

World Language Criteria for High-Ability Learners (HAL)

Students who display an aptitude for world language may be identified for high ability learning. Assessment of high-ability world language learners involves the use of a variety of criteria. These should reflect a multitude of assessment approaches to ensure that students are genuinely advanced in their language abilities. The following criteria can be used when identifying high-ability learners in world language study:

Some characteristics of High Ability Learners in World Language may include:

- Fast absorption and memorization of vocabulary, conjugations, grammar rules, etc.
- Acquiring the language at a faster rate than that of their peers.
- High-level translation skills.
- Perceive and classify similarities and differences between the foreign language and English; Grasp idiomatic patterns.
- Enjoy more creative expression and less close-ended questions.
- Understand language in a more advanced way--thinking critically about how it is used, origins, characteristics of language, etc.
- Seek more language learning opportunities on their own; come to class well ahead.
- Enjoy manipulating words, phrases, meaning, etc.; Advanced control and understanding of the language.

Methods and Criteria for Identifying High Ability Learners in World Language:

- High scores on verified / valid language assessments (AP, AAPPL, STAMP 4S, etc.)
- Recipient of language awards (Seal of Biliteracy, World Language Distinguished Scholar, etc.)
- Participation and success in language competitions (Language fairs, writing contests, etc.)
- Participation in language immersion programs

- Continuous and consistent language learning engagement, including formal and informal coursework, dual language immersion programs, or self-study.
- Teacher recommendations may include:
 - Testimony of a student's exceptional aptitude for language learning
 - Observations regarding motivation, self-regulation, dedication, and engagement in language learning.
 - Evaluation of interpersonal skills and interaction with peers and others.
 - Demonstrations of intercultural communication that include understanding and appreciation of one's own and other cultures (e.g., openness, empathy, and ability to think critically about their own and other cultures—products, practices, perspectives).
 - Willingness to go beyond the curriculum and engage in language-related activities beyond the classroom.
- Overall academic capability
 - Consider students' overall academic performance, realizing that language learning may be a special talent, skill, or ability due to personal goals and interests.
 - Consider student goals and interests in world languages.

