

**Explanation of Target Language* Proficiency Levels
In Dual Language Education Programs
(Applicable to Dual Language Two-Way Immersion (TWI), Dual Language One-Way
Immersion (OWI), and World Language Immersion (WLI) Programs)**

**Target language refers to the language other than English that is used for instruction in these Programs.*

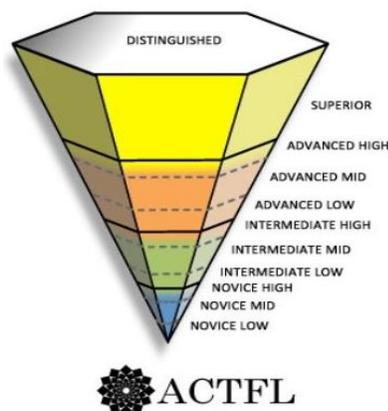
Starting in the 2017-2018 school year, LAUSD teachers in DLE programs engaged in a shift from assigning target language grades to assigning target language proficiency levels, based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. This shift allowed for documentation of students' target language proficiency on a language-learning continuum that spans from K-12 and beyond.

The proficiency scale has five major levels, of which three are applicable to the elementary grades: **Novice, Intermediate, and Advanced**. These three major levels are divided further into three sublevels: **Low, Mid, and High**. An explanation of each of the three major levels is listed below:

TARGET LANGUAGE PROCIENCY LEVELS	
Advanced	Students at this proficiency level continue to learn and apply the target language to a wide variety of academic and social contexts and are able to engage in paragraph-level discourse and can proficiently navigate the various time frames. Students at the Advanced level may progress slowly through the sublevels; students may remain at a sublevel for one or two years.
Intermediate	Students at this proficiency level are creating with the target language and can apply the target language in more academic and social contexts. Students at this level can use sentences, strings of sentences, and short paragraphs to express their understanding and to respond to a variety of task types and functions. Students at the Intermediate level may progress slowly through the sublevels; students may remain at a sublevel for one or two years.
Novice	Students at this proficiency level are learning to use the target language in familiar and highly predictable academic and social settings using words, phrases, memorized chunks, and formulaic sentences. Students at the Novice level may progress quickly through low to mid sublevels.

To show progress in the target language along the proficiency continuum, students will be given a two-character level as indicated in the chart below:

Acronym	Level
AH	Advanced High
AM	Advanced Mid
AL	Advanced Low
IH	Intermediate High
IM	Intermediate Mid
IL	Intermediate Low
NH	Novice High
NM	Novice Mid
NL	Novice Low



For additional resources on marking guidance for English Learners and English speakers participating in these programs in LAUSD, please see **Attachment A** or visit the LAUSD California Content Standard Progress Reports Website: <http://bit.ly/LAUSDElemReportCards>. For a full description of the proficiency guidelines, please go to the ACTFL Website: <http://bit.ly/ACTFLProficiency>.

Marking Guidelines for Elementary Dual Language Education Programs

Master Plan Program	Resource
<p>Dual Language Two-Way Immersion (formerly known as Dual Language Program), <u>50/50 model</u> and <u>70/30 model</u></p> <p>Dual Language One-Way Immersion (formerly known as Maintenance Bilingual Education Program), <u>50/50 model</u></p> <p>World Language Immersion (formerly known as Foreign Language Immersion Program), <u>50/50 model</u> and <u>70/30 model</u></p>	<p>Handout A</p>
<p>Dual Language Two-Way Immersion (formerly known as Dual Language Program), <u>90/10 model</u></p> <p>Dual Language One-Way Immersion (formerly known as Maintenance Bilingual Education Program), <u>70/30 model</u></p> <p>World Language Immersion (formerly known as Foreign Language Immersion Program), <u>90/10 model</u></p>	<p>Handout B</p>
<p>Transitional Bilingual Education</p>	<p>Handout C</p>