



Brandywine High School World Language Department Policies

Student Edition

2017-2018

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All questions and concerns about this document or the policies outlined herein should be emailed to the student’s World Language Teacher at the email address found on page 14 of this document. Please feel free to contact us at any time during the year if you have kudos, questions, or concerns about your student’s progress. We’re looking forward to sharing our love of world languages and cultures with your students this year!

The Brandywine High School World Language Department

World Language Department Policies

¡Bienvenidos!, Bienvenue! Benvenuto! Welcome

In Brandywine High School (MPHS) World Language classes, teachers and students will work as a team to reach common goals. Through their active participation in class, students will acquire the necessary skills to become proficient in the target language. Teachers come to school with high expectations of themselves and their students, and expect the same degree of dedication from their students that they put into their teaching.

The following are the policies of the World Language Department of the Brandywine High School. Please refer to these guidelines throughout the year.

Absences

According to the Student Code of Conduct, “An excused absence is an absence for one of the reasons listed below and for which the required parental note of explanation has been presented on or before the fifth day of the student’s return to school. A student’s absence will be marked as unexcused in the Student Accounting System until the parental note is provided (submitted to the Main Office).

- Illness of the student (a physician’s note may be requested),
- Scheduled appointments to a physical or mental healthcare provider, including, but not limited to, a physician, dentist, orthodontist, and psychologist.
- Contagious disease within the home of a student (subject to regulations of the Division of Public Health, Department of Health and Social Services.)
- Death in the immediate family; funerals of other relatives or close friends,
- Legal business requiring the student’s presence,
- Suspension or expulsion from school,
- Observance of religious holidays,
- Remedial health treatment,
- Absence, pre-approved by the principal, to:
 - view a college or university;
 - participate in other educational experiences; (Excused educational experiences may require the student to submit a report to the school principal on the value of the educational experience)
- Authorized school-sponsored activities,
- Emergency situations as determined by the school principal

Following such an absence, the student shall be allowed to make up all work missed, to take tests which were missed, and to submit any assignments which became due during the absence without penalty. The time allowed for taking tests or turning in assignments shall be equal to the number of school days or number of class meetings missed due to the absence.

A student who misses more than 13 classes will fail for the year due to excessive absences, unless an attendance waiver is granted by the principal. If this unfortunate event should occur, please get an attendance waiver form from the main office.

Grading

All Brandywine High School World Language teachers weight assignments in the following categories:

Formative. These grades will comprise **30%** of a student's grade average in this course (this category will include quizzes, performance assessments, homework, classroom communication done *in the target language*, and in-class tasks). Formative tasks:

- occur during the learning process,
- use quick questions to check for basic understanding, and
- provide feedback to the student during the learning process to improve mastery.

Summative: These grades will comprise **70%** of a student's grade average in this course (this category can include tests, and performance assessments). Summative tasks:

- occur after the learning process,
- provide the information a teacher needs to assign a grade, and
- allow students to prove what they have learned.

Rubrics

The Brandywine High School World Language Department use common rubrics to grade students' performance in the three modes of communication. Copies of these rubrics can be found on pages 10-13 of this document.

Formative Grades (30%)

Homework

Homework is assigned frequently and can be anything that is assigned for completion outside of class. It is often checked by teachers at the beginning of class and not handed in. Assignments checked this way are rarely counted for points, but are marked in the teacher's gradebook for completion and used to determine a student's score in the Qualities of a Learner section of the MPHS Secondary Report Card.

Homework can also be randomly collected and graded separately. These assignments are usually counted for points, as the teacher will devote more time to assessing each assignment, checking for accuracy, and providing feedback. Students should always be prepared for the possibility that their assignments will be collected. They should be sure to put their name on their work, as homework without names **does NOT receive credit**.

Homework assignments are not accepted late, unless the student has an excused absence or comes in to class late with an **excused** tardy. Students are always given a due date when homework is assigned. Students' completed homework should be ready to hand in at the beginning of the class period on the day it is due. Homework due at the beginning of class cannot be completed during that class period for credit.

