spaces, etc.).
6. They must contain clear and explicit directions for understanding and completing the required component tasks and producing the objective output.
7. All required tasks, skills, and/or behaviors must be objective, observable, and measurable.

8. All necessary equipment, materials, and resources should be referenced within the text of the performance task.
9. The stimuli should elicit the expected response(s).
10. Performance task items should elicit a range of score points.
11. Tasks should generally require students to organize, apply, analyze, synthesize, and/or evaluate concepts across multiple modes and/or benchmarks.
12. Tasks may measure performance in authentic situations outside the classroom, where appropriate and practical.
13. Required tasks should be worthwhile and meaningful to students.
14. Required written responses should be of extended length; other types of typical response formats include demonstrations, oral presentations, exhibits, or other products.
15. Performance task items must have companion rubrics to be used for scoring purposes.

Performance task rubrics should meet the following criteria:

1. The rubrics and performance tasks should be developed in tandem to ensure absolute compatibility.
2. Rubrics must be specific to the individual requirements of each performance task; holistic rubrics are not acceptable.
3. Rubrics must allow for efficient and consistent scoring.
4. Every possible score point must have a clearly worded descriptor, including the zero score point.
5. The highest score descriptor should allow for all legitimate and foreseeable methods of correctly and thoroughly completing all requirements of the performance task.
6. Every score point descriptor should address all expected methods of earning that score point.

## IV. Guide to Grade-Band Specifications

The remainder of this document offers detailed information about developing items aligned to each individual standard and benchmark in the grade band. For each benchmark assessed in the standards, the following information is provided:

**Proficiency Level:** A proficiency level refers to language proficiency and performance level expectations for the construct assessed. WL–NGSSS benchmarks are assessed at proficiency levels Novice Low/Mid through Superior.

**Standard:** A standard is a broad category of knowledge within a content area in the WL–NGSSS. The standards are the same for all proficiency levels.

**Benchmark:** Benchmarks are proficiency-level specific statements of expected student performance under each World Languages—Spanish standard. At times, two or more related benchmarks are grouped together because the assessment of

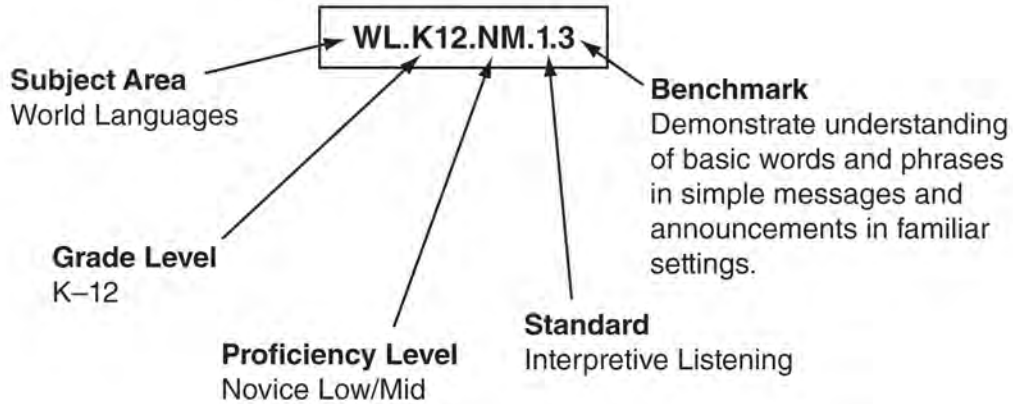


one benchmark addresses the other. Such groupings are indicated in the benchmark statement.

### A. WL–NGSSS Benchmark Classification System

Each benchmark in the WL–NGSSS is labeled with a system of numbers and letters.

1. The two letters in the *first position* of the code identify the **subject area**.
2. The numbers in the *second position* represent the **grade level** to which the benchmark belongs.
3. The letters in the *third position* represent the **proficiency level** to which the benchmark belongs.
4. The number in the *fourth position* represents the **standard number**.
5. The number in the *last position* identifies the specific **benchmark** under the standard.



<b>Grades K–12</b>
<b>Proficiency Level:</b> Novice Low/Mid
<b>Standard 1:</b> Interpretive Listening
<b>WL.K12.NM.1.3</b> Demonstrate understanding of basic words and phrases in simple messages and announcements in familiar settings.

## B. Definitions for Individual Specification Components

<b>Content Focus</b>	This section indicates what the focus of the item should be.
<b>Clarification and Content Limits</b>	<p>This section explains how the performance of the benchmark will be demonstrated by students for each specific item type.</p> <p><b>Clarification</b> statements explain what the student will do when responding to items of each type.</p> <p><b>Content limits</b> define the scope of content knowledge that will be assessed (e.g., specific elements that can be compared or contrasted) and, in some cases, indicate areas of the benchmark that will not be assessed. For some benchmarks, additional information is provided to clarify specific directions in developing test items.</p>
<b>DOK Target(s)</b>	This section points out the Depth of Knowledge (DOK) levels most appropriate for items aligned to the standard. The possible levels are 1, 2, 3, and 4.
<b>Allowable Item Types</b>	This section indicates the type(s) of item(s) used to assess the benchmark: Selected Response (SR), Constructed Response (CR), Extended Response (ER), Essay Response (ESR), and Performance Task (PT).
<b>Distractor Attributes</b>	Distractor attributes give specific descriptions about writing distractors. Written in conjunction with standards and benchmarks, distractor attributes are incorporated into the item specifications for the standards they address and assist writers as they develop strong distractors for selected response items. Writers and reviewers use distractor attributes to test an item's strength and authenticity and to weigh the plausibility of distractors. Each standard has general guidelines for formulating and evaluating distractors. These may include, but are not limited to, misconceptions, common mistakes, and plausible but incorrect answers.
<b>Text/Stimulus Attributes</b>	This section lists the types of texts and media that will be used in the development of assessment items, including an appropriate context or content for assessing a particular benchmark.

## C. WL–NGSSS Benchmark Specifications

### Standard 1: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas presented orally from culturally authentic sources on a variety of topics in the target language.

**WL.K12.NM.1.1 Demonstrate understanding of basic words and phrases and questions about self and personal experiences through the use of gestures, drawings, pictures, and actions.**

**WL.K12.NM.1.3 Demonstrate understanding of basic words and phrases in simple messages and announcements found in familiar settings.**

<b>Content Focus</b>	Understand basic words and phrases.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will identify the meaning of basic words and phrases about one’s self and personal experiences in simple messages and announcements in familiar settings. <b>Content Limits:</b> Vocabulary and expressions may include, but are not limited to, familiar phrases related to greetings, introductions, family, likes, and dislikes.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not relate to an appropriate interaction</li><li>• responses that reference inappropriate interactions</li></ul>
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.NH.1.1 Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.**

**WL.K12.NH.1.2 Demonstrate understanding of short conversations in familiar contexts.**

<b>Content Focus</b>	The content should include familiar expressions. Understand everyday expressions and short conversations.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will identify and interpret information, concepts, and ideas presented orally in short conversations. <b>Content Limits:</b> The content may include, but is not limited to, expressions related to food and drink, weather, and family, as well as familiar expressions related to scenarios inside and outside the classroom.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• phrases that are not appropriate to the scenario described</li><li>• phrases that relate to scenarios outside the scenario described</li></ul>
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.IL.1.1 Use context clues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.**

**WL.K12.IL.1.2 Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.**

<b>Content Focus</b>	Identify and understand the main idea and essential details.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will identify, describe, and explain main ideas and essential details on familiar topics presented in short communications, complex and multilevel formats, conversations, and presentations. <b>Content Limits:</b> The content may include, but not be limited to, conversations and discussions focusing on familiar topics from inside and outside the classroom.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not relate to an appropriate topic or details</li><li>• responses that refer inappropriately to the main topic/ details</li></ul>
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.IM.1.1 Identify the main idea and supporting details of familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.**

**WL.K12.IM.1.2 Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.**

<b>Content Focus</b>	Identify and understand the main idea and supporting details.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify, describe, and explain main ideas and supporting details on familiar topics, presented in short communications, complex and multilevel formats, conversations, and presentations.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, conversations and discussions focusing on familiar topics from inside and outside the classroom.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to an appropriate topic or details</li> <li>• responses that refer inappropriately to the main topic/ details</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.IH.1.1 Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions on familiar topics.**

**WL.K12.IH.1.2 Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.**

<b>Content Focus</b>	Identify and understand the main idea and supporting details.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify, describe, and explain main ideas and supporting details on familiar topics, presented in short communications, complex and multilevel formats, conversations, and presentations.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, conversations and discussions focusing on familiar topics from inside and outside the classroom.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to an appropriate topic or details</li> <li>• responses that refer inappropriately to the main topic/ details</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.AL.1.1 Demonstrate understanding of extended speech on familiar and unfamiliar topics.**

**WL.K12.AL.1.2 Follow presentations on familiar and unfamiliar topics in different situations.**

<b>Content Focus</b>	Demonstrate understanding of extended speech and presentations.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will demonstrate understanding of extended speech from audio presentations on familiar and unfamiliar topics with sufficient context to facilitate comprehension.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, familiar idiomatic expressions and unfamiliar vocabulary given through extended speech or presentations on many different topics, such as political events, natural disasters, etc.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• illustrations, photos, simple sentences, or short phrases that do not directly relate to the information presented in the audio presentation</li><li>• illustrations, photos, simple sentences, or short phrases that do not reflect an understanding of the information presented in the audio presentation</li></ul>
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.AM.1.1 Demonstrate understanding of factual information about common everyday or job-related topics.**

**WL.K12.AL.1.5 Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.**

<b>Content Focus</b>	Understand factual information, the main idea and supporting details.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to understand and interpret factual information about common everyday or job-related topics and identify the main idea and supporting details. <b>Content Limits:</b> The content may include, but not be limited to, conversations and discussions about age-appropriate, everyday, or job-related topics.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not relate to an appropriate topic or details</li><li>• responses that refer inappropriately to the factual information and main idea</li></ul>
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.AH.1.1 Demonstrate understanding of extended speech and short lectures on a variety of topics.**

<b>Content Focus</b>	Understand extended speech and short lectures.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to understand and interpret information and concepts from extended speeches and lectures on a variety of topics. <b>Content Limits:</b> The content may include, but not be limited to, extended speeches and lectures on a variety of age-appropriate topics.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not relate to an appropriate topic or details</li><li>• responses that refer inappropriately to the information/details</li></ul>
<b>Stimulus Attributes</b>	video or audio segment



<b>WL.K12.SU.1.1 Demonstrate understanding of lexical variations, idiomatic expressions, colloquialisms, and accents from different countries where the target language is spoken.</b>	
<b>Content Focus</b>	Understand lexical variations, idiomatic expressions, colloquialisms, and accents from different countries where the target language is spoken.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to understand and interpret information that contains lexical variations, idiomatic expressions, colloquialisms, and accents from different countries where the target language is spoken. <b>Content Limits:</b> The content may include culturally authentic material on a variety of age-appropriate topics.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to an appropriate meaning or details</li> <li>• responses that refer inappropriately to the information</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.NM.1.2 Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.</b>	
<b>Content Focus</b>	Understand everyday expressions.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will identify, describe, and explain common expressions related to daily activities. <b>Content Limits:</b> The content may include, but is not limited to, vocabulary related to food, weather, family, people, school-related activities, and other appropriate topics familiar to the student.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that reference inappropriate expressions</li> <li>• responses that do not relate to the topic in the stem</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.AM.1.2 Demonstrate understanding of presentations where different accents and lexical variations are used.**

**WL.K12.AM.1.3 Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.**

<b>Content Focus</b>	Understand presentations where different accents and lexical variations are used.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will identify key information in presentations where different accents and lexical variations are used. <b>Content Limits:</b> The content may include, but is not limited to, presentations on global themes, current events, guided tours, school projects, and speeches with different accents and lexical variations.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that are incorrect but relate to the presentation</li><li>• responses that reference the presentation inappropriately</li></ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.AH.1.2 Demonstrate understanding of the main ideas on both concrete and abstract topics.</b>	
<b>WL.K12.AH.1.4 Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.</b>	
<b>Content Focus</b>	Understand the main ideas and supporting details on concrete and abstract topics presented through a variety of media. Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify, describe, and explain the main idea and supporting details on concrete and abstract topics of sources that are presented through a variety of authentic sources.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar, unfamiliar, concrete, and abstract age-appropriate topics or other events in the past or present. Also, content may include simple songs, poems, narratives, and fairy tales that use familiar and highly contextualized vocabulary and expressions.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that are incorrect but related to the presented topic
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.SU.1.2 Connect and synthesize the essentials of complex extended discourse in academic and professional settings.</b>	
<b>Content Focus</b>	Connect and synthesize the essentials of complex extended discourse
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will connect and synthesize the essential information of complex discourses in academic and professional settings.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, discourses in age-appropriate academic/ professional settings.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that are incorrect but relate to the given discourse</li> <li>• responses that reference the discourse inappropriately</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.NH.1.3 Demonstrate understanding of short, simple messages and announcements on familiar topics.</b>	
<b>Content Focus</b>	Understand basic words, phrases, messages, and simple announcements or public notices.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will recognize the meaning of simple words and phrases, as well as the content of simple messages and announcements on familiar topics.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, basic personal and social interactions that use familiar vocabulary and expressions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that incorrectly reference the stimulus
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.IL.1.3 Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.</b>	
<b>Content Focus</b>	Recognize the main idea and details.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify the main idea and essential details of messages.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, messages and announcements related to daily errands, shopping and eating, and other messages common to public spaces.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that incorrectly reference ideas of essential details in the stimulus
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.IM.1.3 Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.</b>	
<b>Content Focus</b>	Recognize the main idea and supporting details on familiar topics of personal interest.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify, describe, and explain the main idea and supporting details in messages and announcements on familiar topics inside and outside the classroom.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, messages and announcements related to daily errands, shopping and eating, and other messages common to public spaces.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that incorrectly reference the stimulus
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.IH.1.3 Follow informal presentations on a variety of topics.</b>	
<b>Content Focus</b>	Understand presentations
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify key pieces of information in informal presentations on topics that are both familiar and unfamiliar to the student.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, demonstrations and discussions using idiomatic, technical, or slang expressions as well as unfamiliar vocabulary and expressions that may be comprehended by using context clues.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that incorrectly refer to the presentation
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.AL.1.3 Demonstrate understanding of factual information about everyday life, study, or work-related topics.</b>	
<b>Content Focus</b>	Understand common factual information.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will identify, describe, and explain facts about familiar topics. <b>Content Limits:</b> The content may include, but is not limited to, global themes and familiar idiomatic expressions.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that refer incorrectly to the factual information presented
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.AH.1.3 Analyze the speaker’s perspective, tone, and style as well as differentiate viewpoints heard in a variety of situations.</b>	
<b>Content Focus</b>	Analyze the speaker’s perspective, tone, and style as well as differentiate viewpoints.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to understand and interpret information, analyzing the speaker’s perspective, tone, and style and emphasizing the differences between viewpoints in a variety of situations. <b>Content Limits:</b> The content and topics should be age appropriate.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that refer incorrectly to the speaker’s perspective, style, tone or viewpoint
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.SU.1.3 Analyze cultural references and make inferences and predictions within the cultural framework of the language.</b>	
<b>Content Focus</b>	Make inferences and predictions within the cultural framework of the language.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to understand and interpret information, analyze cultural references, and make inferences and predictions within the cultural framework of the target language in a variety of situations. <b>Content Limits:</b> The content and topics should be age appropriate.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that refer incorrectly to the cultural framework of the target language
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.NM.1.4 Demonstrate understanding of simple information supported by visuals through a variety of media.</b>	
<b>WL.K12.NH.1.4 Demonstrate understanding of key points on familiar topics presented through a variety of media.</b>	
<b>Content Focus</b>	Identify essential information and details as well as compare basic sound patterns with media.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> Identify and describe important points and supporting details in a variety of presentations. Identify and compare basic sound patterns and grammatical structures. <b>Content Limits:</b> The content may include, but not be limited to, recognizing details on familiar topics from sources including documentary video, news articles, movie segments, publicity, or recorded native speaker dialogues that include redundancy and paraphrasing of the information presented.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that refer incorrectly to the presented material
<b>Stimulus Attributes</b>	video or audio segment supported by visuals

**WL.K12.IL.1.4 Identify key points and essential details on familiar topics presented in a variety of media.**

**WL.K12.IM.1.4 Identify essential information and supporting details on familiar topics presented through a variety of media.**

**WL.K12.IL.1.5 Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.**

<b>Content Focus</b>	Understand essential information, key points, ideas, concepts, and supporting details on familiar topics from culturally authentic sources presented through a variety of media.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify, describe, and explain essential information, key points, and supporting details on familiar topics through a variety of media.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar age-appropriate topics that are relevant to the routine daily activities or other events in the past or present. Also, content may include simple songs, poems, narratives, and fairy tales on familiar topics that use familiar and highly contextualized vocabulary and expressions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that are incorrect but related to the presented topic
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.IH.1.4 Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts, and videos.**

<b>Content Focus</b>	Understand multimedia messages and purposes.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Identify, describe, and explain the ideas, messages, and purposes behind a wide variety of sources from the target culture.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, familiar and unfamiliar vocabulary, phrases, and expressions whose meaning is supported by context clues, repetition, paraphrasing, and restatement.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that refer incorrectly to the presented material
<b>Stimulus Attributes</b>	video or audio segment



**WL.K12.AL.1.4 Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts, and videos in order to function for personal needs within the target culture.**

**WL.K12.AM.1.4 Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.**

<b>Content Focus</b>	Understand the message, purpose, and underlying meaning of essential authentic sources found in the target culture.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> Understand the message and purpose of authentic sources, as well as the underlying meaning of information found in different media in the target culture. <b>Content Limits:</b> The content may include, but is not limited to, selecting the most important information from sources that help the student understand everyday life in the context of the target language.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that refer incorrectly to the presented material
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.SU.1.4 Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.**

<b>Content Focus</b>	Draw conclusions in order to function for both personal and career purposes.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes. <b>Content Limits:</b> The content may include, but is not limited to, selecting the most important information from sources that help the student think about personal and career purposes.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that refer incorrectly to the presented material
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.NM.1.5 Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.**

**WL.K12.NH.1.5 Demonstrate understanding of simple stories or narratives.**

<b>Content Focus</b>	Understand simple sources, stories, and narratives.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> Identify, describe, and explain the content of simple songs, poems, stories, and narratives. <b>Content Limits:</b> The content may include, but is not limited to, simple songs, poems, narratives, and fairy tales on familiar topics that use familiar and highly contextualized vocabulary and expressions.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that do not relate to understanding simple poems, songs, stories, or narratives
<b>Stimulus Attributes</b>	video or audio segment

