STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

DATE: March 26, 2007

SUBJECT: Presentation of the Draft Michigan Merit Core Guidelines for Languages Other than English

The national call to create more rigorous learning for high school students has become a major priority for state leaders across the country. In Michigan, this movement culminated in April 2006 when Governor Jennifer M. Granholm signed into law a comprehensive set of high school graduation requirements called the *Michigan Merit Curriculum.*

The Department began the development of Guidelines for Languages Other than English in May, 2006. The initial Academic Review Group was co-chaired by Dr. Emily Spinelli, Executive Director, American Association of Teachers of Spanish and Portuguese, and Jackie Moase-Burke, Consultant with Oakland Schools, who assembled a team of academicians and practitioners. Their mission was to create a set of guidelines that will assist schools in the development of a rigorous experience for students, equivalent to 2 credits, as required for graduation, and outlined in the Michigan Merit Curriculum legislation.

The first draft of this document is being presented to the State Board of Education before it is provided to the field for feedback. It is anticipated that both a field and national review will begin in April of 2007.

Attachment

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Michigan Merit Curriculum

Credit / Experience Guidelines

LANGUAGES OTHER THAN ENGLISH

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Welcome

Language and communication are at the heart of the human experience. Michigan students, like students throughout the United States, must be equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ***all*** students develop and maintain proficiency in English and at least one other language. (*Standards for Foreign Language Learning for the 21st Century**, p.1, 2006).

Through the collaborative efforts of Governor Jennifer M. Granholm, the State Board of Education, and the State Legislature, landmark state graduation requirements are being implemented to give Michigan students the knowledge and skills to succeed in the 21st century and drive Michigan's economic success in the global economy. Working together, teachers can explore varied pathways to help students meet the graduation requirement for *Languages Other Than English.*

This guide was developed to assist teachers in successfully implementing the two-credit world *Languages Other Than English* (LOTE*) requirement of the Michigan Merit Curriculum and to define the alternative option of two-year equivalent proficiency* in a world language other than English (LOTE). The identified content expectations and guidelines provide a useful framework for designing curriculum, assessment, and relevant learning experiences for students.

Overview

In developing these expectations, the Academic Work Group* depended heavily on the generic and language specific *Standards for Foreign Language Learning in the 21st Century** (National Standards in Foreign Language Education Project, 2006). In particular, the *Michigan World Language Standards and Benchmarks* reflect the structure of the national *Standards* including the Statement of Philosophy and the framework of Communicative Modes* and Learning Scenarios*. The Academic Work Group carefully analyzed other documents, including *ACTFL Performance Guidelines for K-12 Learners, ACTFL Proficiency Guidelines: Speaking** (1999 revision), *ACTFL Proficiency Guidelines: Writing (2001 revision)*, available College Board Advanced Placement courses and exams, and standards documents from other states, as well as, the *Michigan Curriculum Framework, World Languages: Content Standards and Benchmarks* (1998).

* *Please see Glossary (pages 13-15).*

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Curriculum Unit Design

One of the ultimate goals of teaching is for students to acquire transferable knowledge. To accomplish this, learning needs to result in a deep understanding of content and mastery level of skills. As educational designers, teachers must use both the art and the science of teaching. In planning coherent, rigorous instructional units of study, it is best to *begin with the end in mind.*

Engaging and effective units:

- are aligned to the Michigan World Language Standards and Benchmarks;
- include essential and focus questions that stimulate inquiry and connections;
- are conducted primarily in the target language, for languages that are spoken;
- include age-appropriate, research-based instructional strategies and varied activities that meet the needs of diverse learners;
- incorporate appropriate technology to facilitate learning;
- focus on concepts of language and culture that have value and application beyond the classroom;
- emphasize the development of all four language skills—listening, speaking, reading, writing, within the interpersonal, interpretive, and presentational modes of communication;
- include explicit and systematic instruction that emphasizes real communication and real world tasks allowing students to work collaboratively with peers;
- offer relevant and respectful learning experiences in a climate that allows students to express their own ideas in the target language;
- provide students with opportunities to use the target language to pursue topics of personal interest and to connect with other disciplines;
- provide students with opportunities to participate, both in person and electronically, in language communities at home and around the world;
- provide students with opportunities to develop an understanding of the nature of language through comparisons of the target language and their own;
- include authentic cultural products and materials to expose students to the language and cultures in which the target language is used;
- provide students with opportunities to develop an understanding of the practices, products, and multiple perspectives and points of view of the target culture;
- provide students with opportunities to develop an understanding of the concept of culture through comparisons of the target culture and their own; and
- incorporate performance-based assessments that are varied and have application beyond the classroom.

