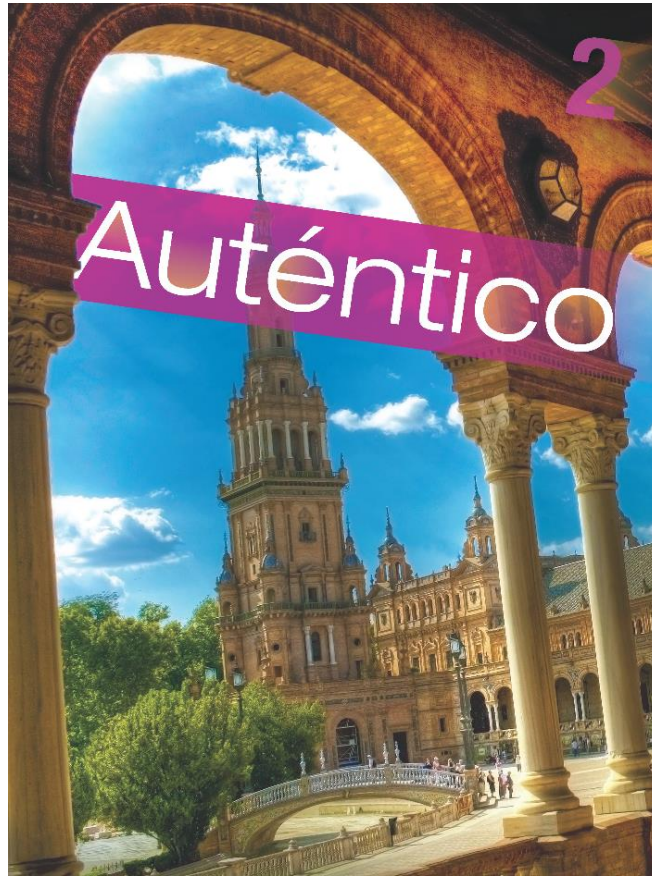


A Correlation of



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To the

ACTFL

**Proficiency Guidelines 2012
American Council on the
Teaching of Foreign Language**

**A Correlation of Auténtico, Level 2, ©2018
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Introduction

This document demonstrates how *Auténtico, Level 2*, ©2018 meets ACTFL Proficiency Guidelines 2012 American Council on the Teaching of Foreign Language.

Correlation page references are to the Student Edition and Teacher's Edition. Alignments are cited at the page level.

Auténtico is a comprehensive Spanish language curriculum for middle grades and high school. It immerses students in authentic Spanish language and cultural experiences through text, video, audio, and online learning. Frequent exposure to authentic resources increases engagement, improves reading proficiency, and gives students confidence to take learning beyond the classroom. *Auténtico* meets ACTFL World-Readiness Standards for Learning Languages, providing a powerful link between communication and culture

- **Be Connected**
Connect your students to the Spanish-speaking world through dynamic, authentic resources. Standards-based learning experiences create a classroom of high expectations.
- **Be Engaged**
Engage your students with real-world video, cutting-edge technology, music, games, and more. *Auténtico keeps lessons lively, active, and student-centered.*
- **Be Flexible**
Teach Auténtico your way. Make it your own by creating, rearranging, editing, and adding content. Students can access content and practice in their own way on any device.

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Speaking	
INTERMEDIATE MID	
Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.	This objective is addressed throughout. See, for example: SE/TE: 3, 11, 12, 32, 51, 61, 78, 87, 134, 135, 143, 153, 169, 170, 172, 181, 190, 217, 227, 245, 263, 271, 304, 343, 353, 384, 411, 432
Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and <u>aspect</u> , and using communicative strategies, such as <u>circumlocution</u> .	This objective is addressed throughout. See, for example: SE/TE: 10, 11, 32, 51, 78, 87, 93, 125, 167, 181, 195, 217, 218, 235, 245, 304, 343, 384, 411, 432

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<p>Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic <u>interlocutors</u> accustomed to dealing with non-natives.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 11, 14, 26, 32, 51, 87, 97, 134, 135, 143, 169, 190, 235, 263, 281, 304, 327, 378, 384, 421, 432, 465</p>
<p>Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 14, 51, 97, 143, 190, 235, 281, 327, 378, 419, 465</p>

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Writing	
INTERMEDIATE MID	
<p>Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral <u>discourse</u>. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of <u>discrete sentences</u> and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 4, 9, 10, 13, 15, 29, 41, 42, 50, 52-53, 80, 125, 142, 188, 216, 218, 263, 285, 309, 350, 376, 379, 397, 421, 430, 461, 466-467</p>
Listening	
INTERMEDIATE MID	
<p>At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 22, 51, 68-69, 114, 115, 127, 160-161, 188, 209, 252-253, 259, 299, 344, 384, 389, 435</p>

