

## Terminology

### Elementary School:

**FLES Spanish (Moderate Intensity)** – Foreign Language in the Elementary School.

**FLES Spanish Bands** – Refers to a cluster of grades in the FLES Spanish program

- **Band K-2** – Refers to elementary school groupings of students, kindergarten through grade 2. These students are at the beginning point (entry level) of foreign language study and in the Novice Range (DoDEA Proficiency Rating Scale).
- **Band 3-5** – Refers to elementary school groupings of students, grades 3 through 5. These students are either at the beginning point (entry level) of foreign language study or are already moderately proficient in the foreign language. This band may be separated, therefore, into more than one proficiency level within the Novice Range (Novice-Low, -Mid, -High) depending on the students' proficiency in the foreign language. The goal is to place students in proficiency-appropriate levels so as to challenge and expand their language learning and, as much as possible, place students in their grade groups.

**Partial Immersion (High Intensity):** Programs that teach core content through a foreign language.  
(Programmatic guidelines currently under re-construction)

**Host Nation (Low Intensity):** Intercultural classes taught in the Europe and Pacific Areas.  
(Programmatic goals currently under review—program standards posted on DoDEA Host Nation Website)

### Secondary School:

**Course Level** –Course level refers to articulated levels of secondary school foreign languages taught in middle school and high school in the DoDEA system. Two years of a credit-bearing foreign language is required for DoDEA high school graduation.

### Performance:

**Proficiency Expectations for DoDEA Foreign Language Programs** – Proficiency refers to competency in a foreign language. Proficiency expectations vary depending on program intensity and language type.

- **Proficiency Range** – Refers to a range of ability to communicate in a foreign language, i.e., “Novice Range” (contains 3 sub-levels). Proficiency Range speaks to a breadth of receptive and productive communication skills (listening comprehension, speaking, reading, and writing) in a foreign language. It considers cognitive abilities and the manner in which one expresses one’s thinking. It also considers knowledge of the culture(s) that use the foreign language.
- **Proficiency Level** – Refers to more specific ability within a given proficiency range, i.e.: “Novice-Mid” in the “Novice Range”. Charts shown on the next page represent DoDEA Proficiency Expectations for Anglo-phones learning European-based languages and Character-based languages currently taught in DoDEA.

## DoDEA Foreign Language Proficiency Expectations

### European-Based Foreign Languages

<b>Category I &amp; Category II Languages (French, German, Italian, Spanish, &amp; Turkish)</b>		
<b>Band/Class/Course Level</b>	<b>Proficiency Range</b>	<b>Baseline Exit Proficiency Level</b>
Band K-2 (FLES)	Novice	Novice-Low to Novice Mid (N-L/N-M)
Band 3-5 (FLES)	Novice	Up to Novice High (N-M/N-H)
Partial Immersion (ES 3 years)	Novice/Intermediate	Novice-High to Intermediate-Low (N-H/I-L)
Host Nation ES (ES 4-5 years)	Novice	Novice Low (N-L)
Foreign Language I	Novice	Novice-Mid (N-L/M)
Foreign Language II	Novice	Novice-High (N-M/H)
Foreign Language III	Intermediate	Intermediate-Low (I-L)
Foreign Language IV	Intermediate	Intermediate-Mid (I-M)
Foreign Language V	Intermediate	Intermediate-High (I-H)
Foreign Language VI	Pre-Advanced	Pre-Advanced (Pre-A)

### Character-Based Foreign Languages

<b>Category III &amp; IV Languages (Arabic, Chinese, Korean, Japanese)</b>		
<b>Class/Course Level</b>	<b>Course Level</b>	<b>Course Level</b>
Partial Immersion (ES 3 years)	Novice	Novice-Mid/Novice-High (N-M/N-H)
Host Nation (ES 4-5 years)	Novice	Novice-Low (N-L)
Foreign Language I	Novice	Novice-Mid (N-L)
Foreign Language II	Novice	Novice-Low/Novice-Mid (N-L/N-M)
Foreign Language III	Novice	Novice-Low/Novice-Mid (N-L/N-M)
Foreign Language IV	Novice	Novice-Mid/Novice-High (N-M/N-H)
Foreign Language V	Novice to Intermediate	Novice-High/Intermediate-Low (N-H/I-L)
Foreign Language VI	Intermediate	Intermediate-Low/Intermediate-Mid (I-L/I-M)