**WL.K12.IM.1.5 Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.**

<b>Content Focus</b>	Understand a lecture.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> Identify, describe, and explain the purpose or intended message behind a lecture on familiar topics. <b>Content Limits:</b> The content may include, but is not limited to, determining the speaker's purpose in simple lectures on familiar topics: history, art, science, culinary arts, and sports.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that refer incorrectly to the lecture</li><li>• responses that relate to common misconceptions</li></ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.IH.1.5 Identify the main idea and supporting details from discussions and interviews on familiar topics.</b>	
<b>Content Focus</b>	Identify the main idea and details.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to identify the main idea and supporting details in discussions and interviews on topics that may be familiar to the student.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, discussions or interviews on many different topics (political coverage of events in other countries, natural disasters, discussions between journalists and specialists, historians, artisans, and so on). Vocabulary can include some familiar idiomatic expressions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that refer incorrectly to discussions/ interviews</li> <li>• responses that do not relate to identifying the main idea and details</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.AM.1.5 Demonstrate understanding of different points of view in a discussion.</b>	
<b>Content Focus</b>	Understand different points of view in a discussion.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to understand and interpret information, concepts, and ideas in a discussion in which different points of view are expressed in detail.</p> <p><b>Content Limits:</b> The content and topics should be age appropriate.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that refer incorrectly to discussions</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.AH.1.5 Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.</b>	
<b>Content Focus</b>	Understand, make inferences and predictions, and critique films on historical, political, or scientific topics.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to understand and interpret information, concepts, and ideas from films on historical, political, or scientific topics intended for native speakers. <b>Content Limits:</b> The content and topics should be age appropriate.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that refer incorrectly to the spoken language or the film content</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.SU.1.5 Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.</b>	
<b>WL.K12.SU.1.6 Follow information from recorded, authentic, complex passages.</b>	
<b>Content Focus</b>	Understand spoken language, following information from complex passages intended for native speakers in a variety of settings.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to understand and interpret information, concepts, and ideas from films on historical, political, or scientific topics. Also, the student will be able to understand and interpret spoken language intended for native speakers in a variety of settings. <b>Content Limits:</b> The content and topics should be age appropriate and familiar to the student, and vocabulary, phrases, and words should be from the target language.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that refer incorrectly to the spoken language or the film content</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.NM.1.6 Follow short, simple directions.</b>	
<b>Content Focus</b>	Follow simple directions.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> Understand and follow simple, straightforward directions in the target language. <b>Content Limits:</b> The content may include, but is not limited to, following formal and informal commands.
<b>DOK Target(s)</b>	1, 2
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	Distractors may include, but are not limited to, responses that show the steps of the directions out of order and do not relate to the directions.
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.NH.1.6 Follow directions or instructions to complete a task when expressed in short conversations.</b>	
<b>Content Focus</b>	Follow directions and understand simple, multi-step directions.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> Describe, explain, and follow simple directions given during everyday short conversations/ activities that may be unfamiliar to students. <b>Content Limits:</b> The content may include, but is not limited to, following formal and informal commands expressed in a simple conversational format.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	responses that show the steps of the directions out of order and do not relate to the directions
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.IL.1.6 Demonstrate understanding of multiple-step directions and instructions in familiar settings.</b>	
<b>Content Focus</b>	Follow instructions and understand complex and multiple-step directions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Describe, explain, and follow complex directions given in short conversations or commands for everyday activities and settings familiar to students.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, following formal and informal commands expressed in a conversational format and having to do with everyday activities such as cooking, doing homework, etc.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that show the steps of the directions out of order and do not relate to the directions</li> <li>• responses that refer incorrectly to the directions</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.IM.1.6 Demonstrate understanding of complex directions and instructions in familiar settings.</b>	
<b>Content Focus</b>	Understand complex or multiple-step directions and instructions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Describe, explain, and follow complex directions given in short conversations, everyday activities, and settings familiar to students.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, following formal and informal commands expressed in a conversational format and having to do with everyday activities such as cooking, going shopping, etc.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that show the steps of the directions out of order and do not relate to the directions</li> <li>• responses that refer incorrectly to the directions</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.IH.1.6 Demonstrate understanding of complex directions and instructions, in unfamiliar settings.</b>	
<b>Content Focus</b>	Understand complex or multiple-step instructions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Describe, explain, and follow complex directions given in short conversations, everyday activities, and settings unfamiliar to students.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, directions given for everyday activities such as those that take place at school, work-related situations, and other situations unfamiliar to students.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that show the steps of the directions out of order</li> <li>• responses that relate to common misconceptions</li> <li>• responses that refer incorrectly to the directions</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.AL.1.6 Follow technical instructions for familiar products and services.</b>	
<b>WL.K12.AM.1.6 Follow complex technical instructions and specifications in real life settings.</b>	
<b>Content Focus</b>	Follow complex technical instructions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to follow complex technical instructions and specifications for products, devices, and services with which students are familiar.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, following instructions for video games, computers, smart phones, ATMs, and other familiar devices with which students will be familiar. The student will understand the possible results of following the directions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that refer incorrectly to the instructions or arguments</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

<b>WL.K12.AH.1.6 Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.</b>	
<b>Content Focus</b>	Follow extended speech and complex lines of arguments.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to understand and interpret information from extended speeches and complex lines of arguments when the direction of the talk is clearly stated by the speaker.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, extended speeches and complex lines of arguments. The student will understand possible results of following lines of arguments.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that refer incorrectly to the arguments</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	video or audio segment

### Standard 2: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

<b>WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.</b>	
<b>Content Focus</b>	Identify familiar written words, phrases, and sentences.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with the text and visuals (e.g., graphs and charts) and apply learned target language reading strategies to aid comprehension.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar visuals and topics: school day, family, and home.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to visuals and familiar topics</li> <li>• responses that are common misinterpretations of vocabulary or graphics</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• advertisement</li> </ul>



<b>WL.K12.NH.2.1 Determine the main idea from simple texts that contain familiar vocabulary used in context.</b>	
<b>Content Focus</b>	Identify the main idea.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with a simple text and apply learned target language reading strategies to identify main ideas.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar topics: home, family, shopping, free-time activities, and healthy living choices.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to the main idea/details</li> <li>• responses that deal with information other than the main idea and/or key details</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• written passage or dialogue</li> <li>• advertisement</li> </ul>

<b>WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</b>	
<b>Content Focus</b>	Identify the main idea.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with a simple text that contains familiar themes. The student is able to demonstrate understanding of the main idea and essential details.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar topics (home, family, shopping, travel, free-time activities, healthy living choices).</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to the main idea/details</li> <li>• responses that deal with information other than the main idea and/or details</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• written passage or dialogue</li> <li>• advertisement</li> </ul>

<b>WL.K12.IM.2.1 Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.</b>	
<b>Content Focus</b>	Identify the main idea and key details.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with a simple or unfamiliar contextualized text and apply learned target language reading strategies. The student is able to identify, describe, and explain main ideas and key details.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar topics (home, family, shopping, travel, free-time activities, healthy living choices), as well as target language literature or unfamiliar topics in texts that include repetition, redundancy, and paraphrasing.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to the main idea/details</li> <li>• responses that deal with information other than the main idea and/or key details</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• written passage or dialogue</li> <li>• advertisement</li> </ul>

<b>WL.K12.IH.2.1 Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.</b>	
<b>Content Focus</b>	Understand the main idea and supporting details.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with a simple text and apply learned target language reading strategies to identify, describe, and explain main ideas and supporting details in familiar and unfamiliar texts that are contextualized.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar topics or unfamiliar topics in texts that include repetition, redundancy, and paraphrasing.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that do not relate to the main idea/details and common misconceptions
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• written passage or dialogue</li> <li>• advertisement</li> </ul>

<b>WL.K12.AL.2.1 Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.</b>	
<b>Content Focus</b>	Understand viewpoints expressed in different literary and non-literary texts from a variety of culturally authentic sources.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with texts while employing learned target language reading strategies to identify and describe different viewpoints expressed in text.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, age-appropriate familiar topics, such as travel, free-time activities, and target language literature.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not accurately represent the viewpoint expressed in the text or identify the literary techniques or the style in the text</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	written passage

**WL.K12.AM.2.1 Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.**

**WL.K12.AM.2.3 Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.**

**WL.K12.AM.2.4 Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.**

<b>Content Focus</b>	Understand long, complex texts and recognize content relevance, as well as idiom and idiomatic expressions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with complex texts while employing learned target language reading strategies to identify, describe, and make inferences on different literary techniques and styles from culturally authentic sources (news items, articles, and reports).</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar age-appropriate topics (newspaper articles, reports, excerpts from magazines), as well as literary devices found in literary compositions, appropriate vocabulary, familiar idioms, and literature containing idiomatic expressions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not accurately represent the viewpoint expressed in the text or do not identify the literary techniques or the style in the text</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	written passage

**WL.K12.AH.2.1 Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.**

<b>Content Focus</b>	Make appropriate inferences and recognize literary elements.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to make appropriate inferences, recognize literary elements, and draw conclusions of concepts/ideas.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, age-appropriate topics, vocabulary, phrases, and words from the target language.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that do not accurately represent the content of the text
<b>Stimulus Attributes</b>	written passage

<b>WL.K12.SU.2.1 Interpret information and draw conclusions of concepts and ideas with ease from culturally authentic sources on a variety of topics.</b>	
<b>Content Focus</b>	Interpret information, draw conclusions, and make appropriate inferences.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to interpret culturally authentic reading materials, make appropriate inferences, and draw conclusions of concepts and ideas. <b>Content Limits:</b> The content may include, but is not limited to, age-appropriate topics, vocabulary, phrases, and words from the target language.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that do not accurately represent the content of the text
<b>Stimulus Attributes</b>	written passage

<b>WL.K12.NM.2.2 Demonstrate understanding of short, simple literary stories.</b>	
<b>Content Focus</b>	Understand ideas in a short, simple literary story.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will demonstrate understanding of ideas in simple stories that use familiar vocabulary. <b>Content Limits:</b> The content may include, but is not limited to, familiar topics, such as home, family, and the school day.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that are not related to the most important information, concepts, and ideas in the written passage
<b>Stimulus Attributes</b>	written passage

<b>WL.K12.NH.2.2 Identify the elements of story such as setting, theme, and characters.</b>	
<b>Content Focus</b>	Identify elements of story.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will identify elements of story such as setting, theme, and characters. <b>Content Limits:</b> The content may include, but is not limited to, familiar topics, such as home, family, and the school day.
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that are not related to the elements of story
<b>Stimulus Attributes</b>	written passage

<b>WL.K12.IL.2.2 Interpret written literary text in which the writer tells or asks about familiar topics.</b>	
<b>WL.K12.IM.2.2 Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.</b>	
<b>Content Focus</b>	Interpret a written literary text; understand the main idea and essential details.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will engage with the text and apply learned target language reading strategies to identify, explain, and describe story elements, main idea, and essential details. <b>Content Limits:</b> The content may include, but is not limited to, familiar topics (home, family, the school day, travel, shopping, free-time activities) or familiar stories and target language literature in present and past time frames.
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that are not related to the setting, theme, or characters</li> <li>• responses that do not relate to the main idea/details</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	written passage

<b>WL.K12.IH.2.2. Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.</b>	
<b>WL.K12.IH.2.4 Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.</b>	
<b>Content Focus</b>	Understand the main idea and supporting details using context clues.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student is able to identify the main idea and supporting details using context clues. <b>Content Limits:</b> The content may include, but is not limited to, familiar topics, such as home, family, the school day, travel, shopping, free-time activities, or stories, and target language literature in present and past time frames that contains unfamiliar words.
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that are not related to the setting, theme, or characters</li> <li>• responses that do not relate to the main idea/details</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	written passage

<b>WL.K12.AL.2.2 Make inferences and predictions from a written source.</b>	
<b>WL.K12.AL.2.3 Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.</b>	
<b>Content Focus</b>	Make inferences and interpret and synthesize meaning. Understand content and relevance of news items, articles, and reports.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student is able to make inferences and interpret and synthesize meaning from a variety of written text (reports, newspaper articles, official documents) on a range of topics. <b>Content Limits:</b> The content may include, but is not limited to, target language newspaper articles and excerpts from magazines.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that include interpretations or that make faulty inferences or predictions that are not supported by the text
<b>Stimulus Attributes</b>	written passage

<b>WL.K12.AM.2.2 Demonstrate understanding of different points of view presented through a variety of literary works.</b>	
<b>Content Focus</b>	Understand different points of view in various literary works.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to understand and interpret the different points of view in various literary works. <b>Content Limits:</b> The content may include, but is not limited to, age-appropriate literary works (short stories, poems, historical fiction, fables, legends, fantasy, drama, diaries, memoirs, journals, etc.) with different points of view.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that provide a wrong interpretation of the points of view that are expressed in the text
<b>Stimulus Attributes</b>	written passage

<b>WL.K12.AH.2.2 Interpret and synthesize meaning from a variety of fictional works and recognized the author’s purpose.</b>	
<b>WL.K12.SU.2.2 Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.</b>	
<b>Content Focus</b>	Interpret, synthesize, and detect hidden meaning from a variety of fictional works; recognize the author’s purpose, tone, and subtlety from a variety of literary genres.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to understand, interpret, and synthesize the hidden meanings of a literary work. The student will also be able to recognize the tone of a literary work and to explain why the author chose it. <b>Content Limits:</b> The content may include, but is not limited to, age-appropriate literary works (short stories, poems, historical fiction, fables, legends, fantasy, drama, diaries, memoirs, journals, etc.) that contain hidden messages, metaphorical meanings, or themes that are not explicit.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that provide a wrong interpretation of the text’s meaning
<b>Stimulus Attributes</b>	written passage



<b>WL.K12.NM.2.3 Demonstrate understanding of simple written announcements with prompting and support.</b>	
<b>Content Focus</b>	Determine the meaning and purpose of simple announcements and public notices.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with the text and apply learned target language reading strategies to identify, describe, and explain key information in signs and notices.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar topics, such as home, family life, and school.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that do not identify or describe the announcement
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• written announcements</li> <li>• party invitations</li> </ul>

<b>WL.K12.NH.2.3 Demonstrate understanding of signs and notices in public places.</b>	
<b>Content Focus</b>	Determine understanding of signs and notices.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with the text to demonstrate understanding of signs and notices in public places.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar topics, such as shopping, travel, free time, and commonly used, contextualized signs and notices in public places.</p>
<b>DOK Target(s)</b>	1, 2
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not demonstrate understanding of signs and notices</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• color or black and white graphic of a menu, schedule, timetable, or brochure</li> </ul>

<b>WL.K12.IL.2.3 Determine the meaning of a message and identify the author’s purpose of authentic written texts such as advertisements and public announcements.</b>	
<b>Content Focus</b>	Determine the meaning and author’s purpose.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with the text and apply learned target language reading strategies to recognize and read announcements and advertisements to interpret meaning and gather specific information.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar topics, such as shopping, travel, and free time, and commonly used, contextualized target language advertisements and announcements.</p>
<b>DOK Target(s)</b>	1, 2
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not identify the author’s purpose</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• color or black and white graphic of a menu, schedule, timetable, or brochure</li> </ul>

<b>WL.K12.IM.2.3 Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.</b>	
<b>Content Focus</b>	Identify specific information from context rich written sources.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with the text while employing learned target language reading strategies to recognize and read common everyday authentic materials such as announcements and advertisements to interpret meaning and gather specific information.</p> <p><b>Content Limits</b> The content may include, but is not limited to, familiar topics, such as shopping, travel, and free time, and commonly used contextualized target language advertisements, brochures, menus, schedules, timetables, and announcements.</p>
<b>DOK Target(s)</b>	1, 2
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not identify the meaning and purpose</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations</li> <li>• graphic of a menu, schedule, timetable, brochure, or advertisement (color, black and white)</li> </ul>

<b>WL.K12.IH.2.3 Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.</b>	
<b>Content Focus</b>	Understand the content of informational texts meant for application in academic and workplace contexts.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student is able to explain and describe information in and relevance of text written for academic and workplace environments.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, age-appropriate, familiar topics related to newspaper articles, excerpts from magazines, and reports on a wide range of professional topics.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that are common misconceptions
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs and illustrations (color, black and white)</li> <li>• written text</li> </ul>

<b>WL.K12.AH.2.3 Analyze the primary argument and supporting details in written texts.</b>	
<b>Content Focus</b>	Analyze the primary argument and supporting details.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to understand and analyze the primary argument and the supporting details in a written text.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, age-appropriate topics, target language vocabulary, and phrases.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that provide a wrong analysis of the primary argument
<b>Stimulus Attributes</b>	written passage

<b>WL.K12.SU.2.3 Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.</b>	
<b>Content Focus</b>	Interpret a written non-literary text.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will engage with the text and apply target language reading strategies to understand abstract, complex, and colloquial non-literary writings. <b>Content Limits:</b> The content may include, but is not limited to, abstract complex texts and colloquial non-literary writings.
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that provide a wrong analysis of written non-literary texts</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	written passage

<b>WL.K12.NM.2.4 Recognize words and phrases when used in context on familiar topics.</b>	
<b>Content Focus</b>	Recognize familiar vocabulary and expressions in context.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student is able to read and comprehend familiar vocabulary when used in context. <b>Content Limits:</b> The content and vocabulary may include, but is not limited to, familiar topics, such as directions used in everyday activities pertaining to home life or the school day.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that include incorrect interpretations of idiomatic expressions</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• written text</li> </ul>

<b>WL.K12.NH.2.4 Identify key, detailed information needed to fill out forms.</b>	
<b>Content Focus</b>	Identify key information commonly solicited on forms.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will follow written directions, such as filling out forms.</p> <p><b>Content Limits:</b> The content and vocabulary may include, but is not limited to, familiar topics, such as directions used in everyday activities pertaining to home life or the school day. Key information may include, but is not limited to, name, birth date, city, and state.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that are common misconceptions
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• written text</li> </ul>

<b>WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.</b>	
<b>Content Focus</b>	Understand and recognize familiar vocabulary in context.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student is able to comprehend familiar vocabulary used in context in order to follow written directions.</p> <p><b>Content Limits:</b> The content and vocabulary may include, but is not limited to, familiar topics, such as directions used in everyday activities pertaining to home life or the school day.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that include incorrect interpretations of written directions</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• written text</li> </ul>

<b>WL.K12.IM.2.4 Recognize many high-frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.</b>	
<b>Content Focus</b>	Recognize high-frequency idiomatic expressions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to identify familiar idiomatic expressions and use context clues to interpret meaning.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, topics familiar to the student, such as home, family, or directions used in everyday activities pertaining to home life or the school day.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	responses that include incorrect interpretations of idiomatic expressions
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs and illustrations (color, black and white)</li> <li>• written text</li> </ul>

<b>WL.K12.AL.2.4 Demonstrate understanding of main idea and supporting details from different types of texts that contain high-frequency idioms.</b>	
<b>Content Focus</b>	The student will understand the main idea and supporting details in a variety of texts.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with the text and apply learned target language reading strategies and identify, describe, and explain main ideas and supporting details.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, literary devices in literary compositions; appropriate vocabulary, including familiar idioms; familiar topics (travel, free-time activities); and target language literature, literature containing common idiomatic expressions or proverbs.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that are not related to the main idea and supporting details from the text</li> <li>• responses that do not provide the correct meaning or context of idiomatic expressions or proverbs</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	written text

<b>WL.K12.AH.2.4 Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.</b>	
<b>Content Focus</b>	Understand idiomatic expressions, proverbs, and unfamiliar words using context clues.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student is able to identify idiomatic expressions, proverbs, and unknown words using context clues to determine the meaning of unfamiliar words.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, age-appropriate, familiar topics found in target language literary compositions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that provide a wrong interpretation of written text</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs and illustrations (color, black and white)</li> <li>• written text</li> </ul>

<b>WL.K12.SU.2.4 Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional lexical variations.</b>	
<b>Content Focus</b>	Interpret written language intended for native speakers.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will engage with the written language and apply learned target reading strategies. The student will be able to demonstrate understanding of the written language.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, written language taken from a wide variety of age-appropriate topics and from a wide variety of settings, types of discourse, styles, registers, and broad lexical variations.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that provide a wrong interpretation of written text</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	written text

### Standard 3: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

<b>WL.K12.NM.3.1 Introduce self and others using basic, culturally appropriate greetings.</b> <b>WL.K12.NM.3.2 Participate in basic conversations using words, phrases, and memorized expressions.</b>	
<b>Content Focus</b>	Greet and introduce one's self and others, participating in basic conversations.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will use culturally appropriate greetings to make introductions. The student will use words, phrases, and memorized expressions in basic conversations. <b>Content Limits:</b> The content may include, but is not limited to, introductions and simple interactions using familiar vocabulary and culturally appropriate greetings.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.NH.3.1 Engage in short social interactions using phrases and simple sentences.</b> <b>WL.K12.NM.3.4 Exchange essential information about self, family, and familiar topics.</b> <b>WL.K12.NH.3.4 Ask and answer a variety of questions about personal information.</b>	
<b>Content Focus</b>	The student will engage in social interactions, exchanging essential personal information and familiar topics.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will use simple sentences and phrases to engage in short social conversation. The student will be able to identify roles and responsibilities of self and family members. <b>Content Limits:</b> The student will engage in short social interactions, asking and answering questions on familiar topics and personal information.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>



<b>WL.K12.II.3.1 Initiate and engage in a conversation on familiar topics.</b>	
<b>WL.K12.IM.3.1 Express views and effectively engage in conversations on a variety of familiar topics.</b>	
<b>Content Focus</b>	Initiate a conversation. Express views in conversations on familiar topics.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will actively take part in discussions on a variety of familiar topics to express views.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, writing letters and/or communicating in e-mail in response to others' points of view, and expressing views on familiar topics such as family, travel, health, school, and leisure activities.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IH.3.1 State and support different points of views and take an active part in discussions.</b>	
<b>WL.K12.IH.3.5 Initiate, maintain, and end a conversation on a variety of familiar topics.</b>	
<b>Content Focus</b>	State points of view. Hold and maintain spontaneous conversations on a variety of topics.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will actively take part in discussions or conversation on a variety of familiar topics to express views.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, writing letters and/or communicating in e-mail in response to others' points of view, and expressing views on familiar topics such as family, travel, health, school, and leisure activities.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AM.3.1: Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.**

