

Arizona Languages Articulation Task Force

Goals and Outcome Statements for Commonly Taught Languages

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The outcome statements identify the target audience for each skill and level. In addition, the outcome statements detail the minimum skills a “C” or “average” student will need to pass a given course.

“We recommend that these outcomes be adopted and implemented by all institutions of higher learning in the state of Arizona, recognizing they are minimal competencies.”

Unanimously approved by the Arizona Languages Articulation Task Force on February 26, 1999.

Revised February 2007

For further details regarding this document, please contact the Languages Articulation Task Force representative on your campus.

ARIZONA LANGUAGES ARTICULATION TASK FORCE
Goal Statements for Commonly Taught Languages (FRE, GER, ITA, SPA)

* Reference: ACTFL Proficiency Guidelines (www.actfl.org).

Level	101 GOALS	102 GOALS	201 GOALS	202 GOALS
Reading	<p><i>Audience: highly sympathetic and cooperative, given the level of the task.</i></p> <ul style="list-style-type: none"> ◆ Derive meaning from the written target language that contains learned vocabulary where context and/or background knowledge are supportive. 	<p><i>Audience: Highly sympathetic and cooperative, given the level of the task.</i></p> <ul style="list-style-type: none"> ◆ Derive meaning from the written target language from texts that are structurally simple. 	<p><i>Audience: Highly sympathetic and/or moderately sympathetic, given the level of the task.</i></p> <ul style="list-style-type: none"> ◆ Derive meaning from the written target language from simple, connected texts dealing with a variety of basic and social needs. 	<p><i>Audience: Moderately sympathetic, given the level of the task.</i></p> <ul style="list-style-type: none"> ◆ Derive meaning from and demonstrate comprehension of the written target language from connected texts and/or complex texts. ◆ Apply critical thinking skills to analyze and evaluate texts which have clear, underlying internal structure.
Writing	<ul style="list-style-type: none"> ◆ Write simple sentences using formulaic expressions and learned vocabulary in the target language writing system. 	<ul style="list-style-type: none"> ◆ Recombine learned vocabulary into structurally simple written statements and questions. 	<ul style="list-style-type: none"> ◆ Create and connect structurally-simple statements or questions in writing within the scope of limited language experience. ◆ Follow the writing process (i.e., organizing, revising, proofreading) in the target language. 	<ul style="list-style-type: none"> ◆ Create increasingly-complex sentences in writing. ◆ Describe and narrate in coherent, unified paragraphs. ◆ Follow the writing process (i.e., organizing, revising, proofreading) in the target language.
Speaking	<ul style="list-style-type: none"> ◆ Utilize commonly used expressions to describe self and others and formulate questions to satisfy basic needs. ◆ Express basic needs and use basic courtesy expressions. 	<ul style="list-style-type: none"> ◆ Recombine learned vocabulary and commonly used expressions into meaningful statements with evidence of creativity and/or improvisation. ◆ Express basic needs and use basic courtesy expressions. 	<ul style="list-style-type: none"> ◆ Respond to unanticipated questions on familiar material. ◆ Express opinions about familiar topics. 	<ul style="list-style-type: none"> ◆ Respond to unanticipated questions on increasingly-complex topics. ◆ Maintain a conversation on increasingly-complex topics with moderate accuracy.
Listening	<ul style="list-style-type: none"> ◆ Demonstrate comprehension of frequently used words and phrases in simple spoken questions, statements, commands, and courtesy formulae. 	<ul style="list-style-type: none"> ◆ Demonstrate comprehension of high frequency and some limited terms of low frequency of learned vocabulary in structurally simple sentences and questions in a limited number of content areas. 	<ul style="list-style-type: none"> ◆ Demonstrate comprehension of main ideas of extended aural discourse of increasingly complex topics. 	<ul style="list-style-type: none"> ◆ Demonstrate comprehension of main ideas of lengthy aural discourse of increasingly-complex topics.
Culture	<ul style="list-style-type: none"> ◆ Identify components of the culture. 	<ul style="list-style-type: none"> ◆ Recognize simple cultural norms, beliefs, and regional variations of areas where the target language is used. ◆ Recognize key social and cultural traditions. 	<ul style="list-style-type: none"> ◆ Demonstrate understanding of norms, values, and beliefs of areas where the target language is used. 	<ul style="list-style-type: none"> ◆ Demonstrate further understanding of norms, values, and beliefs of areas where the target language is spoken/used.

