URBANDALE
COMMUNITY SCHOOL DISTRICT

German I

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling "why" and "what" within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:
- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To identify individual lesson learning targets work towards proficiency of the learning requirement
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.
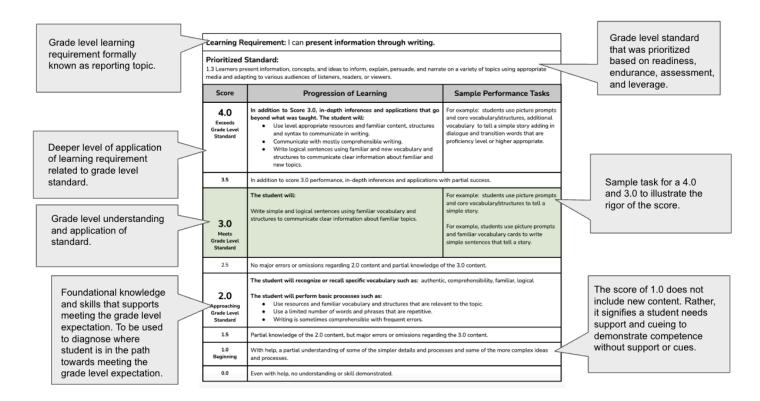
Grade for Learning Implementation Expectations

How are learning requirements and proficiency scales used to determine course and content area scores or grades?

A score (level of proficiency) for a learning requirement is determined by using a body of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity is tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and if they are not, then review the evidence for level 2.0 or 4.0. The last piece of evidence should hold the most weight when making a decision about a student's level of proficiency.

In the example below, the student has received scores for multiple pieces of evidence connected to one learning requirement. Since the evidence shows learning progress over time, the scores are not averaged. The last piece of evidence holds the most weight in determining the overall learning requirement proficiency because it is the most recent evidence of student learning.

Evidence	Score	Learning Requirement	Level of Proficiency
Practice	1.0	I can interpret through listening.	3.0
Project A	2.0		
Observational Data	3.0		
Project B	3.0		

The Anatomy of the Proficiency Scale

Grade level learning requirement formally known as reporting topic.

Deeper level of application of learning requirement related to grade level standard.

Grade level understanding and application of standard.

Foundational knowledge and skills that supports meeting the grade level expectation. To be used to diagnose where student is in the path towards meeting the grade level expectation.

Grade level standard that was prioritized based on readiness, endurance, assessment, and leverage.

Sample task for a 4.0 and 3.0 to illustrate the rigor of the score.

The score of 1.0 does not include new content. Rather, it signifies a student needs support and cueing to demonstrate competence without support or cues.

Learning Requirement: I can **present information through writing.**

Prioritized Standard:
1.3 Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: • Use level appropriate resources and familiar content, structures and syntax to communicate in writing. • Communicate with mostly comprehensible writing. • Write logical sentences using familiar and new vocabulary and structures to communicate clear information about familiar and new topics.	For example: students use picture prompts and core vocabulary/structures, additional vocabulary to tell a simple story adding in dialogue and transition words that are proficiency level or higher appropriate.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Write simple and logical sentences using familiar vocabulary and structures to communicate clear information about familiar topics.	For example: students use picture prompts and core vocabulary/structures to tell a simple story. For example, students use picture prompts and familiar vocabulary cards to write simple sentences that tell a story.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary such as: authentic, comprehensibility, familiar, logical The student will perform basic processes such as: • Use resources and familiar vocabulary and structures that are relevant to the topic. • Use a limited number of words and phrases that are repetitive. • Writing is sometimes comprehensible with frequent errors.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 content contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnosis need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

German 1 Learning Requirements & Proficiency Scales

Unit Alignment	Learning Requirements
1, 2, 3	I can **present information through speaking**
1, 2, 3	I can **present information through writing**
0, 1, 2, 3	I can **exchange information interpersonally through speaking.**
0, 1, 2, 3	I can **exchange information interpersonally through writing.**
0, 1, 2, 3	I can **interpret through reading**
0, 1, 2, 3	I can **interpret through listening**

Learning Requirement: I can **present information through speaking.**

Prioritized Standard:

1.3 Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Communicate with attention to pronunciation to increase comprehensibility. ● Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.	For example, students introduce themselves without questions and notes.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	**The student will:** Speak using simple phrases and sentences, unit vocabulary, and practiced questions with minimal listener interpretation, self-correcting as needed.	For example, students introduce themselves with basic personal information. For example, students pay particular attention to the correct pronunciation. For example, students understand and use familiar commands and courtesy phrases.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	**The student will recognize or recall specific vocabulary such as:** pronunciation, comprehensibility, authentic, familiar **The student will perform basic processes such as:** ● Use resources and familiar vocabulary and structures that are relevant to the topic. ● Communicate with an emerging awareness of pronunciation to increase comprehensibility ● Name very familiar people, places and objects. ● Provide very basic details about self. ● Express likes and dislikes about very familiar topics from native and other cultures.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **present information through writing.**		

Prioritized Standard:

