Georgia Performance Standards for Modern Languages - Grade 4

(Five-Day Model)

Course Description
The Grade 4 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have some prior knowledge of the language and culture from previous years. Newcomers to the program will benefit from additional support and exposure.

The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of Grade 4, students will exhibit Junior Novice-High to Junior Intermediate-Low level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Grade 4)
At the end of the year of instruction, the student should consistently perform in the target proficiency range outlined below across all modes and types of communication.

FROM THE CENTER FOR APPLIED LINGUISTICS ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (COPE/SOPA-RS)

Listening Comprehension (Junior Novice-Mid to Junior Novice-High)

Junior Novice-High
Student understands simple questions, statements, and commands in familiar topic areas and some new sentences with strong contextual support. Student may require repetition, slower speech, or rephrasing.

Junior Intermediate-Low
Student understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. Student follows conversation at a fairly normal rate.
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Oral Fluency (Junior Novice-High to Junior Intermediate-Low)

Junior Novice-High
Student uses memorized expressions with reasonable ease and shows emerging signs of creating with the language to communicate ideas. Student creates some sentences successfully but cannot sustain sentence-level speech.

Junior Intermediate-Low
Student goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. Student handles a limited number of everyday social and academic interactions.

Grammar (Speaking) (Junior Novice-High to Junior Intermediate-Low)

Junior Novice-High
Student creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. Other grammatical inaccuracies are present.

Junior Intermediate-Low
Student uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences. Other verb tenses/forms may appear in memorized language. The listener may be confused by this speech due to the many grammatical inaccuracies.

Vocabulary (Speaking) (Junior Novice-High to Junior Intermediate-Low)

Junior Novice-High
Student uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. Use of native language and gestures is common to expand topics.

Junior Intermediate-Low
Student has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. Student’s use of some native language is common when vocabulary is lacking.

The COPE/SOPA Rating Scale is based on the ACTFL Proficiency Guidelines. American Council on the Teaching of Foreign Languages (1986, 1999). The COPE/SOPA Rating Scale has been adapted for use in this document with permission from Center for Applied Linguistics. The complete scale can be found on page 56 of this document. Contact Lynn Thompson at lthompson@cal.org for more information on the COPE/SOPA Rating Scale.
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Student Profile (Grade 4)

FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpretive Communication, Listening (Novice-High to Intermediate-Low)

Novice-High
Student can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Student can understand the main point in messages and announcements.

Intermediate-Low
Student can understand main ideas and a few details in sentences, short conversations and some forms of media.

Interpretive Communication, Reading (Novice-High to Intermediate-Low)

Novice-High
Student can understand the main idea and some details in simple texts that contain familiar vocabulary.

Intermediate-Low
Student can understand the main idea and many details in some texts that contain familiar vocabulary.

Interpersonal Communication (Novice-High to Intermediate-Low)

Novice-High
Student can exchange info about familiar tasks, topics and activities and can handle short social interactions using phrases and sentences. Student may need help to keep the conversation going.

Intermediate-Low
Student can begin and carry on an unrehearsed conversation on a limited number of familiar topics. Student can ask and answer simple questions and exchange information in highly familiar situations.

Presentational Communication, Spoken Production (Novice-High to Intermediate-Low)

Novice-High
Student can use a series of phrases and sentences to provide basic information about familiar topics.

Intermediate-Low
Student can connect basic sentences to provide information on familiar topics. Student can relate with information about what she or he reads, hears and sees with some detail.
Georgia Performance Standards for Modern Languages - Grade 4

Presentational Communication, Writing (Novice-High to Intermediate-Low)

Novice-High
Student can write simple descriptions and short messages and request or provide information on familiar topics.

Intermediate-Low
Student can write simple descriptions and short messages and request or provide information on familiar topics.