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This document is intended to be used for **minimal** student learning outcomes. Students must meet or exceed these outcome requirements in each skill area to pass each course with a "C." Methodology and materials are at the discretion of the instructor or course outline requirements.

Learning Outcome Statements for Commonly Taught Languages (FRE, GER, ITA, SPA)

Level	101 OUTCOMES THE STUDENT WILL BE ABLE TO:	102 OUTCOMES THE STUDENT WILL BE ABLE TO:	201 OUTCOMES THE STUDENT WILL BE ABLE TO:	202 OUTCOMES THE STUDENT WILL BE ABLE TO:
Reading	<p><i>Demonstrate comprehension of the gist and a few details of written...</i></p> <ol style="list-style-type: none"> 1. formulaic and courtesy expressions. 2. basic biographical information. 3. questions, messages, descriptions, short narratives, and short dialogues containing some detail. 4. authentic passages that are highly contextualized and that relate to basic survival vocabulary and/or current events. 	<p><i>Demonstrate comprehension of the gist and some details of written...</i></p> <ol style="list-style-type: none"> 1. descriptions containing factual information. 2. information expressing feelings, opinions, likes, and dislikes of objects, places, people, and events. 3. narration of a series of events using the past, present or future time frames. 4. authentic passages that are highly contextualized and that relate to topics containing factual information and/or current events. 	<p><i>Demonstrate comprehension of the gist and numerous details of written...</i></p> <ol style="list-style-type: none"> 1. descriptions of objects, places, people, and events. 2. passages expressing feelings, opinions, emotional reactions, volition, doubt, and contingent situations. 3. narrations of a series of events using the past tenses. 4. authentic passages that are somewhat contextualized and that relate to topics containing subjective information and/or to current events. 	<ol style="list-style-type: none"> 1. Apply critical thinking skills to analyze and evaluate passages that have a clear, underlying internal structure. Demonstrate comprehension of the gist and a number of details of written... 2. descriptions of objects, places, people, and events on topics expressing basic needs, factual, and subjective information. 3. passages expressing feelings, opinions, emotional reactions, volition, doubt, and contingent situations. 4. narrations of a series of events in present, past, and future time frames.
Writing	<p><i>Using a limited amount of creativity and improvisation...</i></p> <ol style="list-style-type: none"> 1. incorporate formulaic and courtesy expressions. 2. compose sentences expressing basic biographical information. 3. compose questions, messages, descriptions, short narratives, and short dialogues with some detail. 4. apply the target language writing system with a limited amount of improvisation. 	<p><i>Using an appropriate amount of creativity, improvisation, and elaboration...</i></p> <ol style="list-style-type: none"> 1. describe objects, places, people, and events. 2. express feelings, opinions, likes, and dislikes. 3. narrate a series of events using the past, present or future time frames. 4. combine ideas into strings of sentences in present tense. 5. give instructions. 	<p><i>Using an appropriate amount of creativity, improvisation, and elaboration...</i></p> <ol style="list-style-type: none"> 1. describe objects, places, people, and events on topics containing subjective information. 2. express feelings, opinions, emotional reactions and contingent situations. 3. narrate a series of events using the past, present or future time frames. 4. employ the writing process (e.g., organizing thoughts, composing, revising, proofreading). 	<p><i>Using an appropriate amount of creativity, improvisation, and elaboration...</i></p> <ol style="list-style-type: none"> 1. describe objects, places, people, and events. 2. express feelings, opinions, emotional reactions, and contingent situations. 3. narrate a series of events in present, past, and future time frames. 4. employ the writing process (e.g., organizing thoughts, composing, revising, proofreading) on increasingly-complex topics. 5. give instructions or commands.