**WL.K12.AL.3.7 Incorporate formal and informal language and the appropriate register in a conversation.**

**WL.K12.AL.3.8 Collaborate to develop and propose solutions to problems.**

**WL.K12.AM.3.8 Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.**

<b>Content Focus</b>	Converse using formal/informal language, express general information on varied topics, and defend views in varied contexts. Prepare for discussions and propose solutions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will incorporate formal/informal language and the appropriate register in conversation; exchange general/detailed information on a variety of topics including and beyond academic fields of interest, personal needs, and desires; and express and defend views in a variety of contexts, including business, scientific, and social contexts.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, conversing using formal/informal language. Proficiency level appropriate prompts may include personal needs, desires, school, work, home, activities, celebrations, etc.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AH.3.1 Express self with fluency, flexibility, and precision on concrete and abstract topics.**

**WL.K12.AH.3.5 Exchange, develop and synthesize complex information about personal, academic, and professional tasks.**

<b>Content Focus</b>	Communicate at ease by exchanging, developing, and synthesizing information on concrete and abstract topics.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to express more complex thoughts fluently with precision by exchanging, developing, and synthesizing information on concrete and abstract topics.</p> <p><b>Content Limits:</b> The content may include, but is not limited to</p> <ul style="list-style-type: none"><li>• talking about a wide variety of topics (familiar/unfamiliar and concrete/abstract) and asking and answering questions while using language effectively and consistently;</li><li>• using texts or media that engage the student in conversation;</li><li>• exchanging and developing information, concepts, and summarized ideas that contain a variety of learned patterns;</li><li>• using appropriate vocabulary, grammar, and syntax and consistent fluency and spontaneity in target language; and</li><li>• using dialogue about topics of interest and concern to students at the advanced level (e.g., social concerns, civic responsibility, and environmental issues).</li></ul>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li></ul> <p>For example: The student sees captions or graphics that may include photos of two apartments and a task whereby a student and the student’s roommate are looking for an apartment to share. A student has seen an ad in the newspaper and must call the roommate and describe both apartments in detail.</p> <ul style="list-style-type: none"><li>• video or audio segment</li></ul> <p>For example: The student listens to a dialogue or conversation recorded by native speakers. There will be two 20-second pauses, followed by repetition, with two 20-second pauses for the student to record answers.</p> <ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li><li>• text may include literary, informational passages, or interpersonal discourse</li></ul>

**WL.K12.SU.3.1 Use language for all purposes effectively and consistently.**  
**WL.K12.SU.3.2 Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.**  
**WL.K12.SU.3.3 Express and defend viewpoints or recommendations on a variety of topics or statements.**

<b>Content Focus</b>	Use language for all purposes, conveying meanings and expressing and defending viewpoints with a wide range of expressions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to express more complex thoughts, meaning, and opinions in the context of a conversation or dialogue on a variety of topics or statements.</p> <p><b>Content Limits:</b> The content may include, but is not limited to</p> <ul style="list-style-type: none"> <li>• talking about a wide variety of topics (familiar/unfamiliar and concrete/abstract) and asking and answering questions while using language effectively and consistently;</li> <li>• using texts or media that engage the student in conversation;</li> <li>• exchanging information, concepts, and ideas that contain a variety of learned patterns;</li> <li>• using appropriate vocabulary, grammar, and syntax and consistent fluency and spontaneity in target language; and</li> <li>• using dialogue about topics of interest and concern to students at the advanced level (e.g., social concerns, civic responsibility, and environmental issues).</li> </ul>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> <li>• text may include literary, informational passages, or interpersonal discourse</li> </ul>

**WL.K12.NH.3.2 Exchange information about familiar tasks, topics, and activities, including personal information.**

**WL.K12.NH.3.8 Describe a problem or a situation with sufficient details in order to be understood.**

**WL.K12.NH.3.5 Exchange information about meeting someone, including where to go, how to get there, what to do, and why.**

<b>Content Focus</b>	Orally exchange information with others and interact with others in conversations in basic situations. Describe or solve a problem or personal situation.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will interact with others in everyday situations; exchange information; and ask and answer questions about familiar tasks, topics, and activities.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, a listening, speaking or reading exercise in which a discussion ensues among several people; topics centering on everyday, familiar subjects (e.g., descriptions of friends and family, activities, classes, travel, shopping, plans in the immediate future); and common idiomatic expressions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li><li>• a recorded conversation/written text in the target language dealing with everyday situations from home, work, and/or school that utilize the concepts of questioning</li></ul>

**WL.K12.IL.3.2 Interact with others in everyday situations.**

**WL.K12.IM.3.2 Ask and answer questions on familiar topics to clarify information and sustain a conversation.**

**WL.K12.IL.3.5 Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.**

**WL.K12.IM.3.5 Initiate and maintain a conversation on a variety of familiar topics.**

<b>Content Focus</b>	Orally exchange information with others, interact with others, or sustain conversations in basic situations.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will interact with others in everyday situations and sustain a conversation, exchange information, and ask and answer questions about familiar tasks, topics, and activities.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, a listening, speaking or reading exercise in which a discussion ensues among several people; topics centering on everyday familiar subjects e.g., descriptions of friends and family, activities, classes, travel, shopping, plans in the immediate future, etc.; and common idiomatic expressions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li><li>• a recorded conversation/written text in the targeted language dealing with everyday situations from home, work and/or school that utilize the concepts of questioning</li></ul>

<b>WL.K12.IH.3.2 Sustain a conversation in uncomplicated situations on a variety of topics.</b> <b>WL.K12.AL.3.2 Express and connect ideas when engaged in a lengthy conversation.</b>	
<b>Content Focus</b>	Sustain conversations in basic situations. Sustain lengthy conversations.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will sustain a conversation in uncomplicated situations on a variety of topics. The student will express and connect ideas in lengthy conversations.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, topics of historical significance such as the development of government, social conventions, and figures/personages in the history of the culture of the target language; and common idiomatic expressions and unfamiliar highly-contextualized vocabulary. Content may also include familiar and unfamiliar topics, asking and answering questions, proficiency level appropriate texts or media with identifiable ideas and specific details on given information, concept, or ideas; the focus should not be on paraphrasing but on expressing the main ideas and details of a topic with the use of appropriate level grammar, vocabulary, syntax, and fluency. Dialogues should be on topics of interest and concern to students at the Advanced level, for example, social concerns, civic responsibility, or environmental issues.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AM.3.2 Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.**

**WL.K12.AM.3.5 Exchange and develop information about personal and academic tasks.**

**WL.K12.AM.3.7 Exchange general information on a variety of topics outside fields of interest.**

<b>Content Focus</b>	The student will engage in formal and informal discussions with native speakers and use a wide range of expressions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will use culturally appropriate language in a wide range of expressions to engage in discussions with native speakers in topics outside fields of interest.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, simple discussions about general information and a wide variety of age-appropriate topics and expressions outside fields of interest.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AH.3.2 Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.**

**WL.K12.AH.3.7 Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.**

<b>Content Focus</b>	The student will engage in formal and informal discussions exchanging information in detail with native speakers and use a wide range of expressions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will communicate and exchange expressions in detail about personal needs, desires, and fields of interest within and beyond academic settings.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, simple interactions and a wide variety of age-appropriate topics and expressions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>



**WL.K12.NM.3.3 Ask simple questions and provide simple responses related to personal preferences.**

**WL.K12.NH.3.3 Exchange information using simple language about personal preferences, needs, and feelings.**

**WL.K12.NM.4.3 Express likes and dislikes.**

<b>Content Focus</b>	Converse or ask/answer a question about personal preferences. Express likes and dislikes.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will use simple language to exchange information about personal likes and dislikes in a dialogue.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, expressing personal opinion related to likes and dislikes, needs, and feelings of everyday life using familiar vocabulary and expressions; content does not include advanced idiomatic expressions such as “raining cats and dogs.”</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.IL.3.3 Express and react to feelings and emotions in real life situations.</b>	
<b>WL.K12.IM.3.3 Express personal views and opinions on a variety of topics.</b>	
<b>Content Focus</b>	Express feelings, emotions, personal views, and opinions on familiar topics. Self-correct when speaking.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to express personal viewpoint and feelings of everyday life in the context of the culture of the target language.</p> <p><b>Content Limits:</b> The student will use familiar vocabulary and expressions related to real life situations to converse about feelings and emotions. Topics may include, but are not limited to, daily activities, global concerns, and cultural diversity.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.IH.3.3 Express degrees of emotion and respond appropriately to the feelings and emotions of others.**

**WL.K12.IH.3.8 Describe and elaborate on a personal situation or problem using details.**

<b>Content Focus</b>	Express feelings, emotions, personal views, and opinions on familiar topics. Understand tone and mood. Use details to describe a personal situation.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to express personal viewpoint and feelings of everyday life in the context of the culture of the target language, and to understand tone and mood in a passage or recording and respond appropriately. The student will use details to describe and elaborate on a personal situation.</p> <p><b>Content Limits:</b> The student will use familiar vocabulary and expressions related to real life situations to converse about feelings and emotions. The student will use details to describe personal situations. Topics may include, but are not limited to, daily activities, global concerns, cultural diversity, etc. The content may include, but is not limited to, tone and mood in a passage or recording.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.AL.3.1 Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.**

**WL.K12.AL.3.3 Justify personal preferences, needs, and feelings in order to persuade others.**

**WL.K12.AM.3.3 Elaborate on and justify personal preferences, needs, and feelings.**

**WL.K12.AL.3.4 Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.**

<b>Content Focus</b>	Express and support personal perspectives in conversations.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will express and defend personal views, preferences, needs, and feelings in a detailed and lengthy conversation when given information, concepts, and ideas orally or written in a variety of familiar topics in order to persuade others.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, asking or answering questions; talking about familiar or unfamiliar topics; and expressing at length concepts dealing with persuasive expression (personal opinions, preferences, needs, and feelings of a topic) with the use of appropriate level grammar, vocabulary, syntax, and fluency. Proficiency level appropriate texts or media may include justifying or elaborating on personal preferences, needs and feelings, and ideas or concepts when given information. Dialogues may be on topics of interest and concern to students (e.g., social concerns, civic responsibility, or environmental issues).</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

<p><b>WL.K12.AH.3.3 Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.</b></p> <p><b>WL.K12.AH.3.4 Develop and defend complex information during debates or meetings.</b></p> <p><b>WL.K12.AH.3.6 Provide structured arguments and develop and support hypotheses, working around occasional difficulties.</b></p> <p><b>WL.K12.AH.3.8 Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.</b></p>	
<b>Content Focus</b>	Express personal perspectives and support opinions. Express and defend views. React to a situation, prepare for a discussion and propose a solution.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will express personal opinions and participate in debates providing arguments and supporting hypotheses while working around difficulties and proposing solutions to problems.</p> <p><b>Content Limits:</b> The content may include participating in discussions and expressing/defending views on a wide variety of culturally appropriate topics, including family, activities, classes, and plans for the immediate future. Proficiency level appropriate topics might be related but not limited to school, home, or a current event such as immigration, health-care, homelessness, and unemployment.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, ER, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to expressing or defending personal preferences, needs, feelings and perspectives, or recommendations</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<p><b>WL.K12.IL.3.4 Exchange information about familiar academic and social topics, including participation in an interview.</b></p> <p><b>WL.K12.IM.3.4 Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led).</b></p>	
<b>Content Focus</b>	Converse about academic and social topics. Engage in collaborative discussions about daily life and academic and social topics.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will exchange information about familiar academic and social topics, including an interview, and engage effectively in collaborative discussions related to areas of mutual interest and daily life.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, conversations and exchange of information about familiar topics; appropriate speech based upon their understanding of culturally appropriate discussions in the target and/or original language; the exchanging of detailed information, with limits on vocabulary and syntax as well as on the student’s speaking and listening skills in the target language; and general daily interaction of people in conversation about the customs of the target language.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.IH.3.4 Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.**

**WL.K12.IH.3.6 Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.**

<b>Content Focus</b>	Exchange information relevant to careers and job opportunities. Understand how to use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will exchange information about familiar academic and social topics such as an interview. The student will effectively communicate by using known words and phrases or by using circumlocution.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, reasonable control of present tense with beginning use of past and future as well as some irregular verb forms. Cognates may be used to give context clues. Some unfamiliar words may be used. Additionally, the content may include some idiomatic expressions and vocabulary dealing with time, foods, and places to eat.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.AM.3.4 Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.**

**WL.K12.AL.3.5 Maintain a conversation even when unpredictable situations arise in a familiar context.**

**WL.K12.AL.3.6 Adapt speech when speaking on a variety of topics to convey a clear message.**

**WL.K12.AM.3.6 Use a variety of idiomatic and culturally authentic expressions appropriately.**

<b>Content Focus</b>	Engage fluently in conversations with others. Use a variety of idiomatic and culturally authentic expressions, adapt speech when speaking, express views and develop hypotheses, and converse on a variety of topics.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will participate in discussions and express and defend views in debates. The student will use target language in a fluent and accurate matter. The student will engage in conversation on a variety of topics, adapt speech and self-correct to convey a clear message, and use simple language as well as more advanced idiomatic and cultural expressions to exchange information about personal likes and dislikes.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, conversational expressions that encompass cultural issues of the target language, historical situations and common everyday situations. Additionally, the content may include talking about familiar and unfamiliar topics, asking and answering questions, expressing personal opinions related to likes and dislikes, and expressing structured arguments and hypotheses related to a variety of topics. The use of proficiency-level appropriate texts or media should include engaging in conversations and discussions while maintaining a clear message of what is being spoken as well as being able to self-correct when using incorrect grammar, vocabulary, or syntax. The dialogues will be on topics of interest and concern to students: social concerns, civic responsibility, or environmental issues.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>



**WL.K12.SU.3.4 Participate with ease in complex discussions with multiple participants on a wide variety of topics.**

**WL.K12.SU.3.5 Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.**

**WL.K12.SU.3.6 Speak with ease on almost all topics, using appropriate regional and colloquial expressions.**

<b>Content Focus</b>	Become a life-long learner by engaging in complex discussions on different topics, using appropriate regional and colloquial expressions of the target language.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will use more complicated target language in a variety of culturally appropriate situations to express views and opinions and to infer on a variety of topics related to personal, academic, and professional tasks, using regional and colloquial expressions when appropriate.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, expressing opinions and inferring on a variety of topics related to personal, academic, and professional tasks.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.NM.3.5 Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.**

<b>Content Focus</b>	Converse about numbers and days of the week.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will use and understand common concepts in context.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar vocabulary and expressions related to school and leisure-time activities.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<p><b>WL.K12.NM.3.6 Use appropriate gestures, body language, and intonation to clarify a message.</b></p> <p><b>WL.K12.NH.3.6 Use basic language skills supported by body language and gestures to express agreement and disagreement.</b></p>	
<b>Content Focus</b>	Use body language. Express agreement and disagreement.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will use basic language skills, body language, gestures, and intonation to clarify a message or express agreement/disagreement.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, a dialogue between speakers on a familiar topic in the target language.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<p><b>WL.K12.IL.3.6 Recount and restate information received in a conversation in order to clarify meaning.</b></p> <p><b>WL.K12.IM.3.6 Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.</b></p>	
<b>Content Focus</b>	Restate information in a conversation and use known words and phrases to effectively communicate meaning.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will recount and restate information received in a conversation in order to clarify meaning.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, everyday conversations.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.NM.3.7 Understand and respond appropriately to simple directions.</b>	
<b>WL.K12.NH.3.7 Ask for and give simple directions to go somewhere or to complete a task.</b>	
<b>Content Focus</b>	The content may include, but is not limited to, giving or following simple directions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will ask for, follow, give, and respond to simple directions in order to go somewhere or complete a task.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, asking for, giving, following, and responding to simple directions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IL.3.7 Exchange general information about a few topics outside personal and academic fields of interest.</b>	
<b>Content Focus</b>	Converse about general information outside personal and academic fields of interest.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will exchange general information.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, exchanging general information.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IM.3.7 Follow grammatical rules for self-correction when speaking.</b>	
<b>Content Focus</b>	Follow grammatical rules for self-correction.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will self-correct when speaking. <b>Content Limits:</b> The content may include, but is not limited to, student following grammatical rules.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• written text</li> </ul>

<b>WL.K12.IH.3.7 Ask for, follow, and give directions in complex situations.</b>	
<b>Content Focus</b>	Follow directions in complex situations.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will ask for, follow, give, and respond to simple directions in complex situations in order to go somewhere or complete a task. <b>Content Limits:</b> The content may include, but is not limited to, asking for, giving, following, and responding to simple directions in complex situations.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.SU.3.7 Deliver and defend recommendations in business, scientific, academic, or social contexts.**

**WL.K12.SU.3.8 Think critically and apply concepts in the target language in order to more effectively communicate, solve problems, and accomplish goals when interacting with a native speaker.**

<b>Content Focus</b>	React to a situation, prepare for a discussion, and propose a solution. Think critically and accomplish goals.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will react to a situation, prepare for a discussion, and work with others to develop and propose solutions to problems. The student will think critically and accomplish goals.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, complex situations or unexpected turns of events that require participating effectively in a discussion, thinking critically, and applying concepts in the target language in order to more effectively communicate and solve problems. Topics might be related but not limited to school, home, or a current event such as immigration, health-care, homelessness or unemployment. Proficiency level appropriate topics about problems and/or solutions may include home, school, communication, current events, and so on.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.NM.3.8 Differentiate among oral statements, questions, and exclamations in order to determine meaning.</b>	
<b>Content Focus</b>	Identify statements, questions, and exclamations in oral language to determine meaning.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will distinguish among oral statements, questions, and exclamations to determine meaning.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, familiar topics such as exchange of greetings, introductions of immediate family, stating identity, and naming familiar objects.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IL.3.8 Initiate, engage, and exchange basic information to solve a problem.</b>	
<b>WL.K12.IM.3.8 Describe a problem or situation with details and state an opinion.</b>	
<b>Content Focus</b>	Use details to describe or solve a problem or personal situation.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will initiate, engage, and exchange basic information in order to describe with sufficient details and elaborate on a personal situation, solve a problem, or state an opinion.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, a connected discourse of paragraph length requiring an exchange of basic information related to familiar topics such as family, home, work, school, recreation, interests, hobbies, and activities such as a restaurant visit or a shopping trip. False cognates and literal translation are excluded content.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

#### Standard 4: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

<b>WL.K12.NM.4.1 Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.</b>	
<b>WL.K12.NH.4.1 Provide basic information on familiar topics using phrases and simple sentences.</b>	
<b>Content Focus</b>	Use phrases and/or simple sentences to provide basic information or describe self and the environment.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> Describe or provide information on familiar topics, e.g., self and surroundings, using a series of detailed phrases, memorized expressions, or simple sentences. <b>Content Limits:</b> The content may include, but is not limited to, familiar topics such as daily lives, identity, immediate family and friends, vacations, activities related to the home, the cultures represented by the students themselves and the target language, the culture of the classroom, and basic physical surroundings.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li><li>• tables or graphs</li></ul>

**WL.K12.IL.4.1 Present information on familiar topics using a series of sentences with sufficient details.**

**WL.K12.IL.4.3 Express needs, wants, and plans using a series of sentences that include essential details.**

<b>Content Focus</b>	Present information on familiar topics. Express needs, desires, and plans.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will effectively communicate by using known words and phrases, expressing simple request, wishes, and practices, using level appropriate vocabulary and grammar structures.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, describing needs, desires, and plans with reasonable control of present tense and beginning use of past and future. Content should cohesively use idiomatic expressions and appropriate vocabulary and sentence structure.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>



**WL.K12.IM.4.1 Produce a simple, factual presentation supported by multimedia components and visual displays (e.g., graphics, sound) using logically sequenced and connected sentences with relevant details.**

**WL.K12.IM.9.1 Use expanded vocabulary and structures in the target language to access different media and community resources.**

**WL.K12.IM.9.2 Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.**

<b>Content Focus</b>	Produce a presentation using multimedia and sequential, detailed information. Present information on familiar topics. Use expanded vocabulary, structures and a variety of media venues.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will create a simple presentation in a logical sequence along with a visual aid or a variety of media venues. <b>Content Limits:</b> Topics may include, but are not limited to, daily activities, history, geography, sports, science, etc.
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.IH.4.1 Present information on familiar topics with clarity and detail using multimedia resources.**