The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999), and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been adapted for inclusion in this document with permission from National Council of State Supervisors for Languages. The complete scale can be found on page 65 of this document.
Georgia Performance Standards for Modern Languages - Grade 4

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLE4.IP1 Students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. Students:

A. use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
B. express likes, dislikes, emotions, agreement and disagreement.
C. make simple requests.
D. ask for clarification.
E. give simple descriptions.
F. comprehend basic directions.
G. ask questions and provide responses based on topics such as self, family, school, etc.
H. use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

MLE4.IP2 Students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. Students:

A. initiate, participate in, and close a brief oral or written exchange.
B. use formal and informal forms of address.
C. demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLE4.INT1 Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. Students:

A. identify main ideas and some details when reading and listening.
B. comprehend simple, culturally authentic announcements, messages, and advertisements.
C. understand simple instructions, such as classroom procedures.
D. demonstrate proficiency in listening and reading comprehension.
Georgia Performance Standards for Modern Languages - Grade 4

MLE4.INT2 Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.
Students:

A. differentiate among statements, questions and exclamations.
B. recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLE4.P1 Students present material orally in the target language.
Students:

A. present short narratives, songs, poems, dialogues and skits.
B. share information and give brief descriptions on a variety of topics such as self, family, school, community and leisure activities.
C. retell stories and events in their own words.

MLE4.P2 Students demonstrate writing skills in the target language.
Students:

A. write short narratives about familiar topics and experiences.
B. label pictures, write captions and create storyboards.
C. rewrite story events in their own words.

II. Cultural Perspectives, Practices, and Products (CU)

MLE4.CU1 Students demonstrate an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
Students:

A. demonstrate knowledge of typical practices and products of target cultures.
B. participate in culturally-authentic simulations.
C. identify selected symbols and landmarks of target cultures.
D. identify significant people from the target language cultures.
E. compare and contrast similarities and differences among a variety of cultures.
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III. Connections, Comparisons, and Communities (CCC)

MLE4.CCC1 Students make links between the target language and other subjects.
Students:

A. apply skills learned in the target language with other subjects.
B. apply skills learned in other subjects with skills learned in the target language.

MLE4.CCC2 Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own.
Students:

A. describe patterns of behavior and interaction among cultures.
B. compare and contrast cultural products, practices and perspectives.

MLE4.CCC3 Students demonstrate an understanding of basic similarities and differences among languages.
Students:

A. compare and contrast patterns of spoken communication such as intonation and pronunciation.
B. compare and contrast patterns of written communication such as style, syntax and audience.

MLE4.CCC4 Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life.
Students:

A. document and describe encounters with the target language beyond the classroom setting.
B. document and describe encounters with the target cultures beyond the classroom setting.
Georgia Performance Standards for Modern Languages - Grade 4

**Modern Languages Grade 4: Summary of Skills Developed**

The following list is intended to guide instruction and to assist teachers with their planning by providing a one-page reference to the elements described in the Georgia Performance Standards for Modern Languages, Grade 4. It is important to remember that typical Grade 4 students will exhibit varying levels of proficiency.

**Skills Developed in Grade 4**

**The students:**

- **MLE4.IP1A**  Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
- **MLE4.IP1B**  Express likes, dislikes, emotions, agreement and disagreement.
- **MLE4.IP1C**  Make simple requests.
- **MLE4.IP1D**  Ask for clarification.
- **MLE4.IP1E**  Give simple descriptions.
- **MLE4.IP1F**  Comprehend basic directions.
- **MLE4.IP1G**  Ask questions and provide responses based on topics such as self, family, school, etc.
- **MLE4.IP1H**  Use sequenced information, such as the alphabet, days of the week, months, and numbers 0-100 in context.
- **MLE4.IP2A**  Initiate, participate in, and close a brief oral or written exchange.
- **MLE4.IP2B**  Use formal and informal forms of address.
- **MLE4.IP2C**  Demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
- **MLE4.INT1A**  Identify main ideas and some details when reading and listening.
- **MLE4.INT1B**  Comprehend simple, culturally authentic announcements, messages, and advertisements.
- **MLE4.INT1C**  Understand simple instructions, such as classroom procedures.
- **MLE4.INT1D**  Demonstrate proficiency in listening and reading comprehension.
- **MLE4.INT2A**  Differentiate among statements, questions, and exclamations.
- **MLE4.INT2B**  Recognize basic gestures, body language, and intonation that clarify a message.
- **MLE4.P1A**  Present short narratives, songs, poems, dialogues, and skits.
- **MLE4.P1B**  Share information and give brief descriptions on a variety of topics such as self, family, school, community and leisure activities.
- **MLE4.P1C**  Retell stories and events in their own words.
- **MLE4.P2A**  Write short narratives about familiar topics and experiences.
- **MLE4.P2B**  Label pictures, write captions and create storyboards.
- **MLE4.P2C**  Rewrite story events in their own words.
- **MLE4.CU1A**  Demonstrate knowledge of typical practices and products of target cultures.
- **MLE4.CU1B**  Participate in culturally-authentic simulations.
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MLE4.CU1C Identify selected symbols and landmarks of target cultures.
MLE4.CU1D Identify significant people from the target language cultures.
MLE4.CU1E Compare and contrast similarities and differences among a variety of cultures.
MLE4.CCC1A Apply skills learned in the target language with other subjects.
MLE4.CCC1B Apply skills learned in other subjects with skills learned in the target language.
MLE4.CCC2A Describe patterns of behavior and interaction among cultures.
MLE4.CCC2B Compare and contrast cultural products, practices and perspectives.
MLE4.CCC3A Compare and contrast patterns of spoken communication such as intonation and pronunciation.
MLE4.CCC3B Compare and contrast patterns of written communication such as style, syntax and audience.
MLE4.CCC4A Document and describe encounters with the target language beyond the classroom setting.
MLE4.CCC4B Document and describe encounters with the target cultures beyond the classroom setting.
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Modern Languages Grade 4: Suggested Topics