# DoDEA Comprehensive K–12 Foreign Language Proficiency Expectations

## Novice through Advanced Proficiency Ranges for Category I & Category II Languages

(Adapted, with permission, from the ACTFL Performance Guidelines for K-12 Learners, 1998 and from the Learner Range Descriptions of the New Jersey Core Curriculum Content Standards for World Language, 2004)

Exit Proficiency	Proficient Learner Expectations
<p>Elementary Foreign Language <i>FLES Band K–2</i> (Novice Proficiency Range, Novice-Low Level)</p>	<p>By the end of 2nd grade, students comprehend and produce vocabulary related to everyday objects and actions on a limited number of familiar topics. Students imitate modeled words and phrases using intonation and pronunciation similar to the model. They demonstrate limited comprehension of vocabulary when enhanced by auditory and visual stimuli, pantomime, props, realia (culturally authentic learning tools), and videos. Students imitate the use of culturally appropriate vocabulary. They predict a story line or event when it involves literature, folktales, fables, and stories culturally similar to their own.</p>
<p>Elementary Foreign Language <i>FLES Band 3–5</i> (Novice Proficiency Range, Up to Novice-High)</p>	<p>By the end of elementary school, students exhibit expanded ability in producing vocabulary related to everyday objects and actions on a limited number of familiar topics. Students demonstrate increased accuracy in pronunciation and intonation. They formulate oral and written presentations using a range of simple phrases and expressions based on familiar topics. They demonstrate increased comprehension of vocabulary when enhanced by auditory and visual stimuli, pantomime, props, realia (culturally authentic learning tools), and videos. They imitate culturally appropriate behaviors and gestures.</p>
<p>Secondary Foreign Language FL Course Level I (Novice Proficiency Range, Novice-Low/Mid Level)</p>	<p>By the end of Level I in secondary school, students understand and present short, simple conversations and narratives within highly predictable and familiar contexts. When the text is enhanced by visual cues, students read short texts with comprehension. Students comprehend and produce vocabulary related to everyday objects and actions on familiar topics. They can interactively use short sentences, learned words, phrases, simple questions, and commands when speaking and writing, relying on visuals to enhance oral and written comprehension. When speaking, students imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher or other authentic role models such as found through authentic video, TV programs, guest speakers, simple literature, and the internet.</p>
<p>Secondary Foreign Language FL Course Level II (Novice Proficiency Range, Novice-Mid/High Level)</p>	<p>By the end of Level II in secondary school, students exhibit increased comprehension through recognition of key words or phrases embedded in familiar contexts through a variety of media. They recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts. Students use illustrations and contextual clues to increase comprehension of written passages while reading simple documents and relatively simple literature. Students use short sentences, learned words, phrases, simple questions, and commands when speaking and writing, often relying on visuals to help themselves be understood. Students recombine learned vocabulary and structures to form simple sentences, short messages, and notes to meet practical writing needs. Students demonstrate increasing accuracy in pronunciation and intonation when presenting well-rehearsed material. Students show some understandings of the target-culture’s practices and perspectives on topics such as typical music, holidays, meals, family and social customs. Students have limited fluency in the language yet may be understood by a sympathetic native speaker who prompts for clarification.</p>
<p>Secondary Foreign Language FL Course Level III (Intermediate Proficiency Range, Intermediate-Low Level)</p>	<p>By the end of Level III in secondary school, students comprehend an expanded range of vocabulary, more complex conversations, narratives, and recorded material within familiar contexts, including high-frequency idiomatic expressions. They identify main ideas and some details on a number of topics, such as those presented in the target culture’s TV, radio, video, or live and computer-generated presentations. Students communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented. When interacting on familiar topics in present time, they express their own thoughts using sentences and strings of sentences. They are able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary and structures, demonstrating full control of present time and some control of other time frames such as the future and the past.</p>