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Student Assessment

The assessment process can be a powerful tool when students are actively involved in the process. Involvement allows students to take ownership of their learning and builds confidence in their ability over time. Reliable formative and summative assessments* provide teachers with information they need to make informed instructional decisions and be more responsive to students' needs. Both assessment ***of*** learning and assessment ***for*** learning are essential and share common elements.

Sound assessments:

- align with learning goals and instruction;
- incorporate performance-based assessments that have application beyond the classroom;
- are varied in type and format;
- use criteria scoring tools such as rubrics or exemplars;
- demonstrate the acquisition of important language skills and cultural knowledge;
- cause students to use critical thinking skills;
- meet the needs of diverse learners;
- provide opportunities for students to reflect on their own learning and progress through timely feedback.

Goal Statement

The State Board of Education expects all students, beginning with the graduating class of 2016, to complete two credits of a world language other than English prior to graduation or demonstrate a two-year equivalent proficiency. Students are required (1) to demonstrate holistic proficiency at the Novice High level* on the ACTFL Proficiency Scale;* (2) demonstrate basic knowledge of cultural practices, products, and perspectives of the culture(s) in which the language is used; (3) gain cultural knowledge as well as knowledge in other curricular areas using the world language; (4) demonstrate an understanding of the nature of language and culture through comparisons of the language and culture studied and their own; and (5) use the language both within and beyond the school setting.

The Novice High level is characterized by the ability to function in highly predictable situations using words, phrases, and complete sentences. At the Novice High level, students can communicate with people who are accustomed to interacting with non-native speakers* (1) in a variety of contexts relating primarily to oneself, family, friends, home, school, neighborhood, community, and country; and (2) to carry out a variety of language functions, including socializing, identifying and describing, exchanging information and exchanging opinions. For a more detailed list of contexts and functions appropriate to the Novice High level, see the *Michigan World Language Standards and Benchmarks** and the ACTFL Proficiency Guidelines.*

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LANGUAGES OTHER THAN ENGLISH (LOTE) CREDIT GUIDELINES

Students and school districts may choose to meet this requirement through a variety of languages and instructional options.

Language Options

While most languages taught in Michigan schools require students to build proficiency in listening, speaking, reading and writing, some languages do not have a written or oral form. Students may fulfill the requirement in the following ways:

For languages that are both written and spoken, students must demonstrate proficiency at the Novice High level in speaking and writing (productive skills*) and in listening and reading (interpretive skills*). (Reference *ACTFL Proficiency Guidelines Speaking and Writing* for definition.)

For languages that are no longer spoken (i.e. Ancient Greek or Latin), students are required to demonstrate proficiency at the Novice High level in writing (productive skill*) and in reading (interpretive skill*). (Reference *ACTFL Proficiency Guidelines Speaking and Writing* for definition.)

For languages without formally accepted orthographies, students are required to demonstrate oral proficiency at the Novice High level in speaking.

For languages that are signed (i.e. ASL), students are required to demonstrate receptive and expressive proficiency* equivalent to the Novice High level for languages that are spoken and written. (Reference ASL document.)

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Instructional Options

Learners at different ages and stages of development progress at different rates and require different amounts of learning time to achieve equivalent proficiency. Research indicates that students benefit from continuous and extended sequences of language study. The *ACTFL Performance Guidelines for K-12 Learners* (p. 6) provide guidance for program development and implementation. **These guidelines state that to develop proficiency equivalent to a two-year experience:**

- elementary programs should meet no less than 30-40 minutes per class period 3-5 days per week;
- middle school programs should meet the equivalent of no less than 40-50 minutes five times per week; and

  high school programs should meet the equivalent of no less than 50-60 minutes five times per week.