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Reading	
INTERMEDIATE MID	
At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring <u>description</u> and narration, dealing with familiar topics.	This objective is addressed throughout. See, for example: SE/TE: 34-35, 57, 61, 71, 107, 120, 125, 136, 146-147, 148, 162, 176, 209, 246, 310-311, 330, 331, 335, 378, 379, 406, 411, 451
Speaking	
INTERMEDIATE HIGH	
Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.	This objective is addressed throughout. See, for example: SE/TE: 14, 28, 51, 69, 83, 87, 97, 143, 169, 172, 180, 190, 217, 218, 235, 245, 258, 271, 291, 327, 343, 379, 411, 432, 461

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<p>Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of <u>breakdown</u>, such as the failure to carry out fully the narration or <u>description</u> in the appropriate major time frame, an inability to maintain paragraph-length <u>discourse</u>, or a reduction in breadth and appropriateness of vocabulary.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 12, 14, 28, 51, 57, 82, 97, 143, 172, 173, 190, 218, 235, 244, 247, 281, 291, 313, 327, 343, 371, 411, 465</p>
<p>Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of <u>code-switching</u>, false <u>cognates</u>, literal translations), and a pattern of gaps in communication may occur.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 14, 42, 51, 97, 143, 190, 235, 281, 327, 378, 465</p>

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Writing	
INTERMEDIATE HIGH	
<p>Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often, but not always, of paragraph length, and they typically contain some evidence of <u>breakdown</u> in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major <u>time markers</u>, resulting in a loss of clarity. The vocabulary, grammar and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 15, 29, 48, 50, 52-53, 76, 98, 144-145, 190-191, 214, 216, 218, 235, 236-237, 245, 309, 326, 328-329, 376, 397, 404, 421, 461, 466-467</p>
Listening	
INTERMEDIATE HIGH	
<p>At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 22-23, 51, 68-69, 97, 127, 181, 188, 199, 220-221, 263, 300, 337, 348, 350, 384, 397, 434, 435</p>

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Reading	
INTERMEDIATE HIGH	
At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring <u>description</u> and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.	This objective is addressed throughout. See, for example: SE/TE: 50, 57, 59, 61, 62-63, 80, 107, 110, 146-147, 148, 162, 176, 192, 195, 216, 223, 245, 270, 284, 289, 310-311, 330, 355, 378, 379, 392, 408, 469, 472-473
Speaking	
ADVANCED LOW	
Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.	This objective is addressed throughout. See, for example: SE/TE: 12, 14, 28, 51, 57, 83, 87, 97, 143, 169, 172, 190, 217, 218, 226, 235, 259, 271, 281, 291, 313, 327, 363, 378, 397, 411, 432, 438, 461, 465

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Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.	This objective is addressed throughout. See, for example: SE/TE: 14, 51, 52, 55, 97, 143, 163, 190, 235, 249, 281, 313, 327, 379, 409, 411, 419, 432, 465
Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.	This objective is addressed throughout. See, for example: SE/TE: 12, 14, 44, 51, 52, 97, 143, 163, 190, 235, 280, 281, 313, 327, 378, 421, 465
Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.	This objective is addressed throughout. See, for example: SE/TE: 14, 28, 44, 47, 51, 97, 143, 190, 235, 247, 249, 281, 291, 327, 379, 381, 421, 465

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Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.	This objective is addressed throughout. See, for example: SE/TE: 14, 28, 44, 47, 51, 97, 143, 190, 235, 247, 249, 281, 291, 327, 379, 381, 421, 465
Writing	
ADVANCED LOW	
Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.	This objective is addressed throughout. See, for example: SE/TE: 10, 13, 15, 29, 42, 50, 51, 52-53, 81, 92, 98-99, 145, 173, 190, 191, 216, 217, 218, 235, 236-237, 245, 280, 281, 309, 326, 328-329, 379, 381, 397, 403, 421, 461, 466, 467

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Listening	
ADVANCED LOW	
At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.	This objective is addressed throughout. See, for example: SE/TE: 22-23, 51, 82, 83, 97, 143, 153, 188, 235, 252, 253, 281, 313, 326, 358, 361, 374, 404-405, 448-449, 464
Reading	
ADVANCED LOW	
At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.	This objective is addressed throughout. See, for example: SE/TE: 34-35, 50, 53, 54, 57, 85, 92, 107, 110, 138, 146-147, 162, 192-193, 195, 223, 270, 275, 284, 289, 304, 330-331, 354, 379, 393, 425, 468