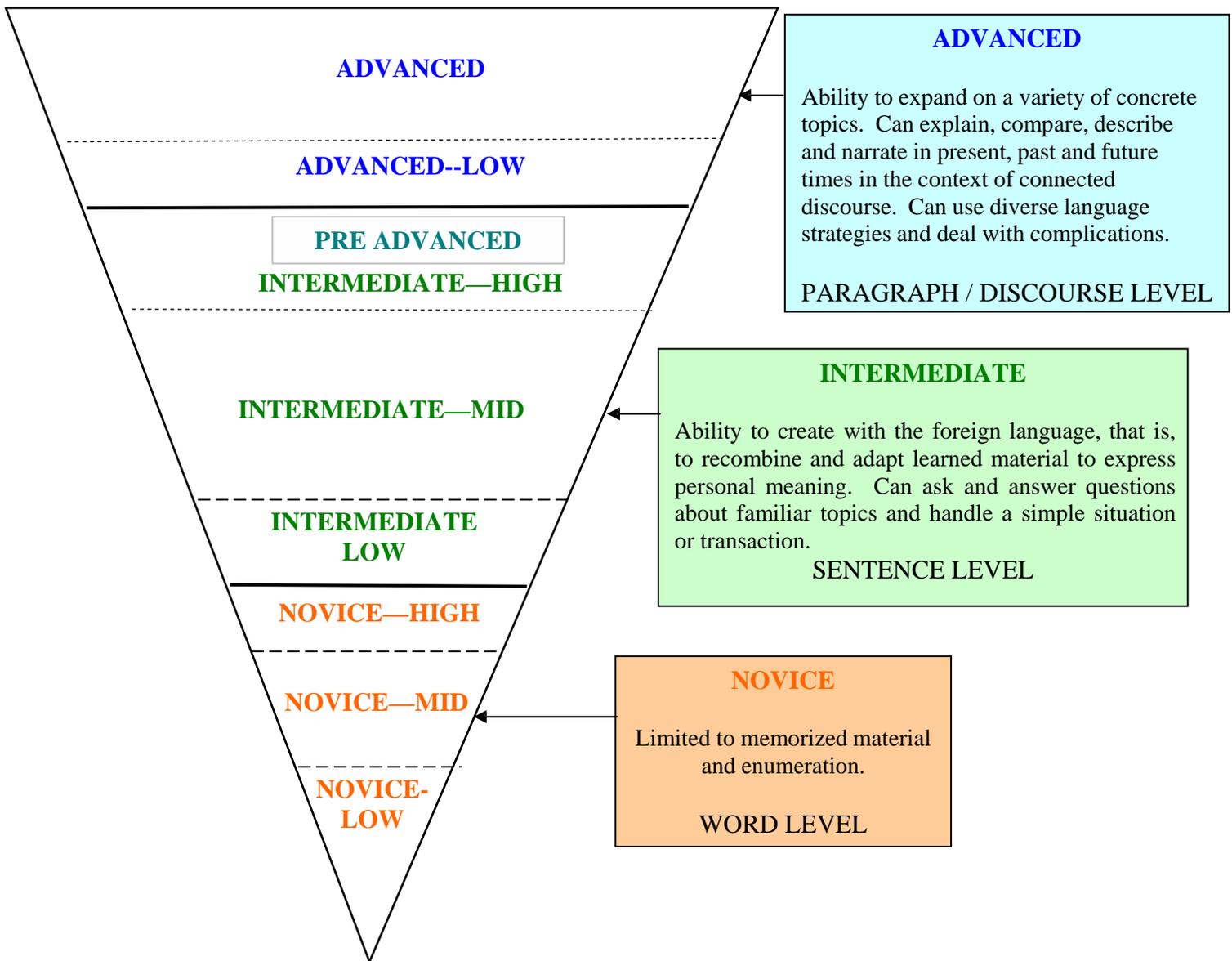
	When preparing oral and written presentations on familiar topics, they use a range of sentences and strings of sentences primarily in present time, but also in past and future time. Students demonstrate increasing cultural knowledge in oral and written presentations. They demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions. Students may be understood by sympathetic native speakers who are used to dealing with foreigners.
Secondary Foreign Language FL Course Level IV (Intermediate Proficiency Range, Intermediate-Mid Level)	By the end of Level IV in secondary school, students understand and retain most key ideas and some supporting details when reading and listening. When reading, they acquire knowledge and new information from relatively comprehensive authentic texts. When speaking, students use strings of sentences and are more able to connect several ideas on a topic. When writing, students create simple paragraphs. They begin to apply familiar structures to new situations, choosing appropriate vocabulary for familiar topics. They frequently use culturally appropriate behavior in social situations, using some gestures and body language of the target culture. Students are generally understood by sympathetic native speakers who are used to dealing with foreigners.
Secondary Foreign Language FL Course Level V (Intermediate Proficiency Range, Intermediate-High Level)	By the end of Level V in secondary school, students understand much authentic spoken language. When speaking and writing, students use relatively simple discourse, yet can often organize their expression in a series of coherent paragraphs. Students read and comprehend more sophisticated authentic literature. They demonstrate increased cultural awareness through appropriate language-use, gesture, and knowledge of target language cultural perspectives and practices. They engage in conversations with more accuracy, use a wide range of appropriate vocabulary, and are increasingly understood by native speakers with whom they interact.
Secondary Foreign Language FL Course Level VI (Pre-Advanced in the Intermediate Range, Pre-Advanced Level)	By the end of Level VI in secondary school, students demonstrate growing independence as readers or listeners, and comprehend what they read and hear without relying as much on formally learned vocabulary. They move beyond literal comprehension toward more critical and abstract reading and