The following topics are strongly suggested for the Grade 4 course. These topics should be combined into coherent thematic units and taught in context. The Georgia Performance Standards for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

Animals
Cultures
Customs and Etiquette
Foods, Cooking
Geography
Habitats
Parts of the Body
Professions and Businesses
School and Classroom Routine
Self (Autobiographical Events)
Sports and Leisure
Time
Stores and Shopping
Weather/Seasons

Topics to Recycle

Animals    Homes    Transportation
Celebrations Numbers    Time and Calendar
Colors     Shapes and Sizes
<table>
<thead>
<tr>
<th>Oral Proficiency</th>
<th>English Version © 2009 CAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jr. Novice-Low</strong></td>
<td>- Produces only isolated words (i.e., single-word responses) and/or greetings and polite expressions such as good morning and thank you.</td>
</tr>
<tr>
<td><strong>Jr. Novice-Mid</strong></td>
<td>- In addition to isolated words, uses phrases of two or more words, and/or memorized phrases or sentences (e.g., My name is ... I don’t know) in predictable topic areas.</td>
</tr>
<tr>
<td><strong>Jr. Novice-High</strong></td>
<td>- Produces memorized expressions with reasonable ease.</td>
</tr>
<tr>
<td><strong>Jr. Intermediate-Low</strong></td>
<td>- Shows emerging signs of creating with the language to communicate ideas.</td>
</tr>
<tr>
<td><strong>Jr. Intermediate-Mid</strong></td>
<td>- Creates some sentences successfully, but cannot sustain sentence-level speech.</td>
</tr>
<tr>
<td><strong>Jr. Intermediate-High</strong></td>
<td>- Allows a limited number of everyday social and academic interactions.</td>
</tr>
<tr>
<td><strong>Jr. Advanced-Mid</strong></td>
<td>- Initiates and sustains conversations by using language creatively.</td>
</tr>
<tr>
<td><strong>Jr. Advanced-High</strong></td>
<td>- Shows emerging evidence of paragraph-like speech with some connected sentences (e.g., then, so, that, etc.) in descriptions and simple narratives, but has no actual paragraphs with a main idea, organization, and connection.</td>
</tr>
</tbody>
</table>

**Grammar (Speaking)**

<table>
<thead>
<tr>
<th><strong>Grammar (Speaking)</strong></th>
<th>- Uses vocabulary for discussing a wide variety of topics related to everyday social and academic situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jr. Novice-Low</strong></td>
<td>- Uses single words, short phrases, greetings, polite expressions, and other memorized expressions in a limited number of topics.</td>
</tr>
<tr>
<td><strong>Jr. Novice-Mid</strong></td>
<td>- Frequent searches for words are common.</td>
</tr>
<tr>
<td><strong>Jr. Novice-High</strong></td>
<td>- Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas.</td>
</tr>
<tr>
<td><strong>Jr. Intermediate-Low</strong></td>
<td>- Use of native language and gestures is common when attempting to create with language.</td>
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<tr>
<td><strong>Jr. Intermediate-Mid</strong></td>
<td>- Uses basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</td>
</tr>
<tr>
<td><strong>Jr. Intermediate-High</strong></td>
<td>- Use of some native language is common when vocabulary is lacking.</td>
</tr>
<tr>
<td><strong>Jr. Advanced-Low</strong></td>
<td>- Has basic vocabulary for permitting discussions of a personal nature and limited academic topics.</td>
</tr>
<tr>
<td><strong>Jr. Advanced-Mid</strong></td>
<td>- Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail.</td>
</tr>
<tr>
<td><strong>Jr. Advanced-High</strong></td>
<td>- Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</td>
</tr>
</tbody>
</table>

