

Name: _____

Date completed: _____

Self-Assessment of Language Proficiency

Rate yourself on each of the Communicative Competencies (Receptive, Productive, and Interactive) by selecting the Phase (1-6) that most closely describes your abilities at the starting point of the Language Development process.

Communicative Competencies	Emergent Communicator		Capable Communicator		Proficient Communicator	
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Receptive When I listen, read, or view, I can:	<ul style="list-style-type: none"> understand simple phrases, statements and questions identify basic messages, facts, opinions, feelings and ideas. 	<ul style="list-style-type: none"> understand simple spoken and written texts identify messages, facts, opinions, feelings and ideas. 	<ul style="list-style-type: none"> understand a limited variety of spoken and written texts understand specific information, main ideas and some detail. 	<ul style="list-style-type: none"> understand a variety of spoken and written texts interpret specific information, main ideas and some detail draw conclusions recognize implied opinions and attitudes. 	<ul style="list-style-type: none"> understand a wide range of spoken and written texts analyze specific information, ideas, opinions and attitudes infer information, draw conclusions recognize implied opinions and attitudes. 	<ul style="list-style-type: none"> understand a comprehensive range of spoken and written texts evaluate important information, details and ideas analyze information, draw conclusions make inferences about implied ideas, opinions and attitudes.
Productive When I speak or write, I can:	<ul style="list-style-type: none"> respond to simple phrases, statements and questions show my comprehension with simple oral and written phrases convey basic information in a limited range of everyday situations. 	<ul style="list-style-type: none"> respond to simple spoken and written texts demonstrate my comprehension in short oral and written form share information in a limited range of familiar situations. 	<ul style="list-style-type: none"> engage in conversation demonstrate my comprehension in a limited range of oral and written forms write structured text to express my ideas, opinions and experiences on a range of familiar and some unfamiliar situations. 	<ul style="list-style-type: none"> engage in conversation communicate substantial information containing relevant and developed ideas and justified opinions write structured text to share informative and organized ideas on topics of personal interest and global significance. 	<ul style="list-style-type: none"> engage actively in conversations in social and some academic situations to contribute substantial information communicate my understanding and opinions by organizing information and ideas into a clear and effective structure respond and react to questions and ideas in a range of spoken, visual and written texts. 	<ul style="list-style-type: none"> engage actively in conversations in social and academic situations to contribute substantial information communicate my understanding, opinions and perspectives by organizing information and ideas into a clear and effective structure give detailed analysis and explanation in social and academic situations.
Interactive When I communicate with others, I:	<ul style="list-style-type: none"> am aware that language use is connected to a purpose and an audience. 	<ul style="list-style-type: none"> am aware that language varies according to purpose and audience. 	<ul style="list-style-type: none"> understand that I can speak and write in different ways for different purposes and audiences. 	<ul style="list-style-type: none"> can identify aspects of format and style, and speak and write with a clear sense of audience and purpose. 	<ul style="list-style-type: none"> can interpret aspects of format and style, and am able to adapt register and style of language to suit the context. 	<ul style="list-style-type: none"> can interpret format and style, and am proficient in adapting register and style of language to suit the context.

Comments

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Language & Culture Questionnaire

Answer the following questions to create a personal language and cultural profile.

	Question	Response
LANGUAGE	What language(s) do you use?	
	What language(s) other than your own have you previously studied?	
	What language will you study in language development?	
	Why have you chosen that specific language for language development?	
	What can you do and not do with your target language?	
	What challenges do you feel you may encounter in your language studies?	
	How will you meet these challenges?	
	How do you think you will use your target language in the future?	
	Why is learning another language considered so important?	
CULTURE	What is your cultural background?	
	Do you belong to more than one culture?	
	What language(s) are spoken in your culture(s)?	
	What do you believe is the relationship between language and culture?	
	Do you have friends from a different cultural background?	
	How do you feel when you encounter different cultural experiences?	

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Language Development Goals Form

After completing the Self-Assessment of Language Proficiency and the Language & Culture Questionnaire, meet with your Language Development teacher/supervisor to develop your Language Development Goals based on Language B Objectives and are organized into four communicative processes -- Oral Communication, Visual Interpretation, Reading Comprehension, and Writing. Students may also reference the three communicative competencies – Receptive, Productive, and Interactive.

Communicative Process	Goal (Using statements similar to and in terms of Phases 1-6 from the Self-Assessment of Language Proficiency)
<p>Oral Communication</p> <p>This objective encompasses all aspects of listening and speaking. It refers to the student constructing meaning through the process of internalizing meaning and articulating thoughts using speech in a variety of ways in the target language. The student is expected to be able to listen and respond, interact socially and speak for specific purposes.</p>	
<p>Visual Interpretation</p> <p>This objective involves the student in interpreting and constructing meaning from visual texts (such as posters, maps, graphics, films) to understand how images presented with oral and written text interact to convey ideas, values and attitudes. Engaging with visual text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student is expected to be able to interpret, and engage with, visual text that is presented with spoken and written text and to support his or her opinion and personal response with evidence and examples from the text.</p>	
<p>Reading Comprehension</p> <p>This objective refers to enabling the student to construct meaning from written texts by making inferences and interpretations. Engaging with written text requires the student to think creatively and critically about what is read, and to be aware of opinions, attitudes and cultural references presented in the written text. The student is expected to be able to understand information, interpret, and engage with, written text and to support his or her opinion and personal response with evidence and examples from the text.</p>	
<p>Writing</p> <p>This objective relates to the developmental process of writing. The student is expected to be able to organize and express thoughts, feelings, ideas, opinions and information in writing, write for specific purposes and develop accuracy when writing in the target language.</p>	

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Language Development Progress Form

Update this form at each meeting with the Language Development teacher/supervisor.

Date	Summary of discussion	General comments	Actions to be taken	Signature of teacher/supervisor
Initial meeting _____				
Winter junior year _____				
Spring junior year _____				
Early Fall senior year _____				
Late Fall senior year _____				
Winter senior year _____				
Final LD Meeting _____				

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Post Self-Assessment of Language Proficiency

Rate yourself on each of the Communicative Competencies (Receptive, Productive, and Interactive) by selecting the Phase (1-6) that most closely describes your abilities at the end of the Language Development process.

Communicative Competencies	Emergent Communicator		Capable Communicator		Proficient Communicator	
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Receptive When I listen, read, or view, I can:	<ul style="list-style-type: none"> understand simple phrases, statements and questions identify basic messages, facts, opinions, feelings and ideas. 	<ul style="list-style-type: none"> understand simple spoken and written texts identify messages, facts, opinions, feelings and ideas. 	<ul style="list-style-type: none"> understand a limited variety of spoken and written texts understand specific information, main ideas and some detail. 	<ul style="list-style-type: none"> understand a variety of spoken and written texts interpret specific information, main ideas and some detail draw conclusions recognize implied opinions and attitudes. 	<ul style="list-style-type: none"> understand a wide range of spoken and written texts analyze specific information, ideas, opinions and attitudes infer information, draw conclusions recognize implied opinions and attitudes. 	<ul style="list-style-type: none"> understand a comprehensive range of spoken and written texts evaluate important information, details and ideas analyze information, draw conclusions make inferences about implied ideas, opinions and attitudes.
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Comments