**WL.K12.IH.4.3 Describe personal experiences and interests with clarity and detail.**

<b>Content Focus</b>	Produce a presentation on familiar topics or narrate personal experiences using multimedia and detailed information.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will create a factual, simple, concise, yet detailed multimedia presentation explaining a special event or desire, along with a visual aid. <b>Content Limits:</b> Topics may include, but are not limited to, daily activities for students, such as school days or a typical weekend, or target culture communities, social institutions, history, education, arts, science, geography, sports, and other culturally relevant topics.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AL.4.1 Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.**

**WL.K12.AM.4.1 Deliver an articulated presentation on personal, academic, or professional topics.**

**WL.K12.AL.4.3 Speak using different time frames and appropriate mood with good control.**

**WL.K12.AL.4.6 Provide information on academic and job related topics with clarity and detail.**

<b>Content Focus</b>	Make a precise, detailed and complex presentation on professional topics, using a variety of time frames.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to do a clear, precise, detailed, and complex presentation on social, academic, work, personal, or professional topics in the target language that engages and informs the audience appropriately in the target language. The student will use various time frames and moods.</p> <p><b>Content Limits:</b> Topics include, but are not limited to, daily activities in the students’ or target culture communities, social institutions, history, education, arts and sciences, workplace issues, cultural differences with the geographic area of the target language, and comparing and contrasting of different cities within the target language. A variety of verb tenses may be used. The content may include information, concepts, and ideas to be delivered to any type of audience.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AH.4.1 Deliver a clear and precise presentation that engages and informs a specific type of audience.**

**WL.K12.AH.4.3 Deliver and defend a viewpoint on an academic or professional issue.**

**WL.K12.AH.4.6 Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.**

<b>Content Focus</b>	Deliver precise and planned presentations to one of a variety of audiences using appropriate multimedia resources. Provide detailed information on academic or professional topics. Defend a viewpoint.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to provide information about academic-related topics. The student will be able to deliver planned presentations/reports and compositions to present with ease using appropriate idiomatic and culturally authentic expression.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, oral presentations using multimedia resources on academics, professions, college life, academic plans of study, social events, and family.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.SU.4.1 Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.**

**WL.K12.SU.4.2 Give a clearly articulated, well-structured presentation on a complex topic.**

<b>Content Focus</b>	Give a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to deliver a clearly articulated, fluid, well-structured presentation on a complex topic in the target language.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, topics related to home, school, work, leisure activities, and personal interests; concrete and abstract topics (unemployment family life, dating); and complex topics (immigration, health care, cultural events or perspectives about education, social issues, and historical and/or political events).</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.NM.4.2 Present personal information about self and others.**

<b>Content Focus</b>	Provide personal information.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will provide personal information about one's self and others.</p> <p><b>Content Limits:</b> The content uses basic vocabulary of identity and may include, but is not limited to, physical appearance, personality, nationality, age, activities of self, family members and friends. Content may also include what the student in another culture does at home, in school, or for leisure.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.NH.4.2 Describe aspects of daily life using complete sentences.</b>	
<b>Content Focus</b>	Describe daily life using complete sentences.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Provide information about daily life, using complete sentences.</p> <p><b>Content Limits:</b> The content uses basic vocabulary of identity and may include, but is not limited to, physical appearance, personality, nationality, age, interests, and activities of self, family members, and friends. Topics include culturally based situations that do not involve an extensive knowledge of the target language culture and may include daily life, such as what the student does (or what a student in another culture does) at home, in school, or for leisure.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IL.4.2 Describe people, objects, and situations using a series of sequenced sentences.</b>	
<b>Content Focus</b>	Describe people, objects, and situations.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Describe people, objects, and situations, using sequenced sentences.</p> <p><b>Content Limits:</b> Topics may include, but are not limited to, food preparation, shopping, public transport, recreational or cultural activities, family life, social gatherings, and vacations.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IM.4.2 Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.</b>	
<b>Content Focus</b>	Describe people, objects, situations, events, plans, and actions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Describe people, objects, events, plans, actions, and culturally authentic situations, using sequenced and connected sentences and relevant details.</p> <p><b>Content Limits:</b> Topics may include, but are not limited to, food preparation, shopping, public transport, recreational activities, cultural activities, family life, social gatherings, and vacations. A variety of time frames may be required to accomplish the speaking task. The student may create a logically sequenced scenario with relevant details.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IH.4.2 Present viewpoints on an issue and support opinions with clarity and detail.</b>	
<b>WL.K12.AL.4.2 Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.</b>	
<b>Content Focus</b>	Present perspectives and viewpoints.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will present or explain various perspectives on a topic, providing supporting details for the opinions expressed and giving the advantages and the disadvantages of various viewpoints.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, cultural events or perspectives about education, social issues, and historical and political events such as immigration, unemployment, health care, education, social conventions, family or single life, and the advantages/disadvantages of living with others or alone.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AM.4.2 Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.**

**WL.K12.AM.4.3 Narrate, with ease and detail, events of current, public, or personal interest.**

<b>Content Focus</b>	Describe different public events and personal interests in detail and with ease.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to narrate a detailed description about topics related to home, school, work, leisure activities, and personal interests in the target language.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, topics related to home, school, work, leisure activities, personal interests (dating, unemployment, family life), and complex topics (immigration, health care, cultural events, perspectives about education, social issues, historical and political events).</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.AH.4.2 Communicate with accuracy, clarity, and precision on many concrete and abstract topics.</b>	
<b>WL.K12.AH.4.5 Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.</b>	
<b>Content Focus</b>	Communicate with accuracy, clarity, and precision on many concrete and abstract topics; deliver narrative and informative presentations.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to deliver a detailed narrative or presentation about topics related to home, school, work, leisure activities, and personal interests in the target language; the student will communicate with accuracy, clarity, and precision on many concrete or abstract topics.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, topics related to home, school, work, leisure activities, and personal interests; concrete and abstract topics (unemployment, dating, family life; and complex topics (immigration, health care, cultural events, perspectives about education, social issues, historical and political events).</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.NH.4.3 Describe familiar experiences or events using both general and specific language.</b>	
<b>Content Focus</b>	Describe familiar experiences and express needs, desires, and plans.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will tell about familiar experiences or common needs using general and specific language.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, grade-level-appropriate vocabulary and sentence structure.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>



**WL.K12.IM.4.3 Retell a story or recount an experience with appropriate facts and relevant details.**

**WL.K12.II.4.5 Present a short skit or play using well-structured sentences.**

**WL.K12.IM.4.5 Retell or summarize a storyline using logically connected sentences with relevant details.**

<b>Content Focus</b>	Retell or summarize an experience or story.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Summarize, retell a story, or recount an experience including appropriate facts and relevant details, using proficiency level-appropriate vocabulary and grammar and coherent sentences.</p> <p><b>Content Limits:</b> Topics are determined by grammatical constructions forming the focus of the curriculum and may include, but are not limited to, experiences common to students such as the first day of school, a school event, or a typical weekend activity; and past and current events, required activities, or future plans. The experience that is described might have happened to the student or to someone else.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.SU.4.3 Adapt presentation to reflect attitudes and culture of the audience.</b> <b>WL.K12.SU.4.6 Adapt oral presentations spontaneously to meet unexpected needs.</b>	
<b>Content Focus</b>	Make a presentation to reflect attitudes and culture of the audience and accommodate oral presentations to meet unexpected needs.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will adapt oral presentations spontaneously to meet unexpected needs in the target language. <b>Content Limits:</b> The content may include, but is not limited to, family, personal experiences, education, events of current, public, or personal interest; topics such as needs, desires, and issues relative to a single pursuit, activity or an event; and attitudes and culture of the audience, such as past events, activities, or future plans. The student will be limited by the application of appropriate vocabulary and syntax in context, as well as by their literacy skills in the target language.
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.NM.4.4 Provide an account of daily activities.</b>	
<b>Content Focus</b>	Provide details of daily activities.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will give details about daily activities. <b>Content Limits:</b> Topics should refer to very basic activities common to the everyday lives of the age group including, but not limited to, after-school activities, studies, sports, and weekend activities.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.NH.4.4 Present personal information about one’s self and others.</b>	
<b>Content Focus</b>	Provide details of personal information about one’s self and others.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will give details about personal information about one’s self and others.</p> <p><b>Content Limits:</b> Topics should refer to very basic activities common to the everyday lives of the age group including, but not limited to, after-school activities, studies, sports, and weekend activities.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IL.4.4 Provide a logical sequence of instructions on how to make something or complete a task.</b>	
<b>Content Focus</b>	Provide instructions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Provide a logical set of instructions for how to make something or complete a task.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, sequential tasks such as studying, preparing, and consuming a meal, following simple recipes, and attending an event with ticket purchases. The content should elicit the delineators <i>first, next, then, finally, before, after,</i> and <i>following</i>. Content should include essential vocabulary.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IM.4.4 Provide supporting evidence using logically connected sentences that include relevant details.</b>	
<b>Content Focus</b>	Provide supporting evidence.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Provide supporting evidence based on visual prompts in a logical manner.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, an oral response to a prompt and image or series of images: giving directions in town, cooking something, or completing a task at school or at home.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IH.4.4 Produce reports and multimedia compositions in order to present a group project.</b>	
<b>Content Focus</b>	Produce and present a group project to a variety of audiences.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to produce compositions to present a group project to a variety of audiences using multimedia resources in the target language.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, topics with potentially opposing or complementary views, such as health care, education, or politics, and planned and impromptu presentations (e.g., personal experiences, education, social events or perspectives, and family using multimedia resources).</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<p><b>WL.K12.AL.4.4 Communicate ideas on a variety of topics with accuracy, clarity, and precision.</b></p> <p><b>WL.K12.AM.4.4 Prepare and deliver presentations based on inquiry or research.</b></p> <p><b>WL.K12.AM.4.6 Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.</b></p>	
<b>Content Focus</b>	Communicate ideas clearly with accuracy and precision; deliver information in a variety of settings, based on inquiry or research.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to communicate ideas with accuracy, clarity, fluency, precision, and ease and make and deliver presentations in a variety of settings in the target language, based on inquiry or research in the target language</p> <p><b>Content Limits:</b> Topics may include, but are not limited to, politics, current events, health care, school, family, home, eating out, and social pastimes. The student’s presentation should be based on inquiry and research and should be at least three minutes long. Presentations (oral, written, electronic) should contain details that support the main idea and demonstrate a depth of knowledge that reinforces the original language as well as the target language.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black/white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AH.4.4 Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.**

<b>Content Focus</b>	Deliver planned and impromptu presentation using multimedia resources.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to deliver a presentation to a variety of audiences using appropriate multimedia resources.</p> <p><b>Content Limits:</b> Topics may include, but are not limited to, politics, current events, health care, school, family, home, eating out, and social pastimes. The student's presentation should be based on inquiry and research and should be at least three minutes long. Presentations (oral, written, electronic) should contain details that support the main idea and demonstrate a depth of knowledge that reinforces the original language as well as the target language.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black/white)</li><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.SU.4.4 Present fluently and with ease in a variety of settings.**

<b>Content Focus</b>	Communicate fluently in a variety of settings.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to communicate ideas with accuracy, clarity, fluency, precision, and ease in the target language</p> <p><b>Content Limits:</b> Topics may include, but are not limited to, politics, current events, health care, school, family, home, eating out, and social pastimes. The student's presentation should be based on inquiry and research and should be at least three minutes long. Presentations (oral, written, electronic) should contain details that support the main idea and demonstrate a depth of knowledge that reinforces the original language as well as the target language.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black/white)</li><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.NM.4.5 Role-play skits, songs, or poetry in the target language that deal with familiar topics.</b>	
<b>WL.K12.NH.4.5 Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.</b>	
<b>Content Focus</b>	Perform in the target language, present a play, and retell the main idea of a story in the target language.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Perform or role-play skits, songs, or poetry that deal with familiar topics, using well-structured sentences; retell or summarize the main idea of a story with prompting of vocabulary and support.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, simple nursery rhymes and songs and role-play situations involving the classroom, the home, shopping, or eating out. Vocabulary prompts are acceptable.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black/white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IH.4.5 Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.</b>	
<b>Content Focus</b>	Use paraphrasing, circumlocution, and illustrations as presentation methods.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Use paraphrasing, circumlocution, and illustrations to help clearly relate experiences and retell stories.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, current events, history, well-known fairy tales, or sporting events where specific vocabulary might not be known.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black/white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AL.4.5 Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.**

**WL.K12.AM.4.5 Narrate a story and describe reactions with clarity and detail.**

<b>Content Focus</b>	Make narrative and informative presentations, describing reactions with clarity and detail.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to make narrative and informative presentations, including oral responses to literature, and use language, body language, and eye contact appropriate to the situation in the target language.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, a variety of narrative and informative presentations chosen by students; literature, literary or newspaper articles, video clips from literary films, global events that relate to the countries where the target language is spoken, poetry, narratives, and literary works; and a variety of stories (shopping, school, home, eating out, social pastimes, etc.).</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black/white)</li><li>• video or audio segment</li><li>• written text</li><li>• discussions (oral, written)</li></ul>

**WL.K12.SU.4.5 Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.**

<b>Content Focus</b>	Deliver original work supported by research.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to deliver original work supported by research in the target language.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, a variety of original work such as poems, reports, plays, and stories.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>



<b>WL.K12.NM.4.6 Present simple information about a familiar topic using visuals.</b>	
<b>Content Focus</b>	Present simple information about familiar topics.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will present information about a familiar topic using visuals.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, school, clothing, eating, and shopping.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> <li>• discussions (oral and written)</li> </ul>

<b>WL.K12.NH.4.6 Use verbal and non-verbal communication when making announcements or introductions.</b>	
<b>Content Focus</b>	Use verbal and non-verbal communication to make announcements or introductions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will make announcements or introductions using verbal and non-verbal communication.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, school, clothing, eating, and shopping.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> <li>• discussions (oral and written)</li> </ul>

<b>WL.K12.IL.4.6 Describe events in chronological order using connected sentences with relevant details.</b>	
<b>Content Focus</b>	Describe events in chronological order.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Describe events or personal situations in chronological order using coherent sentences and relevant details.</p> <p><b>Content Limits:</b> Topics will be familiar to the student and may include, but are not limited to, education, everyday life, family life, travel, sports, dining, or leisure. Chronological markers could include <i>first, second, third</i> or <i>today, yesterday, tomorrow</i>.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IM.4.6 Describe, explain, and react to personal experiences using logically connected paragraphs with relevant details.</b>	
<b>Content Focus</b>	Describe experiences or events using logically connected paragraphs with relevant details.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Describe and explain events/personal situations using coherent sentences and including relevant details.</p> <p><b>Content Limits:</b> Topics will be familiar to the student and may include, but are not limited to, education, everyday life, family life, travel, sports, dining, or leisure. Chronological markers could include <i>first, second, third, today, tomorrow, yesterday</i>.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IH.4.6 Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.</b>	
<b>Content Focus</b>	Formulate and deliver a presentation.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> Create and present a presentation on a given topic, using multimedia. <b>Content Limits:</b> Topics may include, but are not limited to, history, art history, geography, current event, and trends.
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

### Standard 5: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

<b>WL.K12.NM.5.1: Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.</b>	
<b>Content Focus</b>	Write to provide basic information.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will write to provide basic information about familiar topics using familiar expressions. <b>Content Limits:</b> Topics may include, but are not limited to, school, family, food, or activities.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.NH.5.1 Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.**

**WL.K12.NH.5.5 Request information in writing to obtain something needed.**

<b>Content Focus</b>	Write descriptions and messages. Request information.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write descriptions and short messages to provide basic information about familiar topics and situations. The student will request and develop information in writing to obtain something needed.</p> <p><b>Content Limits:</b> Topics may include, but are not limited to, school, after-school activities, family, food, or activities.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.IL.5.1 Write on familiar topics and experiences using main ideas and supporting details.**

<b>Content Focus</b>	Write about familiar topics and experiences using main ideas and supporting details.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write and provide information in narrative form about familiar topics and include main ideas and supporting details.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, stories, descriptions, or explanations about family, school, hobbies, sports, and personal stories.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.IM.5.1 Write narratives on familiar topics using logically connected sentences with supporting details.**

**WL.K12.IM.5.5 Draft, edit, and summarize information, concepts, and ideas.**

<b>Content Focus</b>	Write narratives, editing and summarizing information.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will draft, edit, and summarize information, concepts and ideas; present information, narratives, descriptions, and explanations on familiar topics, concepts and ideas in narrative to inform an audience of readers using appropriate vocabulary and logically connected complete sentences with supporting details.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, stories, descriptions, or explanations about previously learned familiar topics such as background information, introductions, school, immediate family, hobbies, sports, clothing, food, shopping, health, or other activities.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.IH.5.1 Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.**

**WL.K12.IH.5.2 Describe, in writing, personal experiences and interests with clarity and detail.**

<b>Content Focus</b>	Write narratives or comunicués on familiar topics, using detailed paragraphs.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write, describe, or present information, narratives, descriptions, and explanations on familiar topics, concepts, and ideas in narrative form to inform an audience of readers using appropriate vocabulary and logically connected, complete sentences with clarity and detail.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, stories, descriptions, or explanations about previously learned familiar topics such as background information, introductions, school, immediate family, hobbies, sports, clothing, food, shopping, health, or other activities.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.AL.5.1 Express, in writing, ideas on a variety of topics presented in clear, organized texts.**

**WL.K12.AL.5.4 Use idioms and idiomatic expressions in writing.**

**WL.K12.AM.5.4 Incorporate, with accuracy, idioms and culturally authentic expressions in writing.**

**WL.K12.AL.5.6 Write using style, language, and tone appropriate to the audience and purpose of the presentation.**

<b>Content Focus</b>	Write a variety of clear, well-structured, organized texts on concrete, complex topics and incorporate, with accuracy, idioms and culturally authentic expressions in writing.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to incorporate, with accuracy, idioms, and culturally authentic expressions in writing in the target language.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, establishing philosophical concepts relating ancient sources and life today; making introductions; sharing background information on immediate family, school, hobbies, and sports; describing cultural practices, products, and perspectives; writing articles for school newspaper; conveying facts and giving advice; incorporating documents on complex topics (immigration, politics, welfare); and using various styles for academic and professional audiences.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>

<p><b>WL.K12.AM.5.1 Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.</b></p> <p><b>WL.K12.AM.5.2 Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.</b></p>	
<b>Content Focus</b>	Write detailed texts, reports, summaries, or articles on a variety of complex topics that have been revised and edited.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will present well-structured, detailed texts on a broad variety of complex and concrete social or professional topics. The student will be able to write well-structured, detailed, and easily readable summaries, reports, or articles on concrete and professional topics that have been revised and edited with peer input for correct use of grammar, punctuation, varied sentence structure, and capitalization.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, establishing philosophical concepts relating ancient sources and life today; making introductions; sharing background information on immediate family, school, hobbies, and sports; describing cultural practices, products, and perspectives; writing articles for school newspaper; conveying facts; giving advice; writing on complex topics (welfare, immigration, politics); and using a variety of styles for academic/professional audience.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>



**WL.K12.AH.5.1 Write, with fluency and clarity, well-structured documents on complex topics.**

**WL.K12.AH.5.2 Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.**

**WL.K12.AH.5.3 Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).**

<b>Content Focus</b>	Write precise, clearly detailed, well-structured, organized texts on concrete, abstract, complex topics and apply strategies to evaluate a final product. Write texts, reports, summaries, or articles on complex topics that have been revised and edited. Synthesize and summarize information gathered from various authentic sources (written/oral) in the target language.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The students will create and write well-structured, detailed texts, easily readable summaries, reports, or articles. Texts will be revised and edited with peer input for correct use of grammar, punctuation, varied sentence structure, and capitalization.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, establishing philosophical concepts relating ancient sources and life today; making introductions; sharing background information on immediate family, school, hobbies, and sports; describing cultural practices, products, and perspectives; writing articles for school newspaper; conveying facts and giving advice; using documents on complex topics (welfare, immigration, politics); and using a variety of styles for academic and professional audiences. The content may include, but not be limited to, abstract age-appropriate familiar experiences.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.SU.5.1: Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.**

**WL.K12.SU.5.2 Write, edit, and prepare for final publication a well-structured critical review of a paper, project, or cultural event.**

