

A Correlation of



©2018

To the

ACTFL

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

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

This document demonstrates how *Auténtico, Level A*, ©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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NOVICE	
Speaking	
NOVICE LOW	
Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.	This objective is addressed throughout. See, for example: SE/TE: 3, 5, 7, 11, 19, 30, 47, 79, 105, 109, 145, 159, 177, 219
Writing	
NOVICE LOW	
Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.	This objective is addressed throughout. See, for example: SE/TE: 11, 12, 13, 16, 30, 32, 55, 56, 78, 83, 129, 134, 152, 177, 203
Listening	
NOVICE LOW	
At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.	This objective is addressed throughout. See, for example: SE/TE: 5, 7, 8, 10, 50-51, 75, 84, 101, 125, 135, 149, 173, 199

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Reading	
NOVICE LOW	
At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.	This objective is addressed throughout. See, for example: E/TE: 18, 26-27, 40-41, 50-51, 74, 88, 90-91, 100-101, 124-125, 138-139, 148, 172-173, 188-189, 198-199
Speaking	
NOVICE MID	
Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic <u>interlocutors</u> accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language.	This objective is addressed throughout. See, for example: SE/TE: 3, 11, 21, 31, 33, 47, 57, 61, 71, 80, 105, 121, 129, 141, 179

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Writing	
NOVICE MID	
<p>Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited <u>formulaic</u> language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 19, 30, 47, 55, 56, 63, 71, 79, 87, 97, 117, 134, 145, 169, 186, 215, 219</p>
Listening	
NOVICE MID	
<p>At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 23, 47, 50-51, 62, 71, 85, 97, 100-101, 121, 145, 149, 158, 169, 173, 177, 195, 199, 219</p>

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Reading	
NOVICE MID	
At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including <u>cognates</u> and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.	This objective is addressed throughout. See, for example: SE/TE: 20, 26-27, 35, 50-51, 59, 64-65, 109, 114-115, 124-125, 148, 161, 172-173, 188-189, 212-213
Speaking	
NOVICE HIGH	
Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few <u>formulaic</u> questions.	This objective is addressed throughout. See, for example: SE/TE: 31, 57, 93, 97, 105, 108, 121, 130, 137, 141, 181, 219

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<p>Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level <u>discourse</u>.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 43, 80, 97, 108, 121, 137, 141, 191, 219</p>

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Writing	
NOVICE HIGH	
<p>Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 47, 59, 67, 97, 112, 117, 145, 165, 195, 215, 219</p>
Listening	
NOVICE HIGH	
<p>At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>This objective is addressed throughout. See, for example: SE/TE: 47, 52-53, 76-77, 97, 100-101, 121, 124-125, 145, 158, 172-173, 195, 198-199, 219</p>

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Reading	
NOVICE HIGH	
At the Novice High sublevel, readers can understand, fully and with relative ease, key words and <u>cognates</u> , as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or <u>extralinguistic</u> support.	This objective is addressed throughout. See, for example: SE/TE: 18, 23, 35, 40-41, 52, 53, 64-65, 78, 90-91, 114-115, 136, 161, 162-163, 188-189, 209, 212-213