1.3 Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Write logical sentences using familiar and new vocabulary and structures to communicate clear information about familiar and new topics.	For example, student describes likes and dislikes, as well as hobbies.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	**The student will:** Write simple and logical sentences using familiar vocabulary and structures to communicate clear information about familiar topics.	For example, student describes friend family members with basic information. For example, student drafts a three to five sentence paragraph that tells about their day. For example, students use culturally appropriate word order and punctuation when writing time, date, address, phone number or price. For example, student writes a simple adjective and comments to describe oneself, or provides information in a passport application before a trip.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	**The student will recognize or recall specific vocabulary such as:** authentic, comprehensibility, familiar, logical **The student will perform basic processes such as:** ● Use resources and familiar vocabulary and structures that are relevant to the topic. ● Use a limited number of words and phrases that are repetitive. ● Writing is sometimes comprehensible with frequent errors.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **exchange information interpersonally through speaking.**

Prioritized Standard:

1.1 Learners interact and negotiate meaning in spoken conversations to share information, reactions, feelings, and opinions.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Interact with others to meet basic needs in familiar and everyday situations, such as request and share information on familiar and everyday topics. ● Use culturally appropriate and relevant language and rehearse or learned behaviors to communicate, react and show interest. ● Sustain a conversation.	For example, student responds to and asks questions relevant to the context.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	**The student will:** Engage in simple conversations using familiar vocabulary, expressions, and gestures to react, show interest, and share basic information.	For example, student uses rehearsed culturally appropriate behavior. For example, students ask and answer simple questions with a peer about favorite musicians or movies, using simple adjectives and comments. . For example, students pay particular attention to the correct pronunciation of words and expressions, including aligning facial expressions and tone or pitch with interpersonal conversation. For example, students use familiar language and phrases to start and maintain an interpersonal conversation with peers over familiar or everyday topics.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	**The student will recognize or recall specific vocabulary such as:** comprehensible, familiar, preferences **The student will perform basic processes such as: '** ● Attempt to communicate by using gestures, facial expressions, repetition or awareness of pronunciation ● Provide basic information on very familiar topics. ● Express a few basic information in very familiar situations. ● Express a few basic preferences or feelings.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

German I Grading for Learning - Proficiency Scales
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Learning Requirement: I can **exchange information interpersonally through writing.**

Prioritized Standard:

1.1 Learners interact and negotiate meaning in written conversations to share information, reactions, feelings, and opinions.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Interact with others through writing in familiar situations, requesting and sharing information on familiar topics. ● Use culturally appropriate and relevant language to exchange information in writing to react, respond and request.	For example, students write and respond in full sentences.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	**The student will:** Write simple messages using familiar vocabulary, expressions, and transitions to request and respond on familiar topics.	For example, students respond in writing to basic informational questions. For example, students express and respond to formulaic expressions and greetings such as "Happy Birthday."
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	**The student will recognize or recall specific vocabulary such as:** familiar, culturally appropriate, transition **The student will perform basic processes such as: '** ● Use familiar, relevant vocabulary and structures to request or respond. ● Use a few very simple interjections, rejoinders or requests for clarification. ● Provide basic information on very familiar topics. ● Request information on very familiar situations. ● Respond with basic or repetitive information.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **interpret through reading.**

Prioritized Standard:

1.2 Learners understand, interpret, and analyze what is read or viewed on a variety of topics.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge. ● Understand the topic and some isolated facts in level appropriate informational texts or fictional texts;	For example, students infer the meaning of unfamiliar vocabulary words through context and recognize patterns.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	**The student will:** Recognize familiar words, cognates, and text features to understand the purpose and basic information in simple texts.	For example, students recognize cognates and words from the context when reading For example, students reflect frequently on their reading of an text by answering the questions, "Who, what, when, where, why or how?" For example, students identify simple facts from a paragraph and infographic, such as a schedule. .
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	**The student will recognize or recall specific vocabulary such as:** cognate, context clues **The student will demonstrate basic processes such as:** ● Recognize cognates and familiar or practiced words, as well as non-traditional letters, accents, characters or tone marks,and recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines or titles. ● Use literal or factual self-questioning before, during and after engaging with texts, such as "Who, where, when, what or how many?" ● Understand familiar words or phrases in informational texts or fictional texts.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **interpret through listening.**

Prioritized Standard:

1.2 Learners understand, interpret, and analyze what is heard on a variety of topics.

Score	Progression of Learning	Sample Performance Tasks
4.0 **Exceeds Grade Level Standard**	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** ● Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge when listening to dialogue or presentation. ● Understand the topic and details when listening to the target language.	For example, students infer the meaning of unfamiliar words and phrases.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 **Meets Grade Level Standard**	**The student will:** Recognize cognates, context clues, and unit grammar to understand basic information and some details when listening	For example, students recognize repeated words and phrases. For example, students identify simple phrases in observed conversation and presentation.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 **Approaching Grade Level Standard**	**The student will recognize or recall specific vocabulary such as:** cognates, dialogue **The student will basic processes such as:** ● Recognize cognates and familiar or practiced words ● Understand a few familiar words or phrases in overheard or observed conversations.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 **Beginning**	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	