The following tables, based on a sample academic year of 38 weeks of instruction, show a variety of models that school districts may choose to deliver a continuous and extended sequence of study in the ***same*** world language equivalent to two years of high school credit. For example, students may complete:

1. two years of classroom instruction at the high school level;
2. formal instruction provided by their school district over the course of the K-8 experience (proficiency assessment required; see next page); or
3. learning beyond the K-12 classroom, for example, formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences; formal documentation of equivalent proficiency is required (see following pages).

NOTE: *The following are samples of what might be implemented for comprehensive language acquisition and are not intended to imply that they are required for credit.*

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Alternative Scheduling Models for Proficiency Equivalent to One Credit of Language Study

MODEL & GRADES	SESSIONS PER WEEK & LENGTH OF SESSIONS	TOTAL HOURS OF INSTRUCTION PER YEAR
MODEL 1 Grades K-5	Minimum FOUR times per week at 30 minutes per session	76 hours of instruction per year
MODEL 2 Grades 6-7	Minimum FIVE 40-minute class sessions per week or equivalent	126 hours of instruction per year
MODEL 3 Grade 8	Minimum FIVE 50-minute class sessions per week or equivalent	158 hours of instruction per year
MODEL 4 Grades 9, 10 or 11	Minimum FIVE 50-minute class sessions per week or equivalent	158 hours of instruction per year
MODEL 5 Grades 6-8 (extended time to complete one credit)	Minimum FIVE 40-minute class sessions per week or equivalent	126 hours of instruction per year
MODEL 6 Grade 9-10 (extended time to complete one credit)	Minimum FIVE 50-minute class sessions per week or equivalent	158 hours of instruction per year

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NOTE: *The models below assume that students have successfully completed an experience equivalent to one credit. These sample program models describe different routes to earn a second credit in the same language to fulfill the graduation requirement.*

Alternative Scheduling Models for Proficiency Equivalent to a Second Credit of Language Study

MODEL & GRADES	SESSIONS PER WEEK & LENGTH OF SESSIONS	TOTAL HOURS OF INSTRUCTION PER YEAR
MODEL 1 **Grades 6-7** (probable continuation of Grades K-5 program)	Minimum FIVE 40-minute class sessions per week or equivalent	126 hours of instruction per year
MODEL 2 **Grade 8** (probable continuation of Grade 6-7 program)	Minimum FIVE 50-minute class sessions per week or equivalent	158 hours of instruction per year
MODEL 3 **Grades 9, 10, 11 or 12** (probable continuation of Credit 1 from Grade 8, 9, 10 or 11 program)	Minimum FIVE 50-minute class sessions per week or equivalent	158 hours of instruction per year
MODEL 4 **Grades 11-12** (extended time to complete second credit: probable continuation of Grades 9-10 program).	Minimum FIVE 50-minute class sessions per week or equivalent	158 hours of instruction per year

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As shown in the previous tables, a school district might choose to meet the two-credit language requirement:

- by offering a K-8 program for all children that results in proficiency equivalent to two credits at the high school level;
- by encouraging students to complete the first credit of language study in Grades 6 and 7 and the second credit of language study in Grade 8;
- by encouraging students to complete the first credit of language study in Grade 8 and the second credit of language study in Grades 9-12; or
- by spreading two credits of language study over four calendar years, completing the first credit in two academic years and the second credit in two additional years.

Equity of Access

Regardless of the program model or mode of instruction, districts must ensure equity of access to two high school credits in the same world language and must provide a process for evaluating equivalent proficiency earned through experiences beyond the 9-12 classroom experience.

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Verification of Proficiency

Students may demonstrate language proficiency at any point prior to high school graduation and may meet the two-credit world language graduation requirement in several ways.

1. High School Grades 9-12

Students fulfill the requirement by successfully completing two-credits of study in the same world language at the high school level.