It is every student's duty to complete and hand in homework assignments in a timely manner. Failure to do so will not only negatively impact a student's grade in the course, but may also affect that student's ability to participate in class activities and/or use the target language effectively. Below are the expectations of the Brandywine High School World Language Department concerning late homework.

Homework handed in late

Late homework will not be accepted for credit, unless it is late due to an **excused absence** and is handed in within the time frame outlined below. If a digital assignment is late due to technical mishaps, a parent/guardian note clearly explaining the issue must be submitted on or before the **day the assignment is due** so that the teacher can make appropriate modifications

Homework handed in late due to absence

Depending on the circumstances and the type of absence (excused or unexcused), late homework can range from receiving full credit to no credit at all. Homework will only be considered for credit if the absence is **excused**. If a student is absent (excused) on the day that a homework assignment is assigned, that assignment will be due the class period **after** the student returns to school. If a student is absent (excused) on the date an assignment is due, it is due **on the day** that the student returns to class. Homework later than that will not receive credit. Students with multiple consecutive absences will follow the rules outlined in the code of conduct for number of days allowed to make up missed work.

If a student is out due to exceptional circumstances or a documented medical problem, their teacher will work out a plan with them for when their make-up assignments will be due. If extraordinary circumstances prevent a student from completing an assignment, like a technology breakdown, that student's teacher will arrange an alternate due date for the assignment(s) as long as the teacher receives a parent note or email explaining the circumstances.

Formative Performance Assessments will be accepted late, but can be marked down significantly, depending on the number of days they are late. If the assignment is turned in late due to an **unexcused** absence, it will be marked down one letter grade (10%) if it is turned in by the next **class period**. For each **calendar day** following that the assignment is missing, the grade will drop one letter grade. If the absence was **excused**, the student will receive full credit if it is turned in by the **next class period**. For each subsequent **calendar day** that the assignment is missing, the grade will drop one letter grade. Students will be informed in advance if the assignment falls into this category. For further clarification, please refer to the chart on page 7.

Homework and Approved Activities

Approved School Activities, such as Field Trips and Driver's Ed practice, are considered excused absences. However, because students have advance notice of these activities, homework must still be handed in on time. Students may hand in their work early, give it to a classmate to hand in for them, or they can ask the building secretary to put it in their teacher's mailbox. Late homework as a result of attending an approved school activity will not be accepted.

Exceptions and Accommodations

If a teacher notices a pattern of late homework from any particular student, he or she will address that student individually. That student's late homework might count differently than another's, for whatever reason. Their late penalty could be harsher or more lenient, depending on the reason for the pattern of lateness. That does **not** mean that the policy for everyone has changed – it has only changed **for that student**. Students should continue to follow the regular guidelines outlined for late work.

THE STUDENT IS RESPONSIBLE FOR OBTAINING THEIR MISSED ASSIGNMENTS AND FOR TURNING THEM IN WITHIN THE ACCEPTABLE TIME FRAME. FAILURE TO DO SO WILL RESULT IN THE STUDENT LOSING CREDIT FOR THE ASSIGNMENT(S).

Assessments

Formative Assessments can include short **quizzes** on vocabulary and/or one grammatical concept at a time, which show a student's mastery of the material and skills for the unit in isolation. Also included in this category are formative **Performance Assessments**, which allow the student to practice using both the skills and vocabulary they are learning together in a real-world context in preparation for the unit's Summative Performance Assessment, where they will have to show that they can use what they know without any supporting resources.

The Brandywine High School World Language Department allows students to retake a **formative** assessment **one time** after the initial assessment has been given, provided the following conditions have been met:

- The student's grade on the initial assessment is a 70% or lower,
- The student returns the initial assessment signed by their parent/guardian before retaking the quiz,
- The student has completed **all** homework assignments assigned before the assessment was given in a timely manner (i.e., all on-time, none turned in late unless due to an excused absence),
- The student can identify what step(s) they must take in order to succeed on the retake, and
- The retake can be scheduled at a **mutually-agreeable** time **before** the unit's next Summative Assessment has been given.