**WL.K12.SU.5.6 Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.**

<b>Content Focus</b>	Write texts, reports, summaries, or articles on a variety of complex topics and prepare paper for final publication.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to write, edit, and prepare for final publication a critical review of a project, paper, or cultural event in the target language. The student will write fluently about a story, describing reactions to information, concepts, and ideas with clarity and detail (e.g., address a complex topic in a letter to a newspaper editor).</p> <p><b>Content Limits:</b> The content may include, but is not limited to, writing essays, school newspaper articles, informational or literary texts, narratives of general interest, letters to the editor of a newspaper; making introductions; sharing background information on immediate family, school, hobbies, and sports; describing cultural practices, products, and perspectives; and conveying facts and giving advice.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.NM.5.2 Fill out a simple form with basic information.**

<b>Content Focus</b>	Complete simple forms.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will fill out a simple form.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, simple forms such as school applications and other forms familiar to students.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> <li>• form</li> </ul>

<b>WL.K12.NH.5.2 Write simple statements to describe aspects of daily life.</b>	
<b>Content Focus</b>	Writing simple statements about aspects of daily life.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write about daily life using simple statements to describe a simple event, personal experience, or situation with a detail.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, communicating what students do on a daily basis; describing what they do during a certain time of day; explaining what they do during a specific class or at school; and describing what they do to prepare for school or at home after school.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IL.5.2 Describe a familiar event or situation using a variety of sentences and with supporting details.</b>	
<b>Content Focus</b>	Write about personal events. Write about personal experiences.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write about daily life, focusing on a familiar event or situation and using simple statements and supporting details.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, communicating what students do on a daily basis and describing what they do to prepare for school or what they do at home after school.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.IM.5.2 Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.**

<b>Content Focus</b>	Writing informational text
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will write informational texts using a variety of media, using connected sentences and providing supporting details. <b>Content Limits:</b> The content may include, but is not limited to, cultural and current events described in advertising that take place in student’s own surroundings.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.AL.5.2 Write work-related documents (fill out an application, prepare a resume, write a business letter).**

<b>Content Focus</b>	Write work-related documents.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will fill out a simple form or prepare a resume. <b>Content Limits:</b> The content may include, but is not limited to, simple forms familiar to students, such as school applications, business letters, etc.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li><li>• form</li></ul>

**WL.K12.NM.5.3 Write simple sentences about self and/or others.**

<b>Content Focus</b>	Write simple sentences.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will write simple sentences about self/others. <b>Content Limits:</b> The content may include, but is not limited to, school, family, friends, vacation time, and school events.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.NH.5.3 Write a description of a familiar experience or event.</b>	
<b>Content Focus</b>	Use descriptive writing.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write simple sentences about a familiar experience or event from the student’s personal experience.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, school, family, friends, vacation time, and school events.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IL.5.3 Express and support opinions on familiar topics using a series of sentences.</b>	
<b>Content Focus</b>	State and support an opinion.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write and state personal opinions about familiar topics and provide support, using a series of sentences.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, home, school, community, country, etc.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• illustration or graphic</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IM.5.3 State an opinion and provide supporting evidence using connected sentences.</b>	
<b>Content Focus</b>	Support and state an opinion.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write and state personal opinions about familiar topics and provide support, using connected sentences.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, home, school, community, country, etc.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• illustration or graphic</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IH.5.3 Present, in writing, viewpoints on an issue and support opinion with clarity and detail.</b>	
<b>Content Focus</b>	Present and support an opinion with clarity and detail.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write personal opinions about familiar topics and provide supporting evidence with clarity and detail.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, the home, school, community, country, workforce, ancient customs; the content may also include persuasive writing in which opinions may be about literary or informational materials.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• illustration or graphic</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.AL.5.3 Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.</b>	
<b>WL.K12.AM.5.3 Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.</b>	
<b>Content Focus</b>	Write reports, summaries, and essays about abstract topics for a variety of audiences.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write with detailed essays, reports, and summaries on a broad range of abstract topics including those that have been personally researched using authentic texts.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, topics that relate to familiar age-appropriate experiences; variety of writing, such as a summary of an article, chapter, book, or a “how-to” guide; different audiences (editorial readers, professionals, general public); synthesizing and summarizing information gathered from various authentic sources; and reports or essays based on conducted research (backed by a minimum of three previously researched resources) or a previously studied topic.</p>
<b>DOK Target(s)</b>	1, 2, 3, 4
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.SU.5.3 Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.</b>	
<b>Content Focus</b>	Write reports based on conducted research summarizing the opinions of others.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to synthesize and summarize information gathered from various authentic sources (written/oral) in the target language and adapt it to a variety of audiences, such as editorial readers, professionals, and the general public in the target language.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, abstract topics or topics that relate to age-appropriate familiar experiences; variety of writing, such as a summary of an article, chapter, book, or a “how-to” guide; different audiences (editorial readers, professionals, general public); synthesizing and summarizing information gathered from various authentic sources; and reports or essays based on research (at least three researched resources) or a studied topic.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.NM.5.4 Write simple sentences that help in day-to-day life communication.</b>	
<b>Content Focus</b>	Write simple sentences.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write simple sentences that help when communicating in day-to-day life situations.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, student’s daily routine, school, and family.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.NH.5.4 Write short personal notes using a variety of media.</b>	
<b>Content Focus</b>	Write simple notes.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will write personal notes using various media. <b>Content Limits:</b> The content may include, but is not limited to, student’s daily routine, school, and family.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IL.5.4 Compare and contrast information, concepts, and ideas.</b>	
<b>Content Focus</b>	Compare and contrast information.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will compare and contrast information, concepts, and ideas. <b>Content Limits:</b> The content may include, but is not limited to, differences between home and school life, and the choice of after-school activities.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IM.5.4 Conduct research and write a report on a variety of topics using connected detailed paragraphs.</b>	
<b>Content Focus</b>	Research and write a report.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will write a report on a variety of topics, using connected detailed paragraphs, and conduct research using the Internet and/or library materials. <b>Content Limits:</b> The content may include, but is not limited to, activities, conversation basics, work, school, family, home, sports, travel, and hobbies.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>



**WL.K12.IH.5.4 Provide clear and detailed information in writing on academic and work topics with clarity and detail.**

**WL.K12.IH.7.1 Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.**

<b>Content Focus</b>	Provide clear and detailed information from various disciplines in the target language.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will provide clear and detailed information in writing on academic and work topics. <b>Content Limits:</b> The content may include, but is not limited to, activities, conversation basics, work, school, and family.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.AH.5.4 Incorporate metaphors, idiomatic and culturally authentic expressions in writing with ease.**

**WL.K12.AH.5.5 Write a narrative about an experience in a clear, fluent style appropriate to different genres.**

<b>Content Focus</b>	Write a narrative about an experience, incorporating figurative language, such as metaphors and culturally authentic expressions in writing.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to incorporate, with accuracy, figurative language (metaphors) and culturally authentic expressions in writing in the target language. The student will be able to write a narrative about an experience in a clear, fluent style appropriate to different genres in the target language. <b>Content Limits:</b> The content may include, but not be limited to, personal experiences appropriate to different genres, incorporating figurative language.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photograph, illustration, or graphic</li><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.SU.5.4 Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.**

**WL.K12.SU.5.5 Use humor and irony when writing an essay.**

<b>Content Focus</b>	Incorporate figurative language, such as metaphors and national and regional idiomatic and culturally authentic expressions, in writing. Write an essay using humor and irony.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to incorporate figurative language, humor and irony, and national and regional idiomatic and culturally authentic expressions in an essay in the target language.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, writing an essay or a report on topics such as introductions, immediate family, background information, school, hobbies, sports, and daily life; the content may also include figurative language and national and regional idiomatic and culturally authentic expressions.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written text</li></ul>

**WL.K12.NM.5.5 Write about previously acquired knowledge and experiences.**

<b>Content Focus</b>	Write about previous experiences.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write about a previous experience.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, basic introductions, immediate family, background information, and school.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• illustration with captions</li><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.II.5.5 Develop questions to obtain and clarify information.</b>	
<b>Content Focus</b>	Obtain and clarify information.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will develop information in writing to obtain something needed.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, school, family, after school activities, and other familiar topics.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photograph, illustration, or graphic</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IH.5.5 Describe, in writing, events in chronological order.</b>	
<b>Content Focus</b>	Narrate events in chronological order.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will narrate in written form and with clarity a series of events in chronological order.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, using appropriate media, text, graphics, or interpersonal information on a variety of age-appropriate topics such as historical or sporting events and/or life events to present information in chronological order.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AL.5.5 Write using different time frames and appropriate mood.**  
**WL.K12.AM.5.5 Write with clarity following consistent control of time frames and mood.**

<b>Content Focus</b>	Narrate events keeping in mind the control of time frames and mood.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will narrate in written form with clarity a series of events following consistent control of time frames and mood in the target language.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, using appropriate media, text, graphics, or interpersonal information on a variety of age-appropriate topics such as historical or sporting events or life events to present information in chronological order. Content may include everyday life of students, daily routine of students, home, classroom, family, friends, and/or school; background information, hobbies, sports, and literary information; specific topics such as running a business, renting an apartment, or writing to a customer service department; and specific tasks such as organizing events chronologically and writing an e-mail in formal register.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.NM.5.6 Pre-write by drawing pictures to support ideas related to a task.**  
**WL.K12.NM.5.7 Draw pictures in sequence to demonstrate a story plot.**

<b>Content Focus</b>	Pre-write by drawing pictures. Sequence pictures to represent a story plot.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will draw pictures as a pre-writing exercise to help develop and support ideas. The student will draw or put pictures in sequence to demonstrate or represent a story plot.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, the home, the classroom, family, friends, events, birthdays, activities, and school.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• illustration with captions</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.NH.5.6 Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).</b>	
<b>Content Focus</b>	Draft an itinerary.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will prepare a draft of an itinerary for a personal experience or event.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, the home, the classroom, family, vacation, friends, and school.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• illustration with captions</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.L12.IL.5.6 Conduct research and write a detailed plan (e.g., a trip to a country where the target language is spoken).</b>	
<b>WL.K12.IL.9.1 Use the target language to participate in different activities for personal enjoyment and enrichment.</b>	
<b>Content Focus</b>	Plan and conduct research. Use the target language in personal activities.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will conduct research and write a detailed plan. The student will use the target language for personal enjoyment and enrichment within and beyond the school day; the student will use the target language in activities for personal enjoyment and enrichment.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, the home, the classroom, family, friends, and school; travel plans, detailed personal life events, activity planning, appropriate time markers, everyday events; and possible trips to countries that use the target language, menus, summer-break activities, and landmarks related to the target culture.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IM.5.6 Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.</b>	
<b>Content Focus</b>	Develop writing that has been edited for punctuation and correct use of grammar.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will produce writing, edited for correct use of grammar and punctuation, with development, style, language, tone, and organization appropriate to the audience, task, and purpose.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, writing essays, school newspaper articles, literary texts, informational texts, narratives of general interest, and letters to the editor of a newspaper; making introductions; sharing background information on immediate family, school, hobbies, and sports; describing cultural practices, products, and perspectives; and conveying facts and giving advice.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IH.5.6 Write about a story and describe reactions with clarity and detail.</b>	
<b>Content Focus</b>	Write about a story and describe reactions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write about a story they have read, describing reactions to information, concepts, and ideas with clarity and detail, e.g., letter to the editor of a newspaper.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, writing essays, school newspaper articles, informational or literary texts, narratives of general interest, letters to the editor of a newspaper; making introductions; sharing background information on immediate family, school, hobbies, and sports; describing cultural practices, products, and perspectives; and conveying facts and giving advice.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.AM.5.6 Produce a persuasive essay and sustain and justify opinions and arguments in writing.</b>	
<b>Content Focus</b>	Create a persuasive essay.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to create a persuasive essay and sustain and justify opinions and arguments in writing in the target language.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, a variety of persuasive essays related to home, classroom, family, friends, school, and other age-appropriate topics.</p>
<b>DOK Target(s)</b>	1, 2, 3, 4
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.AH.5.6 Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.</b>	
<b>Content Focus</b>	Write about a variety of topics and refine the final draft.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft in the target language.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, a variety of topics related to home, the classroom, family, friends, school, and other age-appropriate topics.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WLK12.NH.5.7 Pre-write by generating ideas from multiple sources based upon teacher directed topics.</b>	
<b>Content Focus</b>	Generate pre-writing ideas.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will generate ideas from multiple sources as pre-writing to help organize thoughts.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, drawing pictures in chronological order to demonstrate a story plot; and introductions, the immediate family, and background information. Tasks may include, but are not limited to, using appropriate media, text, graphics, or dialogue to produce ideas used in the pre-writing process. This process helps organize thoughts and includes concept mapping, outlining, and note taking.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IL.5.7 Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.</b>	
<b>Content Focus</b>	Develop a draft of a plan.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write a draft identifying a purpose for the writing, identifying the audience and establishing a logical sequence and a time frame for completing the draft.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, introductions, immediate family, school, sharing background information, hobbies, and sports.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>



<b>WL.K12.IM.5.7 Write a narrative based on experiences that use descriptive language and details.</b>	
<b>Content Focus</b>	Write a narrative using details.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write an original narrative or story with clarity, using descriptive language and details.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, family education, employment, weather, clothing, travel, vacations and holidays, and future plans; the beginning of a story that the student finishes; an important/most interesting event in the student’s life; a fictional story or a narrative telling about the student; a photo to imagine what happens next; personal experiences, imagination, or global issues; and creative pieces such as poetry, narratives, and plays.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IH.5.7 Write a short essay or biography using descriptive details and a variety of sentence structure.</b>	
<b>Content Focus</b>	Write an essay or a biography.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write a short essay or biography using appropriate descriptive details and a variety of sentence structures.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, physical descriptions, personality descriptions, and comparison and contrast.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.AL.5.7 Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.**

**WL.K12.AM.5.7 Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.**

<b>Content Focus</b>	Write in a variety of forms, such as a narrative. Incorporate figurative language, emotions, gestures, and rhythm into the original piece.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write an original narrative or story with clarity, using descriptive language and details and level-appropriate grammatical features and vocabulary including plot, character development, and a beginning, middle, and end. The student will be able to incorporate figurative language, emotions, gestures, rhythm, and appropriate format.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, family education, employment, weather, clothing, travel, vacations and holidays, and future plans; the beginning of a story that the student finishes; an important/most interesting event in the student’s life; a fictional story or a narrative telling about the student; a photo to imagine what happens next; personal experiences, imagination, or global issues; and figurative language, emotions, gestures, rhythm, and appropriate format or introduction.</p>
<b>DOK Target(s)</b>	1, 2, 3, 4
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.AH.5.7 Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.</b>	
<b>Content Focus</b>	Write in a variety of forms, such as a narrative. Use effective imagery and literary devices appropriate to the genre.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will write a creative narrative, poetry, or play, using descriptive language, details, level-appropriate grammatical features, and vocabulary including plot, character development, and a beginning, middle, and end.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, an important event in the student’s life; a fictional story or a narrative telling about the student; and creative pieces (narratives, poetry, and plays).</p>
<b>DOK Target(s)</b>	1, 2, 3, 4
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.SU.5.7 Write creative fiction that includes authentic setting, coherent plot, and distinct characters with effective details.</b>	
<b>Content Focus</b>	Write creative fiction.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to write creative fiction that includes authentic setting, coherent plot, and distinct characters with effective details in the target language.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, appropriate creative fiction that includes authentic setting, coherent plot, and distinct characters with effective details.</p>
<b>DOK Target(s)</b>	1, 2, 3, 4
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written text</li> </ul>

## Standard 6: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

<b>WL.K12.NM.6.1 Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)</b> <b>WL.K12.NM.6.2 Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).</b>	
<b>Content Focus</b>	Demonstrate fundamental cultural practices and/or traditions. Demonstrate understanding of examples of cultural behavior, practices, or traditions.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will understand essential cultural features of behavioral norms, cultural practices and traditions. The student will recognize common patterns of behavior (such as body language and gestures), cultural practices, and/or traditions associated with the target culture(s). <b>Content Limits:</b> The content may include, but is not limited to, introductions, greetings, common beliefs, and traditions.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to correct interpretations, relationships, or details
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs and illustrations (color, black and white)</li><li>• literary or historical documents</li><li>• video or audio segment</li></ul>

<b>WL.K12.NH.6.1 Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of its characteristics and compare them to own culture.</b>	
<b>Content Focus</b>	Demonstrate common and contrasting cultural behaviors and beliefs.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will recognize basic similarities and/or differences between characteristics of practices and perspectives within the target language culture as compared to the student’s own culture and will recognize how this understanding influences personal perspectives and decisions.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, common or contrasting cultural behaviors, practices, traditions, and/or perspectives of the target language culture and American culture.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to correct interpretations, relationships, or details
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

**WL.K12.IL.6.1 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one’s own and others’ ways of thinking.**

**WL.K12.IL.6.2 Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.**

<b>Content Focus</b>	Demonstrate fundamental cultural beliefs, practices, and/or traditions. Demonstrate awareness of cultural daily activities.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will recognize basic connections, distinctive characteristics, and similarities and/or differences between characteristics and perspectives between the target language and the student’s own language. The student will understand cultural practices and expressions used in daily activities.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, common or contrasting cultural behaviors, practices, traditions and/or perspectives, and examples of cultural practices or expressions used in daily activities.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, relationships, or details</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

<b>WL.K12.IM.6.1 Distinguish patterns of behavior and social interaction in various settings in the target culture(s).</b>	
<b>Content Focus</b>	Demonstrate appropriate behaviors in a variety of contexts.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify culturally appropriate behaviors and social interactions in a variety of situations in the target culture(s).</p> <p><b>Content Limits:</b> The content may include, but is not limited to, formal and informal introductions, specific greetings, and other culturally appropriate/inappropriate behaviors specific to the culture in a variety of scenarios.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, relationships, or details</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

<b>WL.K12.IH.6.1 Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.</b>	
<b>Content Focus</b>	Demonstrate understanding of perspectives and practices of past and contemporary life.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will explore modern and historical practices, perspectives, and attributes of daily life in the target language culture through a variety of media.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, routines, common beliefs, rituals, traditions, or cultural mores within the existing or previous cultural community.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, details, or relationships</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

<p><b>WL.K12.AL.6.1 Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.</b></p> <p><b>WL.K12.AM.6.1 Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs or viewpoints) typical of the target culture(s).</b></p>	
<b>Content Focus</b>	Demonstrate understanding of perspectives and practices of same-language cultures. Assess practices and perspectives typical of the target culture(s).
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify cultural similarities and differences in behaviors and beliefs to enable understanding and insight. The student will be able to use the target language to gain knowledge and evaluate practices and perspectives typical of the target culture.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, routines, common beliefs, rituals, and traditions or cultural mores; and practice and perspectives typical of the target culture.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, details, or relationships</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>



**WL.K12.AH.6.1 Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.**

**WL.K12.AH.6.2 Analyze aspects of the target language that are expressions of culture.**

**WL.K12.AH.8.3 Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.**

<b>Content Focus</b>	<p>The students will discuss practices and perspectives of the culture(s) studied. The student will analyze aspects of the target language that are expressions of culture.</p> <p>Understand and analyze practices and perspectives of the target culture(s). Research works produced by native speakers of the target language to evaluate cultural impact in own language and culture.</p>
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to use the target language to gain knowledge, discuss practices and perspectives of the culture(s) studied, and describe how they are interrelated to different topics and traditions of cultures other than the student's own. The student will be able to use the target language to analyze aspects of the target language.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not relate to correct interpretations, details, or relationships</li><li>• responses that are common misconceptions</li></ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• literary or historical documents</li><li>• video or audio segment</li></ul>

**WL.K12.SU.6.1 Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.**

**WL.K12.SU.6.2 Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.**

<b>Content Focus</b>	The student will apply knowledge and understanding of the practices and perspectives of the target culture and discuss aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to use the target language to apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom. The student will be able to use the target language to discuss various aspects of the target culture.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, age-appropriate practices and perspectives of the target culture(s) (social and political factors); and various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, details, or relationships</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

**WL.K12.NH.6.2 Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.**

<b>Content Focus</b>	Identify common cultural beliefs, attitudes, and behaviors.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will identify examples of common beliefs and values and how these cultural characteristics influence behaviors. <b>Content Limits:</b> The content may include, but is not limited to, examples of cultural beliefs and/or attitudes common to the culture and how these attributes are demonstrated through various practices.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to correct interpretations or relationships
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• literary or historical documents</li><li>• video or audio segment</li></ul>

**WL.K12.IM.6.2 Use practices and characteristics of the target cultures for daily activities among peers and adults.**

<b>Content Focus</b>	Use practices and characteristics of the target cultures for daily activities.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will use practices and characteristics of the target cultures. <b>Content Limits:</b> The content may include, but is not limited to, daily routines, family, or school
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to correct practices and characteristics of the target cultures
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• literary or historical documents</li><li>• video or audio segment</li></ul>