2. Grades K-8 or Combination of K-8 and High School

For students who successfully complete either or both credits of the two-credit requirement prior to high school, a formal assessment aligned to the *Michigan World Language Standards and Benchmarks (2007)*, is required. The following types of assessments are recommended:

For one credit:

- successful completion of the high school's first year summative assessment (e.g., final exam) at the Novice Mid level; or
- Novice Mid (Rating of 2) on the STAMP* (reading, writing, and speaking); or
- score equivalent to Level I on a national language organization exam i.e. the AATSP* national Spanish exam; or
- score equivalent to European Level A1; or
- successful completion of a combination of district assessments AND commercially-prepared assessments at the Novice Mid level, i.e. SOPI* (listening and speaking), ELLOPA* (listening and speaking), SOPA* (listening and speaking), an OPI* (speaking), Signed Communication Proficiency Interview* (SCPI); or

NOTE: *Students who score less than Novice Mid do not demonstrate proficiency equivalent to one credit of language and must take two credits of a world language.*

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For a second credit:

- successful completion of the second year summative assessment (e.g., final exam) at the Novice High level; or
- Novice High (Rating of 3) on the STAMP* (reading, writing, and speaking); or
- score equivalent to Level II on a national language organization exam i.e. the AATSP* national Spanish exam; or
- score equivalent to European Level A2; or
- successful completion of a combination of district assessments AND commercially-prepared assessments at the Novice High level, i.e. SOPI* (listening and speaking), ELLOPA* (listening and speaking), SOPA* (listening and speaking), an OPI* (speaking), Signed Communication Proficiency Interview* (SCPI); or
- Portfolio that demonstrates all four skills

NOTE: *Students who score less than Novice High do not demonstrate proficiency equivalent to the second credit of language and must complete a second credit of the same world language.*

3. Alternative Equivalency

Any student who chooses to fulfill the two-credit world language requirement through an alternative route must provide formal documentation of proficiency. In addition to the types of documentation listed in (2) *Courses K-8 or combination of K-8 and high school* above, the following documentation is also possible:

For one credit:

- a translated, official school transcript documenting continuous and successful school experiences of at least one academic semester in which classes were conducted in the language for which credit is sought.

For a second credit:

- a translated, official school transcript documenting continuous and successful school experiences of at least one academic year in which classes were conducted in the language for which credit is sought.

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LANGUAGES OTHER THAN ENGLISH (LOTE) CONTENT STRANDS AND STANDARDS

STRAND 1: COMMUNICATION

Communicate in Languages Other Than English

Standard 1.1 Interpersonal

Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Standard 1.2 Interpretive

Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Presentational

Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

STRAND 2: CULTURE

Gain Knowledge and Understanding of Other Cultures

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

STRAND 3: CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the world language.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

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STRAND 4: COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

STRAND 5: COMMUNITIES

Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the language both within and beyond the school setting.

Standard 5.2

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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GLOSSARY

Academic Work Group: Group of academicians and practitioners that began the development of the draft LOTE guidelines.

ACTFL (American Council on the Teaching of Foreign Languages): (www.actfl.org) The American Council on the Teaching of Foreign Languages is the national organization dedicated to the improvement and expansion of the teaching and learning of all languages other than English at all levels of instruction throughout the U.S. ACTFL engages in many projects on a national level including the publication of the *ACTFL Performance Guidelines for K-12 Learners,* the *ACTFL Proficiency Guidelines for Speaking,* and the *ACTFL Proficiency Guidelines for Writing.*

ACTFL Proficiency Guidelines: The *ACTFL Proficiency Guidelines for Speaking* and the *ACTFL Proficiency Guidelines for Writing* describe what individuals can do with spoken and written language, respectively. Language proficiency is described at five main levels: Novice, Intermediate, Advanced, Superior, and Distinguished.

ACTFL Performance Guidelines for K-12 Learners: While the *ACTFL Proficiency Guidelines* were written with adults in mind, the *ACTFL Performance Guidelines for K-12 Learners* was written specifically for younger learners in a school setting. Language proficiency is described at the Novice through Advanced Low levels, the levels that best correspond to proficiency of K-12 learners.