Students are not permitted to retake Summative Assessments.

Class Activities

Any kind of activity that takes place in class can be counted as a Class Activity. Examples of these activities are exit tickets, classwork assignments, communicating **in the target language**, and group- and/or pair-work.

Summative Grades (70%)

Summative assessments fall into two categories: Tests and Performance Assessments. Students will be given at least one class period's notice before a Summative Assessment.

Tests

Tests are large assessments focusing on a range of skills and vocabulary. These occur most often at the end of a unit.

Summative Performance Assessments

Performance Assessments are non-traditional, proficiency-based assessments that measure what students can do in the language they're studying. These assessments are integrated throughout a unit of study, and usually focus on one task a student has to perform. They are categorized according to the Mode of Communication: Interpretive, Interpersonal, and Presentational Communication.

Interpretive Communication is where students interpret authentic material from the culture(s) where the language is spoken. These materials can include audio- or video clips, phone messages, newspapers, magazines, and/or literature.

Interpersonal Communication can include spontaneous conversation, question & answer sessions after presentations, and unannounced strategic scenarios. Written interpersonal communication can be simulated text conversations and emails.

Presentational Communication can include essays, paragraphs, and presentations written by students to convey information to a broad audience, as well as presenting these items orally.

A student who is absent **excused** or **unexcused** when a Summative Performance Assessment is assigned but is present on the assessment date will still be expected to take the assessment on that date, as Summative Assessments measure a unit's worth of learning. Absence from one class should have a negligible impact on a student's performance. Students who are absent when a Summative Performance Assessment is given will be allowed to make it up **as long as**

- a. the student and teacher schedule a **mutually-agreeable** time for the student to make up the test that also allows the teacher enough time to grade it, knowing that the student may receive an "I" on their Report Card for that Marking Period until the assessment can be both taken and graded; and
- b. it is reasonable, feasible, and logistically possible to accomplish due to the nature of that particular Performance Assessment.

THE STUDENT IS RESPONSIBLE FOR MAKING ARRANGEMENTS TO MAKE UP THE MISSED ASSESSMENT WITHIN THE ACCEPTABLE TIME FRAME. FAILURE TO DO SO WILL RESULT IN THE STUDENT GETTING A ZERO ON THE ASSESSMENT.

Driver's Education

Students driving during class time must obtain the World Language teacher's permission **at least 24 hours in advance** of their driving date. Students are still responsible for getting their homework to their teacher before driving. **The teacher reserves the right to decline permission should there be an assessment on that date.**

The chart on the following page can be used as a quick reference to determine if a student's work will be eligible or ineligible for credit, and to what degree, based on their attendance in class:

MPHS World Language Department Late Policy Quick Reference

	Assignment type	Excused Absence	Unexcused absence
Formative Grades	Homework (absent when assigned)	Eligible for full credit – due the class period after the student returned to class and received the assignment.	Ineligible for credit/may not be made up
	Homework (absent when due)	Eligible for full credit if turned in when student returns to class	Ineligible for credit/may not be made up
	Class Activities (absent)	Exempt from grade	Exempt from grade
	Quiz (absent when assigned)	Eligible for credit, but student and teacher must schedule mutually-agreeable time for student to make up quiz, ideally within 2 days of original quiz. Logistics permitting, student could also make up quiz during next class period.	
	Quiz (absent when given)	Eligible for credit, but student and teacher must schedule mutually-agreeable time for student to make up quiz, ideally within 2 days of original quiz.	Ineligible for credit/may not be made up, unless quiz retake conditions have been met.
	Performance Assessment - Interpretive Reading/Listening (absent when assigned)	Eligible for full credit – due the class period after the student returned to class and received the assignment. Assignment will be marked down 10% for each subsequent calendar day that it is late.	Eligible for reduced credit – due the class period after the student returned to class and received the assignment. Assignment will be automatically marked down 10% for initial lateness, and 10% more for each subsequent calendar day that it is late.
	Performance Assessment - Interpretive Reading/Listening (absent when due)	Eligible for full credit if turned in when student returns to class. Assignment will be marked down 10% for each subsequent calendar day that it is late.	Eligible for reduced credit – due the class period after the student returned to class and received the assignment. Assignment will be automatically marked down 10% for initial lateness, and 10% more for each subsequent calendar day that it is late.
	Performance Assessment - Interpretive Listening, Interpersonal Speaking, Presentational Speaking (absent when assigned)	Eligible for credit, but student may receive additional time equal to the number of class periods missed to have equal time on the assignment. Assignment will be marked down 10% for each subsequent calendar day past the additional time that it is late.	Eligible for credit, but student receives no additional time on the assignment. If not turned in on time, the assignment will be marked down 10% for each calendar day that it is late.
	Performance Assessment - Interpretive Listening, Interpersonal Speaking, Presentational Speaking (absent when due)	Eligible for full credit if student is prepared to perform when they return to class. If unprepared, the assignment will be marked down 10% for each subsequent calendar day that it is late.	Eligible for reduced credit if student is prepared to perform when they return to class. Assignment will be automatically marked down 10% for initial lateness. If unprepared, the assignment will be marked down 10% for each subsequent calendar day that it is late.
	Performance Assessment - Presentational Writing (absent when assigned)	Eligible for credit, but student may receive additional time equal to the number of class periods missed to have equal time on the assignment. Assignment will be marked down 10% for each subsequent calendar day past the additional time that it is late.	Eligible for credit, but student receives no additional time on the assignment. If not turned in on time, the assignment will be marked down 10% for each calendar day that it is late.
Performance Assessment - Presentational Writing (absent when due)	Eligible for full credit if turned in when student returns to class. Assignment will be marked down 10% for each subsequent calendar day that it is late.	Eligible for reduced credit – due the class period after the student returned to class and received the assignment. Assignment will be automatically marked down 10% for initial lateness, and 10% more for each subsequent calendar day that it is late.	
Summative Grades	Test	Eligible for credit as long as , (a) the student and teacher schedule a mutually-agreeable time for the student to make up the test that also allows the teacher enough time to grade it.	
	Performance Assessment	Eligible for credit as long as , (a) the student and teacher schedule a mutually-agreeable time for the student to make up the test that also allows the teacher enough time to grade it; and (b) it is reasonable, feasible, and logistically possible to accomplish due to the nature of that particular Performance Assessment. Summative Performance Assessments turned in late will be marked down 10% for each calendar day that it is late..	

Academic Dishonesty

Translator Programs and Apps

Academic Dishonesty will not be tolerated. Specifically, MPHS World Language students must know that using a translator program, such as Google Translate, is considered **CHEATING** and will be treated as such. Students will receive a ZERO on their work and teachers will contact their parents. Students are permitted to use a traditional bilingual dictionary and/or the WordReference app (or www.wordreference.com) to look up one word at a time if they need help finding a word for an assignment. Teachers will always provide students with the resources that they can use to succeed without cheating.

Students who are found using a cellphone/translator device **for any reason** during an in-class assessment will be subject to the same procedures outlined above. Because the amazing advancements in technology have provided myriad ways for students to cut corners, teachers have had to respond with hyper-vigilance and awareness of electronic fraud. MPHS World Language teachers are committed to honesty in the classroom and take cheating very seriously.

Collusion

Copying another person's work is another example of Academic Dishonesty called "collusion." If a student allows another to copy his or her work, that student is just as guilty of collusion as the person that is copying their paper. **STUDENTS SHOULD NOT ALLOW OTHERS TO COPY THEIR WORK.** Both students will receive a ZERO for the assignment if the teacher suspects collusion.

Cell Phone/Electronic Device Usage

MPHS World Language teachers value the limited amount of time we get to spend with our students, teaching and learning from them in turn, and seek to minimize the enormous distraction caused by cellphones/electronic devices by placing strict limits on their usage during school hours. Parents/guardians wishing to contact a student during the day are asked to please call their school's main office to do so, and to not call or text the student directly during school hours.