listening. Students use the language increasingly more appropriately and with confidence. They communicate with a high degree of facility when making oral and written presentations about familiar and well-researched topics. Students use culturally appropriate vocabulary and idioms, demonstrating a higher awareness of cultural perspectives and practices. When addressing literature students show they are developing an awareness of tone, style, and author perspective. Students demonstrate some notable fluency and may often be understood by natives not used to dealing with foreigners.
Secondary Foreign Language Level VII Course (TBD) (Advanced Range, Advance-Low Level)*	By the end of Level VII in secondary school, students narrate and describe in all time frames using connected sentences and paragraphs. They demonstrate increased independence as readers and interpreters of authentic novels and literature. They can incorporate more sophisticated grammar, with increasing accuracy, to support more complicated and extended discourse in their writing and speaking. They are quite consistent in using authentic pronunciation and intonation patterns. They understand and use expanded idiomatic expressions. They show knowledge of the practices and perspectives of the target culture by appropriately interacting with an increasingly wider range of native speakers on varied topics. They use an array of vocabulary to function in varied contexts. They can deal with the unexpected. Students are considerably fluent and can be understood by natives not used to dealing with foreigners. (Coursework to-be-developed)

\*Advanced Proficiency assumes continuous study in the same foreign language, K–12; coupled with authentic and intensive target language learning experiences beyond the classroom.

## ACTFL Foreign Language Proficiency Pyramid

Expectations for success in DoDEA’s Foreign Language Program are represented in this adaptation of the ACTFL inverted Pyramid of Proficiency\*. Factors such as length of access to foreign language instruction, number of languages studied and individual determination effect advancement up the cone. DoDEA’s goal in its comprehensive foreign language program is to provide an equal opportunity for all students to succeed in meeting core requirements as well as to advance according to individual determination.

### ACTFL Oral Proficiency Rating Scale



\*Adapted with permission from the American Council on the Teaching of Foreign Languages