AP (Advanced Placement): http://apcentral.collegeboard.com Advanced Placement courses are high school courses designed to be equivalent to college-level courses in content, assignments, and assessment. High School students who complete Advanced Placement courses and do well on the AP exams can receive university credit and/or advanced standing for the course work completed.

Assessment: Any of a variety of ways used to determine if students have met the learning objectives for a given course of study. Assessments are considered **formative** when the results are used solely to help students see where they stand in relation to curricular goals. Assessments are considered **summative** when the results are used to judge student progress for a purpose such as providing a course grade or allowing a student to pass from one level to another.

Assessment instruments: The following are recognized, commercially-produced assessment instruments: SOPI (Simulated Oral Proficiency Interview), SOPA (Student Oral Proficiency Assessment), ELLOPA (Early Language Learning Oral Proficiency Assessment), STAMP (STAndards-based Measurement of Proficiency), SCPI (Signed Communication Proficiency Interview), OPI (Oral Proficiency Interview).

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Authentic instructional resources: Language and cultural products created by native speakers or by others who have skills comparable to those of a native speaker, expressly for use within a community in which the language is used. In the LOTE classroom, these authentic instructional resources serve as models of spoken, written, and/or signed language. To develop native-like language proficiency, students need to read and interpret **authentic materials** from magazines, newspapers, advertisements, film, literature and other documents. Likewise, students need to understand **authentic language** used by native speakers in interpersonal communication or through film, CDs, DVDs, podcasts and other media.

Authentic performance tasks: Exercises, activities, projects, and assessments designed to simulate tasks that native speakers perform on a daily basis. EXAMPLES: Students read a menu from the target culture and then role-play ordering a meal; students study a weather map from the target culture and discuss what activities they can do and what clothes they should wear based on the weather for the day.

Communicative modes: The *Standards for Language Learning* and the *Michigan World Language Standards and Benchmarks* recognize three communicative modes: the interpersonal mode (conversation involving listening and speaking or written communication requiring a response), the interpretive mode (listening or reading), and the presentational mode (speaking or writing to an audience of listeners or readers).

Context: The circumstances or situation in which communication occurs or its topics or themes.

Function: The communicative task the person hopes to accomplish by means of the language; the purpose or goal of the communication, such as: inviting, accepting and refusing an invitation; greeting; asking for and providing information; reporting news; expressing surprise; expressing opinions.

Heritage language: In the United States, languages other than English originally used by the culture to which one or one's family belongs.

Home language: In the United States, languages other than English spoken primarily within the context of one's home and family.

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Language skills: The traditional four language skills include listening, speaking, reading, and writing. Speaking and writing are often referred to as the **productive skills** since students produce oral language by speaking or produce written language while writing. Listening and reading are often referred to as the **interpretive skills** since students receive information by listening or reading and then interpret that information. A *four-skills assessment* and/or a *four skills curriculum* includes listening, speaking, reading and writing.

Learning scenarios: Thematic units of study composed of lesson plans and assessments

LOTE (Languages Other Than English): The graduation requirements of the Michigan Merit Curriculum include two credits of a Language Other Than English.

Michigan World Language Standards and Benchmarks: a document that defines what students should know and be able to do in Michigan K-12 world language programs.

Proficiency: a range in ability to use a language in comparison with the language skill of the educated native speaker. Proficiency in a language is described at five main levels: Novice, Intermediate, Advanced, Superior, and Distinguished. See *ACTFL Proficiency Guidelines* at www.actfl.org.

Receptive and expressive proficiency: a range of ability to understand and produce signed language.

Standards for Foreign Language Learning in the 21st Century: The national *Standards for Foreign Language Learning in the 21st Century* are content standards for elementary, middle school, high school, and post-secondary language courses. The Standards exist in a generic form as well as in language-specific form. The Standards exist in five content areas often referred to as the five Cs: Communication, Culture, Connections, Comparisons, and Communities.

Target language and target culture: The language and culture being taught and learned. EXAMPLE: In a Spanish class, the target language is Spanish while the target culture is that of the entire Spanish-speaking world.

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