**Vocabulary (Speaking)**

<table>
<thead>
<tr>
<th><strong>Vocabulary (Speaking)</strong></th>
<th>- Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations.</th>
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</thead>
<tbody>
<tr>
<td><strong>Jr. Novice-Mid</strong></td>
<td>- Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas.</td>
</tr>
<tr>
<td><strong>Jr. Novice-High</strong></td>
<td>- Use of native language and gestures is common when attempting to create with language.</td>
</tr>
<tr>
<td><strong>Jr. Intermediate-Low</strong></td>
<td>- Uses basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</td>
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<td><strong>Jr. Intermediate-Mid</strong></td>
<td>- Use of some native language is common when vocabulary is lacking.</td>
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<td>- Has basic vocabulary for permitting discussions of a personal nature and limited academic topics.</td>
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<tr>
<td><strong>Jr. Advanced-Low</strong></td>
<td>- Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail.</td>
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<tr>
<td><strong>Jr. Advanced-Mid</strong></td>
<td>- Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</td>
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</table>

**Listening Comprehension**

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<th>- Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</th>
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<tbody>
<tr>
<td><strong>Jr. Novice-Low</strong></td>
<td>- Recognizes single, isolated words, greetings, and polite expressions.</td>
</tr>
<tr>
<td><strong>Jr. Novice-Mid</strong></td>
<td>- Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.</td>
</tr>
<tr>
<td><strong>Jr. Novice-High</strong></td>
<td>- Understands simple questions and statements.</td>
</tr>
<tr>
<td><strong>Jr. Intermediate-Low</strong></td>
<td>- Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics.</td>
</tr>
<tr>
<td><strong>Jr. Intermediate-Mid</strong></td>
<td>- May require repetition, slower speech, or rephrasing.</td>
</tr>
<tr>
<td><strong>Jr. Intermediate-High</strong></td>
<td>- Understands longer stretches of connected speech on a variety of topics, but may be unable to follow complicated speech.</td>
</tr>
<tr>
<td><strong>Jr. Advanced-Low</strong></td>
<td>- May have difficulty with highly idiomatic speech.</td>
</tr>
<tr>
<td><strong>Jr. Advanced-Mid</strong></td>
<td>- Understands complex academic discourse and highly idiomatic speech in conversation.</td>
</tr>
<tr>
<td><strong>Jr. Advanced-High</strong></td>
<td>- Confusion may occur due to socio-cultural nuances or unfamiliar topics.</td>
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</tbody>
</table>

* This feature may not appear, but if present in student speech, is acceptable at the Jr. Advanced-Mid level of proficiency.

The COPE/SOPA Rating Scale is based on the ACTFL Proficiency Guidelines, American Council on the Teaching of Foreign Languages (1986, 1999). The COPE/SOPA Rating Scale has been included in this document with permission from Center for Applied Linguistics. Contact Lynn Thompson at lthompson@cal.org for more information.
### LINGUAFOLIO SELF-ASSESSMENT GRID (ACTFL, WIDA, Council of Europe)