<b>WL.K12.IH.6.2 Apply language and behaviors that are appropriate to the target culture in an authentic situation.</b>	
<b>Content Focus</b>	Apply authentic language and culture.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify a common linguistic feature or cultural behavior and demonstrate understanding in a life-like situation.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, formal/informal registers, introductions, greetings, school interactions, friends, family, holidays, or traditions.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, relationships, or details</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

<p><b>WL.K12.AL.6.2 Explain why the target language has value in culture and in a global society.</b></p> <p><b>WL.K.12.AM.6.2 Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.</b></p>	
<b>Content Focus</b>	Demonstrate understanding of the relevance of the target language. Think critically in order to function successfully within the target culture.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will give details about the importance of the target language within the cultural community and throughout the world.</p> <p>The student will be able to use background knowledge to think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, contributions or importance within arts, government, language, religion realms, or history.</p> <p>The content may include, but not be limited to, background knowledge of the target culture in connection to personal, professional, and academic needs.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, relationships, or details</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

**WL.K12.NM.6.3 Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.**

**WL.K12.NM.9.2 Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.**

<b>Content Focus</b>	Demonstrate understanding of authentic culture. Participate in target language events.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will participate in an age-appropriate cultural activity that may be recorded. The student will attend events and create and give presentations about cultural events and activities in local, global, or online communities. <b>Content Limits:</b> The content may include, but is not limited to, celebrations, songs, games, and dances. The content may include, but is not limited to, a simple presentation in class about a topic in the target language or attendance at a cultural event, a visit to a museum, or participation in an online community. Participation in an outside activity must be documented with a signed statement from the activity or a log from the website.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not relate to correct interpretations, relationships, or details</li><li>• responses that are common misconceptions</li></ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• literary or historical documents</li><li>• video or audio segment</li></ul>

**WL.K12.NH.6.3 Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.).**

<b>Content Focus</b>	Understand contributions to the global community.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to distinguish various contributions of the target language culture and will understand how these contributions impact the community (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.).</p> <p><b>Content Limits:</b> The content may include, but is not limited to, food, music, art, sports, inventions, movies, and so on.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to correct interpretations or relationships
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

**WL.K12.IL.6.3 Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.**

<b>Content Focus</b>	Examine historic and contemporary contributors.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will recognize the value of significant historic and contemporary contributors such as explorers, artists, musicians, and athletes.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, explorers, leaders, artists, musicians, inventors, educators, athletes, or other cultural icons and their significance.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, relationships, or details</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

<b>WL.K12.IM.6.3 Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.</b>	
<b>Content Focus</b>	Explore arts-based contributions from the target culture.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will explore outstanding figures past or present who have made noteworthy contributions. <b>Content Limits:</b> The content may include, but is not limited to, influential artisans, rulers, inventors, composers, and architects.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, relationships, or details</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>



**WL.K12.IH.6.3 Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.).**

**WL.K12.IH.7.2 Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.**

**WL.K12.IL.7.1 Access information in the target language to reinforce previously acquired content area knowledge.**

<b>Content Focus</b>	Discuss external cultural/language influences. Explain historical or cultural influences. Access information and form connections to strengthen learning.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will talk about contributions made by groups outside the target language culture. Understand, describe, and explain historical and cultural influences on the people and regions of the target language within the context of various academic disciplines. The student will strengthen and clarify knowledge from other content areas through information presented in the target language.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, major historical or current communities such as physicians, educators, writers, and politicians who speak other languages or represent other cultures and have made significant contributions. The content may include authentic material such as informational texts on historical events or figures, works of art or art movements, and musical or literary genres. The target language as the subject is excluded.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not relate to correct interpretations, relationships, or details</li><li>• responses that are common misconceptions</li></ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• literary or historical documents</li><li>• video or audio segment</li></ul>

**WL.K12.AL.6.3 Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes.**

**WL.K12.AM.6.3 Evaluate the effects of the target culture’s contributions on other societies.**

<b>Content Focus</b>	Analyze contributions of diverse groups. Evaluate the effects of the target culture.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will recognize the value of significant historic and contemporary contributors (explorers, artists, musicians, and athletes); the student will assess the effects of the target culture’s contributions on other societies.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, explorers, leaders, artists, musicians, inventors, educators, and athletes or other cultural icons and their significance.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not relate to correct interpretations, details, or relationships</li><li>• responses that relate to common misconceptions</li></ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• literary or historical documents</li><li>• video or audio segment</li></ul>

<b>WL.K12.AH.6.3 Summarize the impact of influential people and events and their contributions to the global community.</b>	
<b>Content Focus</b>	Summarize the impact of influential people and events on the global community.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will use the target language to summarize the impact of influential people and events and their contributions to the global community.</p> <p><b>Content Limits:</b> The content may include the target culture routines, common beliefs, rituals, traditions, or cultural contributions on other societies and the impact of influential people and events and their contributions to the global community.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, relationships or details</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

**WL.K12.SU.6.3 Interpret information in the target language on a variety of topics related to the target culture’s philosophy, social issues, regionalisms, and cultural traditions presented through a variety of media, including authentic materials.**

**WL.K12.SU.8.3 Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.**

<b>Content Focus</b>	Interpreting information in the target language presented through a variety of media. Investigate aspects of the target cultures to evaluate generalizations and stereotypes.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to use the target language to interpret information on a variety of topics related to the target culture. The student will be able to research different aspects of the target culture(s) and own culture to evaluate and refine generalizations and dispel stereotypes.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, age-appropriate aspects of the target culture’s philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials. The content may also include cultural traditions and celebrations that exist in the target cultures and other cultures; the student will evaluate different age-appropriate aspects of the target culture(s) and own culture to refine generalizations and dispel stereotypes.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to target culture’s philosophy and traditions</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

<b>WL.K12.NM.6.4 Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).</b>	
<b>Content Focus</b>	Recognize products of culture.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will recognize products of the target culture.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, food, shelter, clothing, transportation, and toys of the target culture.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to correct interpretations or relationships
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

<b>WL.K12.NH.6.4 Identify cultural artifacts, symbols, and images of the target culture(s).</b>	
<b>Content Focus</b>	Identify cultural artifacts and symbols.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify cultural objects, artifacts, manufactured items, symbols, or images created by members of the target culture.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, authentic goods, services, identifiable artifacts, symbols, or images that are relevant to the target culture.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to correct interpretations or relationships
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

<b>WL.K12.IL.6.4 Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).</b>	
<b>Content Focus</b>	Identify and recognize cultural products.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify and recognize cultural objects, artifacts, manufactured items, symbols, or images.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, authentic goods, services, symbols, or images relevant to the target culture.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, relationships, or details</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs and illustration (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

<b>WL.K12.IM.6.4 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</b>	
<b>Content Focus</b>	Compare and contrast products across cultures. Describe cross-cultural customs and traditions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to recognize and describe cultural products and compare and contrast them with products produced by other cultures.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, age-appropriate elements that can be compared or contrasted between cultures.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not include correct interpretations, relationships, or details</li> <li>• responses that include common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

<b>WL.K12.IH.6.4 Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</b>	
<b>Content Focus</b>	Describe cross-cultural customs and traditions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to describe the products a culture produces and explain how they are similar/dissimilar from products produced by other cultures.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, information that allows students to express a relationship among products in two or more cultures.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, details, or relationships</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

**WL.K12.AL.6.4 Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).**

**WL.K12.AM.6.4 Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)**

**WL.K12.AL.7.1 Apply knowledge gained in the target language to make connections to other content areas.**

**WL.K12.AM.7.1 Analyze, reinforce, and further knowledge of other disciplines through the target language.**

<b>Content Focus</b>	Explain products from the target culture(s). Investigate cultural products among groups in other societies. Evaluate cultural products among groups in other societies. Summarize knowledge of other disciplines through the target language. Combine information from different subject areas through the target language.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to describe and explain the products the target culture produces. The student will be able to use the target language to investigate and analyze diverse cultural products among groups in other societies and use the target language to obtain a better understanding of other subjects. The student will be able to acquire, reinforce, and further his or her knowledge through the target language.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, diverse cultural products among groups in other societies, such as celebrations, literature, architecture, music, dance, theater, political systems, economic systems, etc.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct interpretations, relationships, or details</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>



**WL.K12.AH.6.4 Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).**

**WL.K12.AH.7.1 Synthesize information from different subject areas through the target language to further knowledge of own language and culture.**

**WL.K12.AH.7.2 Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.**

**WL.K12.AH.8.1 Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.**

<b>Content Focus</b>	Demonstrate understanding of relationships between products and perspectives among groups in other societies. Gather information in the target language to make connections to other content areas. Analyze and synthesize target culture in a comprehensive way.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to use the target language to investigate and analyze diverse cultural products among groups in other societies. The student will be able to analyze and synthesize information gathered in the target language to make connections to other content areas (science, arts, etc.). The student will be able to develop and analyze the form, meaning, and importance of perspectives, practices, and products of the target culture.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, diverse cultural products among groups in other societies, such as celebrations, literature, architecture, music, dance, theater, political systems, economic systems, etc. The content may include, but not be limited to, perspectives, practices, and products of the target culture.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct pairings of products to the respective culture</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

**WL.K12.SU.6.4 Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).**

**WL.K12.SU.7.1 Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.**

<b>Content Focus</b>	Demonstrate understanding of relationships between products and perspectives among groups in other societies. Use knowledge to investigate, interpret, and evaluate findings.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to use the target language to explore the relationships between products and perspectives among groups in other societies. The student will use knowledge acquired through target language to investigate, interpret, and evaluate findings.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, diverse cultural products among groups in other societies, such as celebrations, literature, architecture, music, dance, theater, political systems, and economic systems, and may also include further age-appropriate knowledge of other disciplines through the target language.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to correct pairings of products to the respective culture</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• literary or historical documents</li> <li>• video or audio segment</li> </ul>

### Standard 7: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

<b>WL.K12.NM.7.1 Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.</b>	
<b>Content Focus</b>	Recognize subject-area phrases and vocabulary.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will recognize and access vocabulary words and phrases that are studied in other content areas. <b>Content Limits:</b> The content may include, but is not limited to, vocabulary and phrases related to language arts, mathematics, science, social studies, fine arts, sports and recreation, and intra/extracurricular activities.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to vocabulary words and phrases not referencing the object/situation/meaning referenced in the item stem
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs (color, black and white)</li><li>• illustrations with captions, graphics, charts, etc. (color, black and white)</li><li>• literary or informational texts</li><li>• video or audio segment</li><li>• written prompt or research topic</li></ul>

<b>WL.K12.NH.7.1 Use vocabulary acquired in the target language to access new knowledge from other disciplines.</b>	
<b>Content Focus</b>	Use key words, phrases, and vocabulary in the target language to increase knowledge.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify and use vocabulary and simple phrases in the target language to explain new content and demonstrate understanding of new information.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, authentic materials such as multimedia and teacher-generated resources. The target language as the subject is excluded.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to vocabulary words and phrases not referencing the object/situation/meaning referenced in the item stem
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs (color, black and white)</li> <li>• illustrations with captions, graphics, charts, etc. (color, black and white)</li> <li>• literary or informational texts</li> <li>• video or audio segment</li> <li>• written prompt or research topic</li> </ul>

<p><b>WL.K12.IM.7.1 Use expanded vocabulary and structures in the target language to increase content area knowledge.</b></p> <p><b>WL.K12.IM.7.2 Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.</b></p>	
<b>Content Focus</b>	Use target language to increase knowledge. Discuss general topics.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will recognize and access vocabulary words and phrases that are studied in other content areas and will demonstrate ability to discuss familiar topics and understand and introduce new information into these discussions.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, vocabulary and phrases related to language arts, mathematics, science, social studies, fine arts, sports and recreation, and intra/extracurricular activities. The target language as subject is excluded.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to vocabulary words and phrases not referencing the object/situation/meaning referenced in the item stem</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations with captions, graphics, charts, etc. (color, black and white)</li> <li>• video or audio segment</li> <li>• written prompt or research topic</li> <li>• literary or informational texts</li> </ul>

**WL.K12.NM.7.2 Identify (within a familiar context and supported by visuals) basic information common to the world language classroom and other disciplines.**

<b>Content Focus</b>	Identify basic information.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> Identify and describe items and concepts commonly found in and associated with the classroom. <b>Content Limits:</b> The content may include, but is not limited to, items commonly found in the classroom such as textbooks, writing supplies, windows, doors, teacher, students, desks, windows, and classroom activities.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to objects and concepts found in the classroom
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• written material</li></ul>

**WL.K12.NH.7.2 Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.**

<b>Content Focus</b>	Use maps, graphs, and other graphic organizers.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will demonstrate comprehension and expression of key vocabulary in the target language by using simple maps, illustrations, and other graphic organizers. <b>Content Limits:</b> The content may include, but is not limited to, graphic organizers such as maps and graphs. Content area to be reinforced will include information learned in the classroom and in the community.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not include illustrations, photos, simple sentences, short phrases, or single words based on the stimulus text
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• maps, charts, or other graphic organizers, which may include photographs (color, black and white) and/or illustrations with captions, graphics, charts, etc. (color, black and white)</li><li>• literary or informational texts (when the item task involves filling out a graphic organizer)</li><li>• video or audio segment (when the item task involves filling out a graphic organizer)</li></ul>

<b>WL.K12.IL.7.2 Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.</b>	
<b>Content Focus</b>	Understand historical and cultural influences.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will understand, describe, and explain historical and cultural influences on the people and regions.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, authentic and/or realistic material such as, current event articles relating to historical and cultural influences. Texts should be highly contextualized to facilitate access by the student. The target language as subject is excluded.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs (color, black and white)</li> <li>• illustrations with captions, graphics, charts, etc. (color, black and white)</li> <li>• literary or informational texts</li> <li>• video or audio segment</li> </ul>

**WL.K12.AL.7.2 Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.**

**WL.K12.AM.7.2 Analyze, within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.**

<b>Content Focus</b>	Distinguish viewpoints. Study new context within a new content area to reinforce previous knowledge.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> Differentiate among various perspectives on an issue and then make connections to prior knowledge or use that information to pursue an additional understanding of fields of study other than the target language. The student will be able to analyze, within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge. The student will be able to analyze and synthesize information gathered in the target language to make connections to other content areas (science, arts, etc).</p> <p><b>Content Limits:</b> The content may include, but is not limited to, cultural, political, religious, socioeconomic, or ideological conflicts and the humanities, arts, and sciences.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not include illustrations, photos, simple sentences, short phrases, or single words</li><li>• responses that relate to common misconceptions; other plausible but incorrect distractors based on the stimulus text</li></ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• literary or informational texts</li><li>• photographs (color, black and white)</li><li>• illustrations with captions, graphics, charts (color, black and white)</li><li>• video or audio segment</li></ul>



**WL.K12.SU.7.2 Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.**

**WL.K12.SU.8.1 Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.**

<b>Content Focus</b>	Investigate and interpret findings from authentic resources; analyze and compare to own culture.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and in the student’s own culture. The student will be able to investigate and interpret findings to make connections to other content areas (science, arts, etc.).</p> <p><b>Content Limits:</b> The content may include, but is not limited to, interpretation and comparison of cultural, political, religious, socioeconomic, or ideological conflicts and the humanities, arts, and sciences.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not include illustrations, photos, simple sentences, short phrases, or single words</li><li>• responses that relate to common misconceptions; other plausible but incorrect distractors based on the stimulus text</li></ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• literary or informational texts</li><li>• photographs (color, black and white)</li><li>• illustrations with captions, graphics, charts (color, black and white)</li><li>• video or audio segment</li></ul>

## Standard 8: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

<b>WL.K12.NM.8.1 Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.</b>	
<b>Content Focus</b>	Identify and compare cognates.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will compare target language and L1 vocabulary to identify similarities. <b>Content Limits:</b> The content may include, but is not limited to, familiar words/phrases and cognates. Familiar topics include, but are not limited to, family members, sports, nationalities, numbers, and biographical information.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to comparing target language and proficiency-level appropriate vocabulary
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• video or audio segment</li><li>• written passage</li></ul>

**WL.K12.NH.8.1 Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.**

<b>Content Focus</b>	Identify cultural conventions having to do with introductions, greetings, leave taking, personal space, schedules, and other topics common to the first year of study.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify similarities and differences between patterns of behavior in English and the target language.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, key words, cognates, messages such as those on street signs, road maps, and train schedules. Any maps should be simple and uncluttered and should contain some key words, cognates, basic directions, street names, cities, and numbers.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to identifying cultural conventions
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written passage</li></ul>

<b>WL.K12.IL.8.1 Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.</b>	
<b>Content Focus</b>	Recognize language patterns and cultural differences.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify language patterns and cultural differences when comparing own language and culture with the target language and culture.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, settings such as restaurant, home, and school, and personal and social needs. The mode may be simple conversational exchanges between two or three people.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to recognizing languages patterns and cultural differences</li> <li>• responses that do not relate to applying new structural patterns</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.IM.8.1 Compare language structures and skills that transfer from one language to another.**

**WL.K12.IM.8.2 Compare and contrast structural patterns in the target language and own.**

<b>Content Focus</b>	Compare language structures. Identify language similarities and differences. Identify structural patterns. Compare across the target language and own.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will compare, identify, and describe language structures and differences between the target language and own language. The student will identify structural patterns in the target language and compare/contrast them with English.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, topics such as travel, health, professions, and shopping and may also include patterns of level-appropriate grammar and vocabulary referring to shopping, travel, home, and free-time activities.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not relate to comparisons of language structures</li><li>• responses that relate to common misconceptions</li><li>• responses that do not relate to identifying language similarities and differences</li></ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written passage</li></ul>

<p><b>WL.K12.IH.8.1 Compare similarities and differences between the target language and own language.</b></p> <p><b>WL.K12.IH.8.2 Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.</b></p>	
<b>Content Focus</b>	Identify language similarities and differences. Compare across the target language and own.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify and describe similarities and differences between the target and own language. The student will identify and describe examples of cognates, word roots, prefixes, suffixes, or sentence structures and make comparisons between the target and own language.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, the content area knowledge and application of appropriate idioms and expressions, similarities and differences, and simple sentence structure and descriptive words or topics to which a reader can bring personal interest or knowledge. Content may also include level-appropriate grammar and vocabulary dealing with topics such as home life, daily activities, travel, free-time activities, or target language literature.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to comparisons of language structures</li> <li>• responses that do not relate to identifying language similarities and differences</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<b>WL.K12.AL.8.1 Apply new structural patterns acquired in the target language.</b>	
<b>Content Focus</b>	Apply new structural patterns.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify and apply new structural features found within the target language.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, structural features such as syntax that demonstrates level appropriate transitional devices, compare and contrast, cause and effect, chronological order, argument versus support, and lists.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to recognizing languages patterns and cultural differences</li> <li>• responses that do not relate to applying new structural patterns</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<b>WL.K12.AM.8.1 Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.</b>	
<b>Content Focus</b>	Describe cultural perspectives.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to describe cultural perspectives and compare them to his or her own culture.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, age-appropriate cultural perspectives as reflected in a variety of literary genres.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to cultural perspectives</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<b>WL.K12.NM.8.2 Recognize true and false cognates in the target language and compare them to own language.</b>	
<b>Content Focus</b>	Recognize word cognates.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify words in the target language that may be derived or borrowed from other languages and compare them to potentially similar words in English, assessing whether the comparison is true or false.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, direct cognates and commonly confused false cognates.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to recognizing word cognates
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<b>WL.K12.NH.8.2 Compare basic sound patterns and grammatical structures between the target language and own language.</b>	
<b>Content Focus</b>	Compare basic sound patterns and grammatical structures.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will compare basic sound patterns and grammatical structures between the target language and own.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, basic sound patterns and grammatical structures.</p>
<b>DOK Target(s)</b>	2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to the basic sound patterns and grammatical structures
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written passage</li> </ul>



