



Dual Language/Bilingual Programs Office Elementary Marking Guidance

Handout B



Dual Language Two-Way Immersion (TWI) Program 90/10
Dual Language One-Way Immersion (OWI) Program 70/30
World Language Immersion (WLI) Program 90/10

Shift Toward Target Language Proficiency Levels

All Students--EL, EO, and FEP--will be assigned a **Target Language Proficiency Level** in lieu of TLA and TLD grades.

(*See below for guidelines for Grades K & 1)



Target Language Proficiency Levels

Five major proficiency levels:

- Distinguished
- Superior
- Advanced
- Intermediate
- Novice

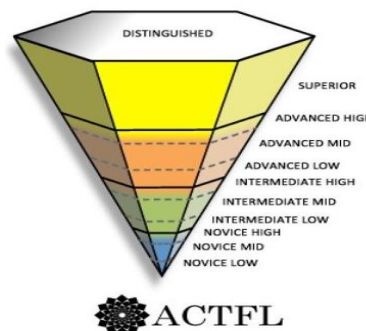


Three Proficiency Levels for Elementary

Three sublevels for Novice, Intermediate, and Advanced

- High
- Mid
- Low

American Council on the Teaching of Foreign Language



For a description of the levels and targets, refer to ACTFL Proficiency Guidelines and LAUSD Target Language Proficiency Benchmarks

Assigning Target Language Proficiency Levels

Teachers will assign a two-character level for each student.

Instructional/Master Plan Program
Your child is enrolled in the **DLP/MBE/FLI Program**. Content instruction is delivered in two languages: <Language> and English.

<Target Language> Proficiency	Reporting Period			<Target Language> Proficiency Levels (Within each level, there are 3 sublevels: Low, Mid, High)		
	1 st	2 nd	3 rd	Novice NL=Novice Low NM=Novice Mid NH=Novice High	Intermediate IL=Intermediate Low IM=Intermediate Mid IH=Intermediate High	Advanced AL=Advanced Low AM=Advanced Mid AH=Advanced High
Interpersonal Communication	NM					
Interpretive Reading	NM					
Interpretive Listening	NL					
Presentational Writing	NM					

Interpersonal Communication (Two-way communication)	Interpretive (One-way communication)		Presentational (One-way communication)
Listening & Speaking	Reading	Listening	Writing
Active negotiation of meaning among individuals.	Interpretation of spoken or written language without the opportunity to negotiate meaning.		Creation of text to inform, explain, persuade, or narrate, adapting to various audiences.
Participants observe and monitor that their meanings & intentions are being communicated.	The ability to read text or view visual text and comprehend what is being communicated.	The ability to listen (to messages, songs, speeches, lectures), and interpret what is being communicated.	The ability to create text (notes, messages, posters, essays, reports) to express ideas, information, and concepts.

*Guidelines for Grades K & 1

All Grade K & 1 students will receive TLP levels. In addition, Grade K & 1 students will receive language arts grades in the Target Language. Then from grade 2, their language arts grades will be in English.

Academic Subjects	Demonstrates Knowledge of California Content S
<Language> Language Arts (K & 1 only)	Foundational Reading Skills
	Making Meaning from Text
	Language Conventions, Effective Use of Vocabulary
English Language Arts (Gr 2-5/6. This needs to be hidden for K-1)	Effective Expression through Writing
	Effective Expression through Speaking and Listening
	Foundational Reading Skills
	Making Meaning from Text
	Language Conventions, Effective Use of Vocabulary