<table>
<thead>
<tr>
<th>ACTFL</th>
<th>NOVICE Low</th>
<th>Mid</th>
<th>High</th>
<th>INTERPRETIVE Low</th>
<th>Mid</th>
<th>High</th>
<th>INTERPERSONAL Spoken production</th>
<th>Person to Person Communication</th>
<th>WRITING Low</th>
<th>Mid</th>
<th>High</th>
<th>PRESENTATIONAL Spoken production</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>I can understand a few familiar words. I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.</td>
<td>I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. I can understand the main point in messages and announcements.</td>
<td>I can understand main ideas and a few details in sentences, short conversations and some forms of media.</td>
<td>I can understand ideas on familiar topics expressed through a series of sentences. I can understand detailed expressions in conversations and through some forms of media.</td>
<td>I can understand extended speech and lectures, even when somewhat complicated. I can understand most forms of media with little effort.</td>
<td>I can comprehend with ease virtually all forms of written language.</td>
<td>I can use simple words and short, simple phrases or sentences. I can answer simple questions on very familiar topics.</td>
<td>I can use single words and simple memorized phrases.</td>
<td>I can use a series of phrases and sentences to provide information about familiar topics.</td>
<td>I can copy some characters and words.</td>
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</tr>
<tr>
<td>Reading</td>
<td>I can understand familiar words and short, simple phrases or sentences.</td>
<td>I can understand the main idea and some details in simple texts that contain familiar vocabulary.</td>
<td>I can understand the main idea and the main idea and many details in texts that contain familiar vocabulary.</td>
<td>I can understand most details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary.</td>
<td>I can understand long, complex texts and recognize some literary and technical styles.</td>
<td>I can usually adapt my language to the situation. I can express myself with fluency, flexibility and precision on concrete and some abstract topics.</td>
<td>I can use single words and simple memorized phrases to provide information about myself, my immediate surroundings.</td>
<td>I can use simple phrases and sentences to provide basic information about familiar topics.</td>
<td>I can use a series of phrases and sentences to provide information about myself, and my immediate surroundings.</td>
<td>I can write some basic information on familiar topics in lists and simple forms.</td>
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</tr>
<tr>
<td>Person to Person</td>
<td>I can understand ideas on familiar topics expressed through phrases, short conversations, and frequently used expressions. I can understand the main point in messages and announcements.</td>
<td>I can understand the main idea and a few details in sentences, short conversations and some forms of media.</td>
<td>I can understand ideas on familiar topics expressed through a series of sentences. I can understand detailed expressions in conversations and through some forms of media.</td>
<td>I can understand extended speech and lectures, even when somewhat complicated. I can understand most forms of media with little effort.</td>
<td>I can comprehend with ease virtually all forms of written language.</td>
<td>I can use single words and simple memorized phrases to provide information about myself, my immediate surroundings.</td>
<td>I can use single words and simple memorized phrases to provide information about myself, and my immediate surroundings.</td>
<td>I can use a series of phrases and sentences to provide information about familiar topics.</td>
<td>I can use a series of phrases and sentences to provide basic information about familiar topics.</td>
<td>I can write some basic information on familiar topics in lists and simple forms.</td>
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<td>INTERPERSONAL</td>
<td>I can understand a few familiar words. I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.</td>
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<td>I can understand main ideas and a few details in sentences, short conversations and some forms of media.</td>
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<td>I can comprehend with ease virtually all forms of written language.</td>
<td>I can use simple words and simple memorized phrases to provide information about myself, my immediate surroundings.</td>
<td>I can use single words and simple memorized phrases to provide information about myself, and my immediate surroundings.</td>
<td>I can use a series of phrases and sentences to provide basic information about familiar topics.</td>
<td>I can write some basic information on familiar topics in lists and simple forms.</td>
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<tr>
<td>SPOKEN</td>
<td>I can understand ideas on familiar topics expressed through phrases, short conversations, and frequently used expressions. I can understand the main point in messages and announcements.</td>
<td>I can understand main ideas and a few details in sentences, short conversations and some forms of media.</td>
<td>I can understand ideas on familiar topics expressed through a series of sentences. I can understand detailed expressions in conversations and through some forms of media.</td>
<td>I can understand extended speech and lectures, even when somewhat complicated. I can understand most forms of media with little effort.</td>
<td>I can comprehend with ease virtually all forms of written language.</td>
<td>I can use single words and simple memorized phrases to provide information about myself, my immediate surroundings.</td>
<td>I can use single words and simple memorized phrases to provide information about myself, and my immediate surroundings.</td>
<td>I can use a series of phrases and sentences to provide basic information about familiar topics.</td>
<td>I can use a series of phrases and sentences to provide basic information about familiar topics.</td>
<td>I can write some basic information on familiar topics in lists and simple forms.</td>
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<tr>
<td>WRITING</td>
<td>I can understand ideas on familiar topics expressed through phrases, short conversations, and frequently used expressions. I can understand the main point in messages and announcements.</td>
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</table>

**A1** Beginning

**A2** Developing

**B1** Expanding

**B2** Bridging

**C1->C2-Distinguished**

* The WIDA Proficiency Levels have been added to align with ESL classroom standards and the A, B, C designations represent approximations with the Council of Europe self-assessment grid.

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The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999), The WIDA English Language Proficiency Standards, and the *Common European Framework of Reference for Languages*, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been included in this document with permission from National Council of State Supervisors for Languages.

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