<b>WL.K12.IL.8.2 Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.</b>	
<b>Content Focus</b>	Understand how languages are alike and different.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify and describe examples of cognates, false cognates, idiomatic expressions, and sentence structure.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, level-appropriate grammar and vocabulary such as family, shopping, travel, health, food, etc.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to understanding how languages are alike and different</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<b>WL.K12.AL.8.2 Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational) and explain their cultural implications.</b>	
<b>Content Focus</b>	Identify linguistic registers.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify the registers of the target language, describe the differences between them, and describe how these various registers fit contextually into the target culture.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, formal/informal, literary/colloquial, and written/conversational registers.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to identifying linguistic registers</li> <li>• responses that relate to common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<b>WL.K12.AM.8.2 Analyze the sound symbol association between the target language and own.</b>	
<b>Content Focus</b>	Analyze sound symbol association.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will be able to analyze sound symbol association between the target and own language. <b>Content Limits:</b> The content may include comparison of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) between target and students' own language.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to sound patterns and grammatical structures</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<p><b>WL.K12.AH.8.2 Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.</b></p> <p><b>WL.K12.AH.9.1 Use language skills and cultural understanding beyond immediate environment for personal growth.</b></p>	
<b>Content Focus</b>	Investigate sound pattern differences within the target language and own. Compare and understand language differences and environment for personal growth.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to investigate regional and national sound pattern differences within the target and own language, and apply that information for personal growth.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, the analysis and explanation of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress); and age-appropriate topics that reflect the regional and national language differences beyond immediate or common environment.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to sound patterns and grammatical structures</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<b>WL.K12.SU.8.2 Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.</b>	
<b>Content Focus</b>	Analyze language differences in the countries where the target language is spoken.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to explain local, regional, and national language differences in the countries where the target language is spoken.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, the analysis and explanation of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress); and topics that reflect the regional and national language differences beyond immediate or common environment.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that do not relate to sound patterns and grammatical structures</li> <li>• responses that are common misconceptions</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<b>WL.K12.NM.8.3 Identify celebrations typical of the target culture and one's own.</b>	
<b>Content Focus</b>	Identify and compare cultural celebrations.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will identify celebrations or important events specific to the target culture and compare them to specific U.S. celebrations.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, celebrations that are major events in the target culture such as a national holiday commemorating historically and culturally significant events.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to comparing cultural celebrations
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<b>WL.K12.NH.8.3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.).</b>	
<b>Content Focus</b>	Compare and contrast cultural traits, celebrations, and traditions.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will describe similarities or differences in cultural traits or traditions between the target culture and U.S. culture.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, cultural traits and traditions such as typical dances, food, and celebrations.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	responses that do not relate to comparing and contrasting cultural traits and traditions
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written passage</li> </ul>

<b>WL.K12.IL.8.3 Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.</b>	
<b>Content Focus</b>	Discuss familiar topics.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will use the target language to identify and describe familiar topics in geography and history.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, geography, history, music, art, science, math, language, personal references, and common historical events.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that are not related to the discussion of familiar topics</li> <li>• responses that relate to common misconceptions</li> <li>• responses that do not relate to comparing and contrasting geography and history</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

<b>WL.K12.IM.8.3 Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.</b>	
<b>Content Focus</b>	Compare and contrast geography and history.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will use the target language to identify and describe familiar topics and describe similarities and differences in geography and history.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, geography, history, music, art, science, math, language, personal references, and common historical events.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"> <li>• responses that are not related to the discussion of familiar topics</li> <li>• responses that relate to common misconceptions</li> <li>• responses that do not relate to comparing and contrasting geography and history</li> </ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>

**WL.K12.IH.8.3 Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.**

**WL.K12.AL.8.3 Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.**

<b>Content Focus</b>	Compare and contrast cultural traditions and celebrations; as well as patterns of behavior in various cultural settings.
<b>Clarification and Content Limits</b>	<b>Clarification:</b> The student will find similarities and differences between cultural traditions and celebrations that occur in the target culture and those in the United States. <b>Content Limits:</b> The content may include, but is not limited to, major cultural traditions and celebrations that take place in different settings including student's own.
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	SR, CR, ER, ESR, PT
<b>Distractor Attributes</b>	<ul style="list-style-type: none"><li>• responses that do not relate to comparing and contrasting cultural traits, celebrations, and traditions</li><li>• responses that relate to common misconceptions</li></ul>
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li></ul>

<b>WL.K12.AM.8.3 Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.</b>	
<b>Content Focus</b>	Research works produced by native speakers of the target language to evaluate cultural impact on our own language and culture.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to develop a research on works produced by native speakers of the target language to determine cultural impact on our own language and culture.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, cultural settings as well as works produced by native speakers of the target language such as writers, journalists, artists, media persons, etc.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, ER, ESR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> </ul>



## Standard 9: Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

**WL.K12.NM.9.1 Use key words and phrases in the target language to participate in different activities in the school and community settings.**

**WL.K12.NH.9.1 Use key target language vocabulary to communicate with others within and beyond the school setting.**

**WL.K12.NH.9.2 Use communication tools to establish a connection with a peer from a country where the target language is spoken.**

<b>Content Focus</b>	Use key words and phrases. Communicate with others in the target language. Use the target language with a peer from the target country.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will use target language in school and community settings and to communicate with others outside the target language classroom but inside or outside the school setting. The student will connect and communicate with peers in a setting where the target language is spoken.</p> <p><b>Content Limits:</b> The content includes, but is not limited to, activities in school and community settings; target language outside of the target language classroom but inside the school; and target language outside of the school setting. Target language used inside the target-language classroom is excluded. The content may include, but is not limited to</p> <ul style="list-style-type: none"><li>• communication tools such as telephone, Internet, letters</li><li>• formal pen pal arrangement through the teacher</li><li>• informal communication with friends or family</li><li>• pen pal or e-mail/Skype pal with students from a country or area that uses the target language</li></ul> <p>The student provides evidence/copies/transcription of the communication; the teacher should supervise the connection to monitor safety and content.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li><li>• electronic documentation (screen shots, e-mails, videos, Word, or PDF files)</li></ul>

<b>WL.K12.IH.9.1 Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.</b>	
<b>Content Focus</b>	Use the target language to discuss topics.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will discuss topics in the community and document the discussion.</p> <p><b>Content Limits:</b> The content may include, but is not limited to</p> <ul style="list-style-type: none"> <li>• groups such as area cultural societies, experts in the field who use the target language, local historical or language club, nearby embassies</li> <li>• topics such as environment, entertainment, sports, culture, history</li> <li>• discussions in English about the topic</li> <li>• research that must be in the target language</li> </ul> <p>The teacher must supervise activity to ensure safety.</p>
<b>DOK Target(s)</b>	1, 2, 3, 4
<b>Allowable Item Types</b>	CR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> <li>• electronic documentation</li> </ul>

**WL.K12.AL.9.1 Apply knowledge gained in the target language to make presentations as part of extracurricular activities beyond the school setting.**

**WL.K12.AL.9.2 Create and present activities in the target language (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.**

<b>Content Focus</b>	Create presentations and activities in the target language.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will create presentations and activities using knowledge of the target language in and out of school settings; the student will make presentations using knowledge of the target language as part of extracurricular activities beyond the school setting.</p> <p><b>Content Limits:</b> The content may include, but not be limited to</p> <ul style="list-style-type: none"><li>• a presentation that demonstrates and discusses products related to the target culture</li><li>• a dramatization of a piece of literature in the target language or an imitation of that literature</li><li>• an original script/poem/song/description in the target language</li><li>• a target language-specific talent show</li></ul> <p>The performance (linguistic or dramatic) by other characters in the play (in a multi performer play) is excluded.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	CR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li><li>• electronic documentation</li><li>• oral report or presentation</li></ul>

**WL.K12.AM.9.1 Use knowledge acquired in the target language to access information on careers and employment opportunities.**

**WL.K12.AM.9.2 Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.**

<b>Content Focus</b>	Use knowledge acquired to increase awareness and access information on careers and employment opportunities, in which skills in another language are needed.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to use his or her knowledge to access information and increase awareness on careers and employment opportunities and find fields in which skills in another language are needed.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, knowledge acquired to access age-appropriate information on careers and employment opportunities where foreign language skills are required.</p>
<b>DOK Target(s)</b>	1, 2, 3
<b>Allowable Item Types</b>	CR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li><li>• electronic documentation</li></ul>

**WL.K12.SU.9.1 Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.**

**WL.K12.SU.9.2 Interact with people of other cultures in the target language about familiar and unfamiliar topics that have a significant impact in our daily lives.**

<b>Content Focus</b>	Interact with native speakers of the target language using acquired skills about topics that impact our daily lives.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to interact with native speakers of the language on a variety of topics that impact our daily lives.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, situations that require using skills acquired in the target language to interact with people from the target culture.</p>
<b>DOK Target(s)</b>	1, 2, 3, 4
<b>Allowable Item Types</b>	CR, PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li><li>• electronic documentation</li></ul>

**WL.K12.IL.9.2 Communicate with people locally and/or around the world, through e-mail, video, online communities and/or face-to-face encounters.**

<b>Content Focus</b>	Use the target language to interact with other target language users.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to interact with other target language users in real life or virtual settings.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"><li>• communication resources such as the Internet</li><li>• formal pen pal arrangement through the teacher</li><li>• informal communication with friends or family</li><li>• pen pal or e-mail/Skype pal with students from a country or area that uses the target language</li></ul> <p>The student will provide evidence/copies/transcription of the communication; the teacher should supervise the connection to monitor safety and content.</p>
<b>DOK Target(s)</b>	1, 2, 3, 4
<b>Allowable Item Types</b>	PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"><li>• photographs or illustrations (color, black and white)</li><li>• video or audio segment</li><li>• written text</li><li>• electronic documentation (screen shots, e-mails, videos, Word/PDF files)</li></ul>

**WL.K12.IH.9.2 Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor, or engaging in an online discussion on a community issue).**

<b>Content Focus</b>	Use the target language for communication.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will use communication skills in the target language to participate in activities.</p> <p><b>Content Limits:</b> The content may include, but is not limited to, activities such as writing a letter, writing a letter to the editor, and engaging in an online discussion on a community issue. The activity uses familiar words and phrases that are generally comprehensible to native speakers in everyday events and situations. Spelling and grammar errors are excluded.</p>
<b>DOK Target(s)</b>	1, 2, 3, 4
<b>Allowable Item Types</b>	PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> <li>• electronic documentation (screen shots, e-mails, videos, Word/PDF files)</li> </ul>

**WL.K12.AH.9.2 Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.**

<b>Content Focus</b>	Access organizations or individuals through different types of communication to request information about professional activities.
<b>Clarification and Content Limits</b>	<p><b>Clarification:</b> The student will be able to access organizations or individuals through different types of communication to request information about professional activities.</p> <p><b>Content Limits:</b> The content may include, but not be limited to, age-appropriate professional activities such as job opportunities available in the target language.</p>
<b>DOK Target(s)</b>	2, 3, 4
<b>Allowable Item Types</b>	PT
<b>Stimulus Attributes</b>	<ul style="list-style-type: none"> <li>• photographs or illustrations (color, black and white)</li> <li>• video or audio segment</li> <li>• written text</li> <li>• electronic documentation (screen shots, e-mails, videos, Word/PDF files)</li> </ul>

## Appendix A: Sample Items

### Read the passage.

Laura está en Puerto Rico. Visita a su prima Isabel. Hoy, Isabel y Laura caminan por el Viejo San Juan. Tienen mucha hambre porque es hora del almuerzo. Deciden ir a casa. Cuando caminan a casa, ven a la señora Arredondo. Ella vive cerca de la casa de Isabel.

–Buenos días, señora Arredondo. ¿Cómo está usted?

–Muy bien, Isabel. Gracias. ¿Y cómo están ustedes? ¿Vienen de pasear?

–Sí, señora Arredondo. Y ahora vamos a casa a almorzar.

–¡Buen provecho!

–Gracias, señora Arredondo. Hasta luego.

**Word count: 84**

### Sample Item 1

#### Standard 6: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

#### Benchmark: WL.K12.NH.6.1

Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of its characteristics and compare them to own culture.

**Proficiency Level:** Novice High

#### Type of Item: SR

Why does Isabel use the word “usted” when speaking to Mrs. Arredondo?

- A. para presentar a Laura
- B. para mostrar respeto\*
- C. para decir adiós
- D. para decir hola

**Correct Answer: B**



## Sample Item 2

### Standard 2: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

#### Benchmark: WL.K12.NH.2.2

Identify the elements of story such as setting, theme, and characters.

**Proficiency Level:** Novice High

#### Type of Item: ER

Who are Laura and Isabel? Say your answer in Spanish. Include answers to these questions:

How are Laura and Isabel related?

Where does Isabel live?

What are they doing?

#### Scoring Exemplar and Rubric

Score	Rubric – ER Items – Presentational Speaking – Novice
4	<ul style="list-style-type: none"><li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational speaking task.</li><li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li><li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li><li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li><li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li><li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li><li>• The student is understood by those very accustomed to interacting with language learners.</li></ul>
<b>Exemplar</b>	
The student says in Spanish how Laura and Isabel are related, where Isabel lives, and what they are doing.	
<b>Sample response:</b>	
<i>Son primas. Puerto Rico/San Juan. Caminan/Van a casa/Van a comer/Hablan con la señora Arredondo.</i>	

3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational speaking task, but <b>not in great depth</b>.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>mostly</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

### Sample Item 3

#### Standard 5: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

#### Benchmark: WL.K12.NH.5.6

Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

**Proficiency Level:** Novice High

**Type of Item:** ESR

Imagine you are going to Puerto Rico. In Spanish, write about your trip.

What will you take?

How long are you staying?

Who else is going with you?

What will you do or see there?

#### Scoring Rubric and Exemplar

Score	Rubric – ESR Items – Presentational Writing – Novice
6	<ul style="list-style-type: none"><li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li><li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li><li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li><li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li><li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li><li>• The student is understood by those very accustomed to interacting with language learners.</li></ul>
<b>Exemplar</b>	
<p>The student indicates what he/she will take on trip. The student also answers how long he/she is staying; who is going with him/her, and what he/she will do or see there. Answers are provided in Spanish.</p> <p><b>Sample response:</b></p> <p><i>Voy a llevar mi cámara, mis lentes, ropa y un mapa. Voy para [sic] cinco días. Van mis papás. Voy a caminar en el Viejo San Juan.</i></p>	

5	<ul style="list-style-type: none"> <li>• The response <b>appropriately addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>
4	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational writing task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>mostly</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>somewhat fulfills</b> the requirements of the presentational writing task, but <b>not in great depth</b>.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>partially</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> repetition, substitution, or visuals to avoid a breakdown in communication.</li> </ul>

<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, or visuals to avoid a breakdown in communication.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

**Listen to the audio passage.**

¿Sabes lo que es una biblioteca portátil? Es un tablero electrónico, como un cuaderno o una pantalla pequeña de una computadora, donde puedes guardar todos tus libros. Es muy útil. Por ejemplo, si tienes que viajar, no tienes que decidir qué libros llevar. Todos tus libros estarán en tu biblioteca portátil sin tomar mucho espacio. La biblioteca portátil no es muy grande, pero podemos poner muchos libros en ella. ¡Increíble!

**Word count: 70**

**Sample Item 4**

**Standard 1: Interpretive Listening**

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

**Benchmark: WL.K12.IL.1.3**

Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.

**Proficiency Level:** Intermediate Low

**Type of Item:** CR

What does a portable library look like? Write your answer in Spanish.

## Scoring Rubric and Exemplar

Score	Rubric – CR Items – Presentational Writing – Intermediate
2	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>
<b>Exemplar</b>	
<p>The student describes what a portable library looks like. The response is provided in Spanish.</p> <p><b>Sample response:</b></p> <p><i>La biblioteca portátil es como un cuaderno. No es muy grande.</i></p>	
1	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation <b>might</b> affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

## Sample Item 5

### Standard 4: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

#### Benchmark: WL.K12.II.4.1

Present information on familiar topics using a series of sentences with sufficient details.

**Proficiency Level:** Intermediate Low

#### Type of Item: ER

Describe your personal library. Say your answer in Spanish and include answers to the following questions:

Do you like to read?

Do you have many books at home?

What are your favorite books? Why?

#### Scoring Rubric and Exemplar

Score	Rubric – ER Items – Presentational Speaking – Intermediate
4	<ul style="list-style-type: none"><li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational speaking task.</li><li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li><li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li><li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li><li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li><li>• Pronunciation and intonation patterns can be understood by a native speaker accustomed to interacting with language learners.</li><li>• The student is understood by those accustomed to interacting with language learners.</li></ul>
<b>Exemplar</b>	
<p>The student indicates if he/she likes to read and if he/she has many books at home. The student also names his or her favorite books and says why he/she likes them. The response is provided in Spanish.</p> <p><b>Sample response:</b></p> <p><i>Me gusta leer un poco. No tengo muchos libros en casa. Mis libros favoritos son _____ y _____ porque son cómicos.</i></p>	

3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational speaking task, but <b>not in great depth</b>.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student is <b>mostly</b> understood by those accustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>



**Listen to the audio passage.**

El español es uno de los idiomas más importantes del mundo. Más de 350 millones de personas lo hablan. Se habla en Europa y Latinoamérica, y es una lengua importante en los Estados Unidos.

El español y el inglés tienen palabras de origen griego y latino, por eso hay palabras parecidas que significan lo mismo, como: accidente-accident, admirar-admire, favorito-favorite, tráfico-traffic. Aprender el español puede ser muy provechoso pues es un idioma que crece cada día en el mundo entero.

**Word count: 79**

**Sample Item 6**

**Standard 3: Interpersonal Communication**

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

**Benchmark: WL.K12.AH.3.5**

Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.

**Proficiency Level:** Advanced High

**Type of Item:** PT

Después de escuchar el pasaje de audio, haz las siguientes tareas. Luego, en español, comparte tus respuestas oralmente con un compañero o compañera de clase y comparen sus respuestas.

Encuentra 6 cognados en español, diferentes a los que se enumeran en el pasaje de audio. Da ejemplos de cómo usas estos cognados.

¿Cómo ayudan los cognados a mejorar tu vocabulario en español?

¿Cómo te ayuda saber español en tus otras clases? ¿En qué clases te ayuda?

## Scoring Rubric and Exemplar

Score	Rubric – PT Items – Presentational Writing and Interpersonal Communication – Advanced
4	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the task.</li> <li>• The student is able to sustain an interaction with a native speaker by using a variety of strategies when discussing topics related to personal experience or immediate needs.</li> <li>• The student demonstrates <b>consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>confidently and with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student makes <b>very few</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>
<b>Exemplar</b>	
<p>The student lists 6 cognates and answers how cognates help increase Spanish vocabulary. The student also answers how knowing Spanish helps in other classes and indicates which classes.</p> <p><b>Sample response:</b></p> <p><i>1. importante-important, millones-millions, personas-persons, Europa-Europe, Latinoamérica-Latin America, origen-origin, latino-Latin. Los cognados me ayudan con mi vocabulario en español porque me ayudan a entender palabras nuevas parecidas al inglés. Me ayuda en mi clase de inglés cuando leo.</i></p>	

3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the task, but <b>not in great depth</b>.</li> <li>• The student is able to sustain an interaction with a native speaker by using a variety of strategies when discussing topics related to personal experience or immediate needs.</li> <li>• The student demonstrates <b>mostly consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>mostly consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student makes <b>some</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is <b>mostly</b> understood by those unaccustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> self-editing, simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, punctuation, and spelling <b>might</b> affect comprehensibility.</li> </ul>

<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> self-editing, simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, punctuation, and spelling affect comprehensibility.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language or does not address topic/task at all.</li> </ul>

**Read the passage.**

Un día el zorro y el quirquincho se asociaron. El zorro le dio su chacra al quirquincho para que la sembrara a medias. Como el quirquincho tiene fama de ser poco inteligente, el zorro pensó que se aprovecharía de su trabajo, y le dijo:

–Este año, compadre, como es justo, para mí será todo lo que den las plantas arriba de la tierra y para usted, lo que den abajo.

El quirquincho sembró papas. Tuvo una magnífica cosecha y al zorro le tocó una cantidad de hojas inservibles.

Al año siguiente el zorro, molesto por el mal negocio, le dijo a su amigo:

–Este año, compadre, como es justo, para mí será lo que den las plantas debajo de la tierra, y para usted, lo que den arriba.

–Bien, compadre, será como usted dice.

El quirquincho sembró trigo. Llenó su granero de espigas y al pobre zorro le tocó una cantidad de raíces inútiles.

Al zorro no le quedó más remedio que vivir en la pobreza.

**Word count: 166**

### Sample Item 7

#### Standard 2: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

#### Benchmark: WL.K12.SU.2.4

Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional lexical variations.

**Proficiency Level:** Superior

**Type of Item:** SR

¿Por qué se quedó pobre el zorro?