Unless students request **and are granted** permission from their teacher to use a cell phone or other electronic device in class, all cell phones and electronic devices are to remain silent and invisible in class. At no time should a teacher be able to see or hear a student's cell phone. Invisible means put away COMPLETELY in a pocket, purse, bookbag, backpack or locker, with no part of the device exposed, including headphones/earbuds.

If a teacher sees a student's cell phone, and it is the first time the teacher has **ever** spoken to the student about his/her cell phone, the teacher will request that the student put the phone away securely. Each and any instance after that first instance, the teacher will follow the procedure that their individual school has in place for cell phones, should it differ from the Code of Conduct.

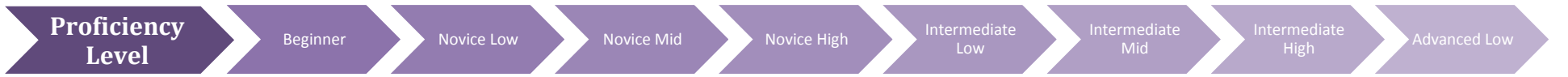
In addition, students are **not** permitted to charge their cellphones/devices in class without requesting **and being granted** permission from their teacher for each time they wish to do so. It is at the individual teacher's discretion to allow a student to charge his/her cell phone in class, and may be subject to the same policy as above – the student would have to surrender the device for the rest of the period to charge in a secure location and would receive it before the class ends that day.

Cell phones and other electronic devices are **not permitted** during District Summative Assessments. Teachers must collect and secure ***all*** student cellphones and/or electronic devices before they can administer the assessments. Students are expected to power down and surrender their cell phones for **the duration of the testing period**. The teacher is responsible for keeping the cell phones in a secure location and returning them after ***all*** assessments have been collected ***at the end of the period***. Students should not expect to reclaim their cell phones before the end of the period for any reason.

The rubrics found on the next four pages are commonly used to assess student communication and progress.

World Languages: Performance Assessment Rubric – Presentational Writing

Student Name: _____ Class Period: _____
 Assessment Name: _____ Date: _____

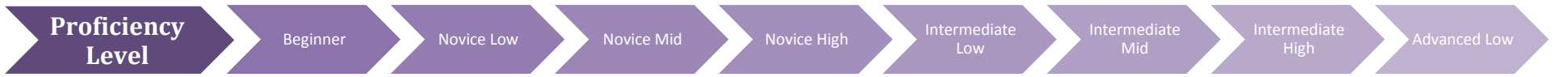


Proficiency Level	Beginner	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
What language do I use? (Vocabulary)	I can write only a few random words in the target language	I can use a small number of repetitive words and phrases for common objects and actions related to the prompt.	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words & expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.	I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.	I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate idiomatic expressions.
How do I use the language? (Function & Structure)	I can use very few simple words to provide basic information.	I can use some simple words to provide basic information related to the prompt.	I can use words, phrases and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.	I can use connected sentences to narrate, describe or explain. I can begin to communicate in paragraph length.	I can communicate in clear and organized paragraph length.
How well am I understood doing the task? (Comprehensibility)	I cannot write any words in the target language that would be understood by someone accustomed to a language learner. I can respond mainly in English.	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.	I can generally be understood by someone accustomed and those unaccustomed to a language learner	I can be understood by native speakers, even those unaccustomed to a language learner.

How well do I use the language? (Language Control)	I have no command of the most basic sentence structure. I cannot write beyond a few words in the target language	My errors in grammar, word order, and word choice prevent communication.	My errors in grammar, word order, and word choice often prevent communication.	My errors in grammar, word order, and word choice sometimes prevent communication.	My errors in grammar, word order, and word choice do not prevent communication	I don't make any errors in grammar, word order or word choice that prevent communication.
How much language did I deliver? (Task Completion)	I completed little or nothing of what I was asked to do.	I completed little of what I was asked to do.	I completed some of what I was asked to do.	I completed most everything I was asked to do.	I completed everything I was asked to do.	I completed more than I was asked to do.