Speaking	<p><i>With a listener who expects somewhat measured and deliberate speech...</i></p> <ol style="list-style-type: none"> 1. use and respond to formulaic and courtesy expressions. 2. formulate statements and questions to satisfy basic needs. 3. express basic biographical information. 4. utilize frequently-used expressions and learned vocabulary to describe objects, places, people, and events. 5. participate in very simple face-to-face conversations with limited spontaneity. 6. apply the phonetic system and stress words appropriately. 	<p><i>Using limited creativity, improvisation, and elaboration ...</i></p> <ol style="list-style-type: none"> 1. describe objects, places, people, and events. 2. express feelings, opinions, likes, and dislikes. 3. narrate a series of events using the past, present or future time frames. 4. initiate, respond, and contribute to simple face-to-face conversations. 5. give instructions. 	<p><i>Using a moderate amount of creativity, improvisation, and elaboration ...</i></p> <ol style="list-style-type: none"> 1. describe objects, places, people, and events. 2. express feelings, opinions, emotional reactions, and contingent situations. 3. narrate a series of events using the past, present or future time frames. 4. initiate, respond, and contribute to face-to-face conversations with some spontaneity using present and past tenses. 5. give instructions or commands. 	<p><i>Using an appropriate amount of creativity, improvisation, and elaboration...</i></p> <ol style="list-style-type: none"> 1. describe objects, places, people, and events. 2. express feelings, opinions, emotional reactions, volition, doubt, and contingent situations. 3. narrate a series of events in present, past, and future time frames. 4. initiate, respond, and maintain face-to-face conversations with a moderate amount of spontaneity using present and past tenses. 5. give instructions or commands.
Listening	<p><i>From a speaker who uses somewhat measured and deliberate speech and somewhat careful articulation, aurally comprehend...</i></p> <ol style="list-style-type: none"> 1. formulaic and courtesy expressions. 2. statements and questions to satisfy basic needs. 3. basic biographical information. 4. frequently-used words and phrases, learned vocabulary and novel vocabulary words in context in questions, messages, descriptions, short narratives, and short dialogues containing some detail. 	<p><i>From a speaker who uses moderately measured and deliberate speech and somewhat careful articulation, aurally comprehend the gist and a few details of ...</i></p> <ol style="list-style-type: none"> 1. descriptions of objects, places, people, and events on topics containing factual information. 2. information expressing feelings, opinions, likes, and dislikes. 3. narrations of a series of events using the past tenses. 4. follow instructions or commands. 	<p><i>From a speaker who uses natural pace and articulation, aurally comprehend the gist and some details of ...</i></p> <ol style="list-style-type: none"> 1. descriptions of objects, places, people, and events on topics containing subjective information. 2. beliefs, feelings, opinions, emotional reactions, and situations involving volition, doubt, or contingencies. 3. narrations of a series of events using the past tenses. 	<p><i>From a speaker who uses natural pace and articulation, aurally comprehend the gist and numerous details of...</i></p> <ol style="list-style-type: none"> 1. descriptions of objects, places, people, and events on topics containing subjective information. 2. beliefs, feelings, opinions, emotional reactions, and contingent situations. 3. narrations of a series of events in present, past, and future time frames.
Culture	Identify cultural aspects of the target language: daily activities, physical (e.g., personal space, customs), non-verbal (e.g., gestures), geographical (e.g., maps), and the arts (e.g., music, arts).	<ol style="list-style-type: none"> 1. Recognize and describe simple cultural norms, beliefs, and regional variations within areas where the target language is spoken/used. 2. Recognize and describe key social and cultural traditions. 	Describe and exhibit initial understanding of cultural norms, values, beliefs, and regional variations within areas where the target language is spoken/used.	Interpret cultural norms, values, beliefs, and regional variations within areas where the target language is spoken/used.