- A. por compartir toda su cosecha
- B. por tratar de engañar al quirquincho\*
- C. porque la cosecha fue mala por dos años
- D. porque el quirquincho no sabía cosechar

**Correct Answer:** B

### Sample Item 8

#### Standard 2: Interpretive Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

#### WL.K12.SU.2.1

Interpret information and draw conclusions of concepts and ideas with ease from culturally authentic sources on a variety of topics.

**Proficiency Level:** Superior

**Type of Item:** CR

Después de leer el pasaje, contesta las siguientes preguntas. Escribe tu respuesta en español.

¿Cómo cambiaría la historia si el zorro le permitiera al quirquincho escoger su parte de la cosecha?

¿Cuál es el tema del cuento?

## Scoring Rubric and Exemplar

Score	Rubric – CR Items – Presentational Writing – Advanced
2	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student demonstrates <b>consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution.</li> <li>• The student uses language <b>with ease</b>, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• The student makes <b>very few</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>
<b>Exemplar</b>	
<p>The student draws the conclusion of a different outcome if the fox would not have taken advantage of the armadillo. The student identifies justice or injustice consequences or related discussion as the theme of the story.</p> <p><b>Sample response:</b></p> <p><i>El quirquincho quizá compartiría su parte de la cosecha con el zorro, y el zorro no se quedaría pobre. El tema del cuento es que no debes aprovecharte de otros.</i></p>	
1	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation and spelling <b>might</b> affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

## Appendix B: Rubrics

Following are the rubrics for open-ended response items: CR, ER, ESR, and PT. For each proficiency level, there are 9 rubrics, as outlined in the tables below.

Performance Task rubrics are **item specific**. Rubrics for the other types of open-ended items can be adapted for performance task items, depending on the mode or modes of communication assessed in the task. For example, if the student were asked to write a description and then discuss it orally with a classmate, the PT rubric would show elements of the presentational writing and the interpersonal communication rubrics. If the student were asked to write a description and then present it to the class, then the PT rubric would show elements of the presentational writing and the presentational speaking rubrics. The following PT rubrics are only samples.

CR	ER	ESR
Interpersonal Communication	Interpersonal Communication	–
Presentational Speaking	Presentational Speaking	–
Presentational Writing	Presentational Writing	Presentational Writing

PT
4 points
8 points

### Novice Proficiency Level

Score	Rubric – CR Items – Interpersonal Communication – Novice
2	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the interpersonal task.</li> <li>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student might demonstrate some accuracy in pronunciation and intonation patterns.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>

<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the interpersonal task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – CR Items – Presentational Speaking – Novice
<b>2</b>	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational speaking task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>



Score	Rubric – CR Items – Presentational Writing – Novice
2	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, or visuals to avoid a breakdown in communication.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – ER Items – Interpersonal Communication – Novice
4	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the interpersonal task.</li> <li>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student might demonstrate some accuracy in pronunciation and intonation patterns.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>

3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the interpersonal task, but <b>not in great depth</b>.</li> <li>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>mostly</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student might demonstrate some accuracy in pronunciation and intonation patterns.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the interpersonal task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the interpersonal task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – ER Items – Presentational Speaking – Novice
4	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational speaking task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational speaking task, but <b>not in great depth</b>.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>mostly</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>

<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns affect comprehensibility.</li> </ul>
<b>0</b>	No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.

Score	Rubric – ER Items – Presentational Writing – Novice
<b>4</b>	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational writing task, but <b>not in great depth</b>.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>mostly</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> repetition, substitution, or visuals to avoid a breakdown in communication.</li> </ul>

<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, or visuals to avoid a breakdown in communication.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – ESR Items – Presentational Writing – Novice
<b>6</b>	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• The response <b>appropriately addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>

4	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational writing task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>mostly</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>somewhat fulfills</b> the requirements of the presentational writing task, but <b>not in great depth</b>.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>partially</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, or visuals to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> repetition, substitution, or visuals to avoid a breakdown in communication.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, or visuals to avoid a breakdown in communication.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

**Task:** Write a description, then share and discuss orally with a classmate.

Score	Rubric – PT Items – Presentational Writing and Interpersonal Communication – Novice
4	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the task.</li> <li>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the task, but <b>not in great depth</b>.</li> <li>• The student comprehends contextualized or repeated language in highly predictable interactions on familiar topics.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>mostly</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>

<b>2</b>	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns affect comprehensibility.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language or does not address topic/task at all.</li> </ul>

**Task:** Write a description and present orally to class.

Score	Rubric – PT Items – Presentational Writing and Presentational Speaking – Novice
<b>8</b>	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>



7	<ul style="list-style-type: none"> <li>• The response <b>appropriately addresses</b> the topic and <b>completely fulfills</b> the requirements of the task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is understood by those very accustomed to interacting with language learners.</li> </ul>
6	<ul style="list-style-type: none"> <li>• The response <b>appropriately addresses</b> the topic and <b>mostly fulfills</b> the requirements of the task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>mostly</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>

5	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the task.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>mostly</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>
4	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>somewhat fulfills</b> the requirements of the task, but <b>not in great depth</b>.</li> <li>• The student relies primarily on memorized phrases, short sentences, and reproduction of pre-fabricated language about familiar topics.</li> <li>• The student <b>partially</b> demonstrates <b>appropriate</b> use of familiar words and grammatical structures, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, prolonged pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates some accuracy in pronunciation and intonation patterns when presenting well-rehearsed material on familiar topics.</li> <li>• The student is <b>mostly</b> understood by those very accustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>somewhat fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>

2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> repetition, substitution, visuals, or gestures typical of own culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language or does not address topic/task at all.</li> </ul>

## Intermediate Proficiency Level

Please note that in applying the rubrics for the Intermediate Proficiency Level, the student's year of study of the Spanish language should be kept in mind. What a student should be able to produce in order to obtain a top score in Intermediate Low, for example, will not be the same in Intermediate High. Please consult the benchmark being assessed for specific applications of the rubric and what a response that fully addresses the topic and fulfills the requirements of the task entails.

Score	Rubric – CR Items – Interpersonal Communication – Intermediate
2	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the interpersonal task.</li> <li>• The student comprehends general concepts and messages about familiar and occasionally unfamiliar topics.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the interpersonal task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, and punctuation <b>might</b> affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – CR Items – Presentational Speaking – Intermediate
2	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational speaking task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – CR Items – Presentational Writing – Intermediate
2	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation <b>might</b> affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – ER Items – Interpersonal Communication – Intermediate
4	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the interpersonal task.</li> <li>• The student comprehends general concepts and messages about familiar and occasionally unfamiliar topics.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the interpersonal task, but <b>not in great depth</b>.</li> <li>• The student comprehends general concepts and messages about familiar and occasionally unfamiliar topics.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is <b>mostly</b> understood by those accustomed to interacting with language learners.</li> </ul>

<b>2</b>	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the interpersonal task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, and punctuation <b>might</b> affect comprehensibility.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the interpersonal task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, and punctuation affect comprehensibility.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – ER Items – Presentational Speaking – Intermediate
<b>4</b>	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational speaking task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>



3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational speaking task, but <b>not in great depth</b>.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student is <b>mostly</b> understood by those accustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – ER Items – Presentational Writing – Intermediate
4	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational writing task, but <b>not in great depth</b>.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is <b>mostly</b> understood by those accustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation <b>might</b> affect comprehensibility.</li> </ul>

<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation affects comprehensibility.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – ESR Items – Presentational Writing – Intermediate
<b>6</b>	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• The response <b>appropriately addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>

4	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational writing task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is <b>mostly</b> understood by those accustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>somewhat fulfills</b> the requirements of the presentational writing task, but <b>not in great depth</b>.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>some</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• The student might show interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• The student demonstrates <b>adequate</b> use of capitalization and punctuation.</li> <li>• The student is <b>mostly</b> understood by those accustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation <b>might</b> affect comprehensibility.</li> </ul>

<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation affects comprehensibility.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

**Task:** Write a description, then share and discuss orally with a classmate.

Score	Rubric – PT Items – Presentational Writing and Interpersonal Communication – Intermediate
<b>4</b>	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the task.</li> <li>• The student comprehends general concepts and messages about familiar and occasionally unfamiliar topics.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>

3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the task, but <b>not in great depth</b>.</li> <li>• The student comprehends general concepts and messages about familiar and occasionally unfamiliar topics.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is <b>mostly</b> understood by those accustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, and punctuation <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, and punctuation affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language or does not address topic/task at all.</li> </ul>

**Task:** Write a description and present orally to class.

Score	Rubric – PT Items – Presentational Writing and Presentational Speaking – Intermediate
8	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>
7	<ul style="list-style-type: none"> <li>• The response <b>appropriately addresses</b> the topic and <b>completely fulfills</b> the requirements of the task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>full</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is understood by those accustomed to interacting with language learners.</li> </ul>

6	<ul style="list-style-type: none"> <li>• The response <b>appropriately addresses</b> the topic and <b>mostly fulfills</b> the requirements of the task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is <b>mostly</b> understood by those accustomed to interacting with language learners.</li> </ul>
5	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the task.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>appropriate</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student demonstrates appropriate use of capitalization and punctuation.</li> <li>• The student is <b>mostly</b> understood by those accustomed to interacting with language learners.</li> </ul>



4	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>somewhat fulfills</b> the requirements of the task, but <b>not in great depth</b>.</li> <li>• The student expresses own thoughts, describes, and narrates using simple sentences and strings of sentences, recombining learned vocabulary, and structures when interacting on familiar topics.</li> <li>• The student demonstrates <b>some</b> control of present time and <b>beginning</b> control of other time frames, such as past and future, with preparation, but will have some errors when creating with the language.</li> <li>• The student might use strategies such as paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• The student might show evidence of false starts, pauses, or interference from native language when vocabulary and/or topic expand beyond the familiar.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker accustomed to interacting with language learners.</li> <li>• The student demonstrates <b>adequate</b> use of capitalization and punctuation.</li> <li>• The student is <b>mostly</b> understood by those accustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>somewhat fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, and punctuation <b>might</b> affect comprehensibility.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, and punctuation <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> paraphrasing, self-correction, circumlocution, repetition, substitution, or gestures, which might be typical of own culture, to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, and punctuation affect comprehensibility.</li> </ul>

<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language or does not address topic/task at all.</li> </ul>
----------	--

### Advanced Proficiency Level

Please note that in applying the rubrics for the Advanced Proficiency Level, the student's year of study of the Spanish language should be kept in mind. What a student should be able to produce in order to obtain a top score in Advanced Low, for example, will not be the same in Advanced High. Please consult the benchmark being assessed for specific applications of the rubric and what a response that fully addresses the topic and fulfills the requirements of the task entails.

Score	Rubric – CR Items – Interpersonal Communication – Advanced
<b>2</b>	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the interpersonal task.</li> <li>• The student is able to sustain an interaction with a native speaker by using a variety of strategies when discussing topics related to personal experience or immediate needs.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when interacting on familiar topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>confidently and with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student makes <b>very few</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the interpersonal task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, punctuation, and spelling <b>might</b> affect comprehensibility.</li> </ul>

<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>
----------	---

Score	Rubric – CR Items – Presentational Speaking – Advanced
<b>2</b>	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational speaking task.</li> <li>• The student demonstrates <b>consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>confidently and with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – CR Items – Presentational Writing – Advanced
2	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student demonstrates <b>consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution.</li> <li>• The student uses language <b>with ease</b>, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• The student makes <b>very few</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>partially</b> or <b>minimally addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation and spelling <b>might</b> affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – ER Items – Interpersonal Communication – Advanced
4	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the interpersonal task.</li> <li>• The student is able to sustain an interaction with a native speaker by using a variety of strategies when discussing topics related to personal experience or immediate needs.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when interacting on familiar topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>confidently and with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student makes <b>very few</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>

3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the interpersonal task, but <b>not in great depth</b>.</li> <li>• The student is able to sustain an interaction with a native speaker by using a variety of strategies when discussing topics related to personal experience or immediate needs.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when interacting on familiar topics.</li> <li>• The student demonstrates <b>mostly consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student makes <b>some</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is <b>mostly</b> understood by those unaccustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the interpersonal task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, punctuation, and spelling <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the interpersonal task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, punctuation, and spelling affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – ER Items – Presentational Speaking – Advanced
4	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational speaking task.</li> <li>• The student demonstrates <b>consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>confidently and with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>

3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational speaking task, but <b>not in great depth</b>.</li> <li>• The student demonstrates <b>mostly consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>mostly consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student is <b>mostly</b> understood by those unaccustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational speaking task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation and intonation patterns affect comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>



Score	Rubric – ER Items – Presentational Writing – Advanced
4	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student demonstrates <b>consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution.</li> <li>• The student uses language <b>with ease</b>, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• The student makes <b>very few</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational writing task, but <b>not in great depth</b>.</li> <li>• The student demonstrates <b>mostly consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>mostly consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution.</li> <li>• The student uses language <b>with ease</b>, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• The student makes <b>some</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is <b>mostly</b> understood by those unaccustomed to interacting with language learners.</li> </ul>

2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation and spelling <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation and spelling affects comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

Score	Rubric – ESR Items – Presentational Writing – Advanced
6	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student demonstrates <b>consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution.</li> <li>• The student uses language <b>with ease</b>, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• The student makes <b>very few</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>

<p>5</p>	<ul style="list-style-type: none"> <li>• The response <b>appropriately addresses</b> the topic and <b>completely fulfills</b> the requirements of the presentational writing task.</li> <li>• The student demonstrates <b>consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution.</li> <li>• The student uses language <b>with ease</b>, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• The student makes <b>very few</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>
<p>4</p>	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the presentational writing task.</li> <li>• The student demonstrates <b>mostly consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>mostly consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>adequately</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution.</li> <li>• The student uses language <b>with some ease</b>, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• The student makes <b>some</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is <b>mostly</b> understood by those unaccustomed to interacting with language learners.</li> </ul>

3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>somewhat fulfills</b> the requirements of the presentational writing task, but <b>not in great depth</b>.</li> <li>• The student demonstrates <b>some</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>some</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>adequately</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution.</li> <li>• The student uses language <b>with some ease</b>, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• The student makes <b>some</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is <b>mostly</b> understood by those unaccustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation and spelling <b>might</b> affect comprehensibility.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the presentational writing task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> self-editing, simplification, reformulation, self-correction, circumlocution, repetition, or substitution to avoid a breakdown in communication.</li> <li>• Punctuation and spelling affects comprehensibility.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language, or does not address topic/task at all.</li> </ul>

**Task:** Describe, then share and discuss orally with a classmate.

Score	Rubric – PT Items – Presentational Writing and Interpersonal Communication – Advanced
4	<ul style="list-style-type: none"><li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the task.</li><li>• The student is able to sustain an interaction with a native speaker by using a variety of strategies when discussing topics related to personal experience or immediate needs.</li><li>• The student demonstrates <b>consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li><li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li><li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li><li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li><li>• The student uses language <b>confidently and with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li><li>• Pronunciation and intonation patterns can be understood by a native speaker unaccustomed to interacting with language learners.</li><li>• The student makes <b>very few</b> capitalization, punctuation, and spelling mistakes.</li><li>• The student is understood by those unaccustomed to interacting with language learners.</li></ul>

3	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>mostly fulfills</b> the requirements of the task, but <b>not in great depth</b>.</li> <li>• The student is able to sustain an interaction with a native speaker by using a variety of strategies when discussing topics related to personal experience or immediate needs.</li> <li>• The student demonstrates <b>mostly consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>mostly consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student makes <b>some</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is <b>mostly</b> understood by those unaccustomed to interacting with language learners.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> self-editing, simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, punctuation, and spelling <b>might</b> affect comprehensibility.</li> </ul>

<b>1</b>	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> self-editing, simplification, reformulation, question-asking, self-correction, circumlocution, repetition, substitution or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, punctuation, and spelling affect comprehensibility.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language or does not address topic/task at all.</li> </ul>

**Task:** Research a topic and present orally to class.

Score	Rubric – PT Items – Presentational Writing and Presentational Speaking – Advanced
<b>8</b>	<ul style="list-style-type: none"> <li>• The response <b>fully addresses</b> the topic and <b>completely fulfills</b> the requirements of the task.</li> <li>• The student demonstrates <b>consistent</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>consistent</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>successfully</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>confidently and with ease</b>, with <b>few</b> pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student makes <b>very few</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is understood by those unaccustomed to interacting with language learners.</li> </ul>

7

- The response **appropriately addresses** the topic and **completely fulfills** the requirements of the task.
- The student demonstrates **consistent** control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.
- The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.
- The student demonstrates **consistent** control of present time and **adequate** control of other time frames, but will have some errors as the complexity of language increases.
- The student **successfully** presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.
- The student uses language **confidently and with ease**, with **few** pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.
- Pronunciation and intonation patterns can be understood by a native speaker unaccustomed to interacting with language learners.
- The student makes **very few** capitalization, punctuation, and spelling mistakes.
- The student is understood by those unaccustomed to interacting with language learners.



6

- The response **appropriately addresses** the topic and **mostly fulfills** the requirements of the task.
- The student demonstrates **mostly consistent** control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.
- The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.
- The student demonstrates **mostly consistent** control of present time and **adequate** control of other time frames, but will have some errors as the complexity of language increases.
- The student **successfully** presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.
- The student uses language **with ease**, with **few** pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.
- Pronunciation and intonation patterns can be **mostly** understood by a native speaker unaccustomed to interacting with language learners.
- The student makes **some** capitalization, punctuation, and spelling mistakes.
- The student is **mostly** understood by those unaccustomed to interacting with language learners.

5

- The response **addresses** the topic and **mostly fulfills** the requirements of the task.
- The student demonstrates **mostly consistent** control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.
- The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.
- The student demonstrates **mostly consistent** control of present time and **adequate** control of other time frames, but will have some errors as the complexity of language increases.
- The student **successfully** presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.
- The student uses language **with ease**, with **few** pauses, but might show interference from native language when dealing with multiple time frames and/or complex structures.
- Pronunciation and intonation patterns can be **mostly** understood by a native speaker unaccustomed to interacting with language learners.
- The student makes **some** capitalization, punctuation, and spelling mistakes.
- The student is **mostly** understood by those unaccustomed to interacting with language learners.

4	<ul style="list-style-type: none"> <li>• The response <b>addresses</b> the topic and <b>somewhat fulfills</b> the requirements of the task, but <b>not in great depth</b>.</li> <li>• The student demonstrates <b>some</b> control of extensive and culturally authentic vocabulary, including idiomatic expressions and more specialized and precise terms when dealing with specific topics that have been researched.</li> <li>• The student expresses own thoughts, describes, and narrates using connected sentences and paragraphs when presenting on familiar and well-researched topics.</li> <li>• The student demonstrates <b>some</b> control of present time and <b>adequate</b> control of other time frames, but will have some errors as the complexity of language increases.</li> <li>• The student <b>adequately</b> presents ideas, avoids breakdown in communication, and clarifies meaning through strategies such as self-editing, simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture.</li> <li>• The student uses language <b>with some ease</b>, but might show interference from native language when dealing with multiple time frames and/or complex structures.</li> <li>• Pronunciation and intonation patterns can be <b>mostly</b> understood by a native speaker unaccustomed to interacting with language learners.</li> <li>• The student makes <b>some</b> capitalization, punctuation, and spelling mistakes.</li> <li>• The student is <b>mostly</b> understood by those unaccustomed to interacting with language learners.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>somewhat fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> self-editing, simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, punctuation, and spelling <b>might</b> affect comprehensibility.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The response <b>partially addresses</b> the topic and <b>partially fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures <b>might</b> interfere with comprehensibility.</li> <li>• The student might use <b>little</b> self-editing, simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, punctuation, and spelling <b>might</b> affect comprehensibility.</li> </ul>

<p><b>1</b></p>	<ul style="list-style-type: none"> <li>• The response <b>minimally addresses</b> the topic and <b>minimally fulfills</b> the requirements of the task.</li> <li>• <b>Inappropriate</b> use of familiar words and grammatical structures interferes with comprehensibility.</li> <li>• The student might use <b>little or no</b> self-editing, simplification, reformulation, self-correction, circumlocution, repetition, substitution, or gestures typical of the target culture to avoid a breakdown in communication.</li> <li>• Pronunciation, intonation patterns, punctuation, and spelling affect comprehensibility.</li> </ul>
<p><b>0</b></p>	<ul style="list-style-type: none"> <li>• No response, response completely incomprehensible, response in other than the target language or does not address topic/task at all.</li> </ul>