

Foreign Language					
Bloom	Marzano	Incomplete	Developing	Competent	Exceptional
Remembering & Understanding	Definitions, Terms, Discipline-Specific Vocabulary and Facts associated with subject material used correctly	Oral production consists of isolated words, high-frequency learned phrases within predictable areas of need, though quantity is increased. Vocabulary sufficient only for simple needs and expressing basic courtesies. Utterances rarely more than two or three words, show frequent long pauses, repetition of interlocutor's words. Difficulty producing even the simplest utterances. Makes self understood only with great difficulty.	Partially satisfies the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expands these through simple recombinations. Asks questions or make statements involving learned material. Shows signs of spontaneity falling short of real autonomy of expression. Speech consists of learned utterances rather than personalized, situationally-adapted ones. Vocabulary centers on basic objects, places, most common kinship terms. Pronunciation strongly influenced by first language. Errors frequent. Difficulty being understood even by sympathetic interlocutors.	Successful at a limited number of interactive, task-oriented, social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, making purchases. Vocabulary adequate to express only elementary needs. Strong interference from native language. Misunderstandings frequently arise. With repetition can be understood by sympathetic interlocutors.	Successful at a variety of uncomplicated, basic, communicative tasks and social situations. Talks simply about self /family members. Can ask/answer questions, participate in simple conversations on topics beyond immediate needs. Utterance length increases slightly, but speech continues to be characterized by frequent long pauses. Smooth incorporation of basic conversational strategies is hindered by struggle to create appropriate language forms. Pronunciation still strongly influenced by first language. Fluency still strained. Generally understood by sympathetic interlocutors.
Applying	Knowledge Application Applies Definitions, Terms, Discipline-Specific Facts and Vocabulary in some sort of <i>Procedure or Concrete Application</i>	Unable to function in the spoken language. Oral production limited to occasional isolated words. Essentially no communicative ability. Satisfies immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful. Example: The student's vocabulary is usually limited to areas of immediate survival needs.	Most utterances are telegraphic; that is, functors (linking words, markers and the like) are omitted, confused or distorted. An individual can usually differentiate most significant sounds when produced in isolation but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty.	Satisfies some courtesy requirements, maintains simple conversations on familiar topics. Native speaker must adjust to be understood , must strain & employ real-world knowledge to understand simple statements/questions. Functional, but limited proficiency. Misunderstandings frequent. No ongoing discourse except rehearsed material. Structural accuracy random or limited. Time concepts vague. Vocabulary inaccurate, range narrow. Speaks with difficulty but makes self understood to native speakers with experience with foreigners. Little precision in information conveyed. Satisfies predictable, simple, personal and accommodation needs; meets courtesy, introduction, and identification requirements; exchanges greetings; elicits/provides predictable and skeletal biographical information. Formulates some questions. Utterances have structural, basic grammatical errors. Vocabulary extremely limited, without modifiers. Pronunciation, stress, intonation generally poor, heavily influenced by English. Structure and vocabulary is highly imprecise.	Initiate, maintains predictable conversations to satisfy limited social demands. May, have little understanding of social conventions of conversation. Listener must strain , employ real-world knowledge to understand even simple speech. Speaker 1 may hesitate and change subjects due to lack of language resources. Range, control of language limited. Speech is short, discrete utterances. Satisfies most travel & accommodation needs, limited range of social demands beyond skeletal information. Speaking may extend beyond immediate survival needs. Accurate in basic grammatical relations but not consistent. Exhibits more common forms of verb tenses, but frequent errors in formation & selection. Errors occur in more complex sentence patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Describing, giving precise information limited. Person, space & time references often incorrect. Pronunciation suitable to natives used to foreigners. Combines most significant sounds with reasonable comprehensibility, but difficulty producing certain sounds in certain positions or combinations. Speech usually labored. Frequently must repeat utterances to be understood.

<p>Analyzing & Evaluating</p>	<p>Critical Thinking: Utilizes Discipline-Specific, Definitions, Terms, Facts. Applies them critically through organizational patterns: 1. Comparing & Contrasting 2. Classifying 3. Induction, 4. Deduction 5. Error Analysis 6. Constructing Support 7. Abstracting 8. Analyzing Multiple Perspectives</p>	<p>Has little control over the use of the correct forms of definite and indefinite articles in their various cases and is unable to classify articles according to case. Can recognize verb conjugations only in the present tense.</p>	<p>Understands grammatical inflections but cannot produce them orally on the spur of the moment. Has a limited understanding of word endings that indicate specific gender, Shows some understanding of the nominative and accusative cases but cannot functionally speak using the genitive and dative cases.</p>	<p>Can orally produce comparative and superlative adjectival forms for a select number of high-frequency words. Can classify words grammatically based on their spoken usage. Can distinguish adjectives from adverbs. Can make distinctions between verb tenses. and can tell what category a verb falls into (e.g. stem-changing verbs, irregular verbs, modal verbs, regular verbs). Can identify errors in one's own speech when asked. Can get across a basic thought or idea albeit in a limited and strained way.</p>	<p>Can produce comparative and superlative forms (e.g. taller than, as tall as, the tallest) with ease and accuracy. Can classify and use parts of speech readily on the basis of inflections and terminations. Can utilize basic grammar rules to create simple sentences in the simple present and future tenses or using modal verbs and a select number of high-frequency irregular verbs. Understands and can use in a limited way all four grammatical cases of German (nominative, accusative, dative, and genitive) even with prepositions. Can infer a grammar rule from exposure to sample spoken sentences. Can identify errors in structure and morphology when producing them orally. Can understand and use a select number of idioms.</p>
<p>Creating</p>	<p>Advanced Application of Knowledge: Combines knowledge, process, and critical thinking to reach complex intellectual goal(s) using one of the following: 1. Advanced Decision Making 2. Investigation 3. Experimental Inquiry 4. Problem Solving 5. Invention</p>	<p>Not applicable to the elementary level in foreign languages. Elementary-level students are unable to create at this level.</p>	<p>Not applicable to the elementary level in foreign languages. Elementary-level students are unable to create at this level.</p>	<p>Not applicable to the elementary level in foreign languages. Elementary-level students are unable to create at this level.</p>	<p>Not applicable to the elementary level in foreign languages. Elementary-level students are unable to create at this level.</p>