World Languages: Performance Assessment Rubric – Presentational Speaking

Student Name: _____ Class Period: _____
 Assessment Name: _____ Date: _____

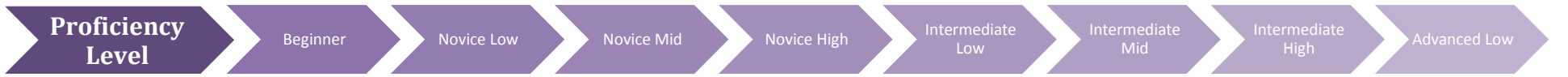


Proficiency Level	Beginner	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
What language do I use? (Vocabulary)	I can say only a few random words in the target language	I can use a small number of repetitive words and phrases for common objects and actions related to the prompt.	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words & expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.	I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.	I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate idiomatic expressions.
How do I use the language? (Function & Structure)	I can use very few simple words to provide basic information.	I can use some simple words to provide basic information related to the prompt.	I can use words, phrases and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.	I can use connected sentences to narrate, describe or explain. I can begin to communicate in paragraph length.	I can communicate in clear and organized paragraph length.
How well am I understood doing the task? (Comprehensibility)	I cannot say any words in the target language that would be understood by someone accustomed to a language learner. I can respond mainly in English.	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.	I can generally be understood by someone accustomed and those unaccustomed to a language learner	I can be understood by native speakers, even those unaccustomed to a language learner.

How well do I use the language? (Language Control)	I have no command of the most basic sentence structure. I cannot say beyond a few words in the target language	My errors in grammar, word order, and word choice prevent communication.	My errors in grammar, word order, and word choice often prevent communication.	My errors in grammar, word order, and word choice sometimes prevent communication.	My errors in grammar, word order, and word choice do not prevent communication	I don't make any errors in grammar, word order or word choice that prevent communication.
How much language did I deliver? (Task Completion)	I completed little or nothing of what I was asked to do.	I completed little of what I was asked to do.	I completed some of what I was asked to do.	I completed most everything I was asked to do.	I completed everything I was asked to do.	I completed more than I was asked to do.

World Languages: Performance Assessment Rubric – Interpersonal Speaking

Student Name: _____ Class Period: _____
 Assessment Name: _____ Date: _____



Proficiency Level	Beginner	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
What language do I use? (Vocabulary)	I can say only a few random words in the target language	I can use a small number of repetitive words and phrases for common objects and actions related to the prompt.	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words & expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.	I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.	I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate idiomatic expressions.
How do I use the language? (Function & Structure)	I can use very few simple words to provide basic information.	I can use some simple words to provide basic information related to the prompt.	I can use words, phrases and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.	I can use connected sentences to narrate, describe or explain. I can begin to communicate in paragraph length.	I can communicate in clear and organized paragraph length.
How well am I understood doing the task? (Comprehensibility)	I cannot say any words in the target language that would be understood by someone accustomed to a language learner. I can respond mainly in English.	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.	I can generally be understood by someone accustomed and those unaccustomed to a language learner	I can be understood by native speakers, even those unaccustomed to a language learner.
How well do I understand? (Comprehension)	I cannot understand any words in the target language	I can understand some isolated words	I can understand some simple questions and statements. I frequently need to hear things again	I can understand simple questions and statements. Sometimes I need to hear things again	I can understand questions and statements. Sometimes I need to hear things again	I can understand questions and statements from real-life situations which may take place face-to-face or electronically	I can understand the main idea and most details in conversations on familiar topics	I can understand and link ideas in extended discussions. I can participate actively in most informal and a few formal conversations

How well do I use the language? (Language Control)	I have no command of the most basic sentence structure. I cannot say beyond a few words in the target language	My errors in grammar, word order, and word choice prevent communication.	My errors in grammar, word order, and word choice often prevent communication.	My errors in grammar, word order, and word choice sometimes prevent communication.	My errors in grammar, word order, and word choice do not prevent communication	I don't make any errors in grammar, word order or word choice that prevent communication.
How much language did I deliver? (Task Completion)	I completed little or nothing of what I was asked to do.	I completed little of what I was asked to do.	I completed some of what I was asked to do.	I completed most everything I was asked to do.	I completed everything I was asked to do.	I completed more than I was asked to do.