ARIZONA LANGUAGES ARTICULATION TASK FORCE

Assessment Ideas for Commonly Taught Languages (FRE, GER, ITA, SPA)

Level	101 ASSESSMENT IDEAS	102 ASSESSMENT IDEAS	201 ASSESSMENT IDEAS	202 ASSESSMENT IDEAS
Reading	<ul style="list-style-type: none"> • selection of a summary of the text • selection of a title appropriate for the text • selection of a graphical representation based on the text • creation of graphical representation based on text • summary of text in non-target language • response formulation (assess reading only, not writing/speaking) 	<ul style="list-style-type: none"> • selection of a summary of the text • selection of a title appropriate for the text • selection of a graphical representation based on the text • creation of a graphical representation based on text • provide summary of text in non-target language • response formulation (assess reading only, not writing/speaking) • MLPA Reading Assessment Level I (if available) 	<ul style="list-style-type: none"> • selection of a summary of the text • selection of a title appropriate for the text • sequence pictures • summary of the text in target or non-target language (do not assess writing/speaking also) • response formulation (assess reading only, not writing/speaking) 	<ul style="list-style-type: none"> • selection of a summary of the text • selection of a title appropriate for the text • sequence pictures • summary of the text in target or non-target language (do not assess writing/speaking also) • response formulation (assess reading only, not writing/speaking) • MLPA Reading Assessment Level 2 (if available) • authentic passages that are somewhat contextualized and that relate to basic needs, to topics containing factual or subjective information, and/or current events.
Writing	<ul style="list-style-type: none"> • a 100-word unrehearsed and spontaneously-written description of one or more coherent, unified paragraphs such as: <ul style="list-style-type: none"> * journal entries * post cards * e-mails * posters * completed biographical forms * answer questions 	<ul style="list-style-type: none"> • a 200-word unrehearsed and spontaneously-written description and/or narration of several coherent, unified paragraphs. • journal entries • original dialogues • post cards • advertisement / brochure • letter 	<ul style="list-style-type: none"> • journal entries • one or more unrehearsed and spontaneously-written descriptions and/or narrations, adding up to 300-500 words throughout the semester • cultural experience in the community summary 	<ul style="list-style-type: none"> • an extensive essay (between 400-600 words) to be organized, edited, proofread, and revised twice • journal entries • a 400-word unrehearsed and spontaneously-written piece of work
Speaking	<ul style="list-style-type: none"> • oral interviews • role-plays • skits • poster presentations • show and tell • voice mail message 	<ul style="list-style-type: none"> • oral interviews • role-plays • skits • presentations • voicemail message 	<ul style="list-style-type: none"> • oral interviews • role-plays • skits • presentations • voice mail message 	<ul style="list-style-type: none"> • oral interviews • role-plays • skits • presentation • portfolio (video) • voice mail message
Listening	<ul style="list-style-type: none"> • response formulation (assess listening only, not writing) • selection of a graphical representation • creation of graphical representation • sequence pictures • dictations 	<ul style="list-style-type: none"> • response formulation (assess only listening, not writing or speaking) • selection of a graphical representation • creation of graphical representation • sequence pictures • MLPA Listening Assessment Level I (if available) 	<ul style="list-style-type: none"> • response formulation (assess only listening, not writing/speaking) • sequence pictures • summary in target or non-target language (do not assess writing/speaking also) 	<ul style="list-style-type: none"> • response formulation (assess only listening, not writing/speaking) • sequence pictures • summary in target or non-target language (do not assess writing/speaking also) • MLPA Listening Assessment Level 2 (if available)
Culture	<ul style="list-style-type: none"> • cultural presentations • culture sections on exams • culture-related creations <p><i>In any case, assess only culture, not writing or speaking; non-target language may be best medium of communication.</i></p>	<ul style="list-style-type: none"> • cultural presentations • culture sections on exams • culture-related creations <p><i>In any case, assess only culture, not writing or speaking; non-target language may be best medium of communication.</i></p>	<ul style="list-style-type: none"> • cultural presentations • culture sections on exams • culture-related creations <p><i>In any case, assess only culture, not writing or speaking, and use as medium of communication but encourage expression in target language, as appropriate.</i></p>	<ul style="list-style-type: none"> • cultural presentations • culture sections on exams • culture-related creations <p><i>In any case, assess only culture, not writing or speaking; but use target language as medium of communication.</i></p>