

A Correlation of



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To the

ACTFL

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

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Introduction

This document demonstrates how *Auténtico, Level 3*, ©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 | |
| 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: 9, 17, 18, 29, 43, 72, 79, 98, 123, 147, 177, 183, 191, 266, 282, 311, 320, 323, 351, 380 |
| 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 <u>aspect</u> . In these narrations and descriptions, Advanced Low speakers combine and link sentences into <u>connected discourse</u> of <u>paragraph</u> 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: 9, 17, 18, 29, 43, 72, 79, 98, 123, 147, 177, 183, 191, 266, 282, 311, 320, 323, 351, 380 |
| 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 <u>cognates</u> , literal translations, or the oral paragraph structure of that language. At times their <u>discourse</u> 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: 17, 18, 29, 42, 51, 74, 79, 98, 123, 147, 177, 183, 191, 255, 267, 282, 311, 320, 323, 351, 380 |

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| <p>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 <u>circumlocution</u>.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: 17, 18, 29, 42, 51, 74, 79, 98, 123, 147, 177, 183, 191, 255, 267, 282, 311, 320, 323, 351, 380</p> |
| <p>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.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: 17, 18, 29, 42, 51, 74, 79, 98, 123, 147, 177, 183, 191, 255, 267, 282, 311, 320, 323, 351, 380</p> |

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| Writing | |
| ADVANCED LOW | |
| <p>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 <u>aspect</u>. 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 <u>cohesive devices</u>, and may resort to some redundancy and awkward repetition. They rely on patterns of oral <u>discourse</u> 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.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: 38, 51, 52-53, 65, 72, 111, 120, 123, 148-149, 170, 179, 196-197, 207, 232, 241, 272, 304, 337, 360, 362, 399</p> |
| Listening | |
| ADVANCED LOW | |
| <p>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.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: 22, 50, 63, 81, 98, 118, 132, 146, 176, 214, 233, 255, 284, 303, 317, 351, 362, 380, 386</p> |

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| Reading | |
| ADVANCED LOW | |
| At the Advanced Low sublevel, readers are able to understand conventional <u>narrative</u> 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: 8, 26, 54-57, 74, 77, 96-97, 113, 123, 150-153, 172, 174, 188, 198-201, 211, 227, 240-241, 257, 282, 314, 336-337, 375 |
| Speaking | |
| ADVANCED MID | |
| Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance. | This objective is addressed throughout. See, for example: SE/TE: 9, 17, 18, 29, 44, 51, 64, 80, 89, 98, 120, 147, 183, 199, 210, 216, 255, 266, 282, 290, 311, 323, 351, 362, 380, 393 |
| Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of <u>aspect</u> . Narration and <u>description</u> tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length <u>discourse</u> . | This objective is addressed throughout. See, for example: SE/TE: 17, 18, 29, 44, 51, 64, 80, 89, 98, 120, 147, 183, 199, 210, 216, 255, 266, 282, 290, 311, 323, 351, 362, 380, 393 |

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| <p>Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as <u>circumlocution</u> or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their <u>discourse</u> may still reflect the oral <u>paragraph</u> structure of their own language rather than that of the target language.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: 17, 18, 29, 44, 51, 64, 80, 89, 98, 120, 147, 183, 199, 210, 216, 255, 266, 282, 290, 311, 323, 351, 362, 380, 393</p> |
| <p>Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: 18, 29, 44, 51, 64, 80, 89, 98, 120, 147, 183, 199, 210, 216, 255, 266, 282, 290, 311, 323, 351, 380, 393</p> |

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| Writing | |
| ADVANCED MID | |
| <p>Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of <u>aspect</u>. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of <u>cohesive devices</u> in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer’s first language and may at times resemble oral <u>discourse</u>. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced-Mid writers will manifest a decline in the quality and/or quantity of their writing.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: 37, 51, 52-53, 65, 72, 100-101, 121, 163, 170, 176, 188, 196-197, 232, 241, 257, 271, 304, 337, 351, 368, 399, 436-437</p> |
| Listening | |
| ADVANCED MID | |
| <p>At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: 17, 22, 50, 63, 81, 98, 121, 132, 159, 162, 177, 242, 258, 282, 303, 333, 351, 359, 380, 386</p> |

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| Reading | |
| ADVANCED MID | |
| At the Advanced Mid sublevel, readers are able to understand conventional <u>narrative</u> and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex. | This objective is addressed throughout. See, for example: SE/TE: 17, 26, 54-57, 75, 77, 83, 96-97, 122, 134, 163, 170, 185, 188, 198-201, 211, 227, 257, 285, 316, 351, 381, 390-393 |
| Speaking | |
| ADVANCED HIGH | |
| Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured <u>argument</u> to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely. | This objective is addressed throughout. See, for example: SE/TE: 9, 17, 18, 29, 51, 57, 64, 80, 89, 98, 120, 133, 149, 162, 183, 197, 216, 234, 255, 266, 282, 297, 315, 331, 351, 380, 393 |

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| <p>Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of <u>argument</u> or hypothesis.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: 9, 17, 18, 29, 51, 57, 64, 80, 89, 98, 120, 133, 149, 162, 183, 197, 216, 234, 255, 266, 282, 297, 315, 331, 351, 380, 393</p> |

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| Writing | |
| ADVANCED HIGH | |
| <p>Writers at the Advanced High sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of <u>aspect</u>. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally <u>distract</u> the native reader from the message.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: 37, 51, 52-53, 65, 72, 75, 100-101, 163, 170, 177, 188, 207, 224, 241, 244-245, 304, 337, 368, 399, 418</p> |

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| Listening | |
| ADVANCED HIGH | |
| At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners. | This objective is addressed throughout. See, for example: SE/TE: 22, 63, 81, 83, 98, 118, 121, 132, 162, 178, 186, 214, 218, 242, 258, 282, 284, 297, 310, 351, 359, 380, 386 |
| Reading | |
| ADVANCED HIGH | |
| At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the <u>aesthetic properties of language</u> and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex. | This objective is addressed throughout. See, for example: SE/TE: 19, 35, 63, 75, 76, 77, 87, 91, 102-101-105, 122, 135, 136, 172, 185, 188, 198-201, 220, 235, 238, 246-249, 270, 303, 323, 334-335, 365, 366, 383, 390-393 |