MPHS Target-Language Classroom Communication Rubric

	4	3	2	1	0
<i>Listening in the target language</i>	I actively listen when the teacher and fellow students speak in the TL. I am consistently able to follow complex directions and respond to comprehension questions after listening to tapes, CDs, videos, or teacher lectures in The TL.	I actively listen when the teacher speaks in the TL. I can accurately follow most directions and can respond accurately to some questions after listening to tapes, CDs, videos, or teacher lectures in the target language.	I sometimes listen when the teacher speaks in the TL. I am sometimes able to follow directions given in the TL, but often have to check to see what other students are doing. I can grasp some main ideas after listening to tapes, CDs, videos, or teacher lectures in the TL.	I rarely listen when the teacher speaks in the TL. I rely on other students to tell me what to do in English. I am unable to respond to questions after listening to tapes, CDs, videos, or teacher lectures given in the TL.	I “tune out” when the teacher begins speaking in the TL or refuse to listen. I refuse to respond to questions after listening to tapes, CDs, videos, or teacher lectures given in the TL.
<i>Use of the target language in class</i> <i>(Quantity)</i>	I stay in the TL the entire class period. I initiate conversations in the TL. I respond in the TL with the teacher and classmates. I almost always attempt longer, more difficult responses.	I almost always use the TL to respond to the teacher and communicate with classmates during structured activities. I make all routine requests in the TL. I frequently attempt longer, more difficult responses.	I sometimes use the TL in structured class, group and pair activities. I initiate most other conversations or make responses and requests in English. I sometimes attempt longer, more difficult responses.	I almost exclusively use English when talking with the teacher and classmates. I speak as little of the TL as possible during class, pair and group activities. I rarely attempt longer, more difficult responses.	I exclusively use English when talking with the teacher and classmates. I speak all English during class, pair, and group activities. I never attempt longer, more difficult responses.
<i>Accuracy of the target language in class</i> <i>(Quality)</i>	I don't make any errors in grammar, word order, or word choice that prevent communication. I frequently self-correct and pay attention to correction and feedback.	My errors in grammar, word order, and word choice do not prevent communication. I pay attention to correction and feedback.	My errors in grammar, word order, and word choice sometimes prevent communication. I often ignore correction and feedback.	My errors in grammar, word order, and word choice often prevent communication. I frequently ignore correction and feedback.	My errors in grammar, word order, and word choice prevent communication. I do not attempt to communicate with correct grammar. I ignore correction and feedback.
<i>Depth of participation in the target language</i> <i>(Complexity)</i>	I am willing to answer open-ended questions in class discussion. I elaborate on answers beyond a single sentence. I try to communicate more complex ideas and attempt creativity and/or humor.	I consistently respond in single complete TL sentences. I am willing to elaborate when prompted. I try to communicate my own ideas in the TL.	I usually respond with single words or memorized phrases OR I respond so infrequently that it's difficult to judge my abilities.	My responses are often incomprehensible or inappropriate to the situation or I refuse to answer questions by shrugging or saying, “I don't know.” or I respond to the TL with English.	My responses are always in English, and I always refuse to answer questions.

World Language Teacher Contact Information

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Assurances and Contact Information

Parents/Guardians and Students, please sign and return this page **only**.

I, _____ have read the BHS World Language Policies
(parent name)

with my child _____. We both understand the absence, grading,
(student's name)

makeup work, Driver's Ed*, Translator, and Collusion policies. We have both made note of the teacher's contact information if we should have any questions.

Parent/Guardian signature

Date

Optional Contact information

Email address/cell phone/home phone

Student signature

Date

Optional Contact information

Email address/cell phone/home phone