



2022-2023 Vertical Alignment Matrix (VAM)

Languages Other Than English, Classical Languages – Levels I-IV

LEVEL I Novice Low – Intermediate Low Proficiency	LEVEL II Novice Mid – Intermediate Mid Proficiency	LEVEL III Novice Mid – Advanced Low Proficiency	LEVEL IV Novice Mid – Advanced Mid Proficiency
<p><i>Communication is one of the 5C's (Goal Areas) of World Readiness Standards for Learning Languages (www.actfl.org) along with Cultures, Connections, Comparisons, and Communities. All 5C's should be embedded in the curriculum synergistically. For each mode of communication—interpersonal, interpretive, and presentational—there are specific level-appropriate expectations for student proficiency.</i></p>			
(1) INTERPERSONAL COMMUNICATION: SPEAKING AND WRITING			
<i>The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i>	<i>The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i>	<i>The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i>	<i>The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i>
STUDENT IS EXPECTED TO:			
CL I.1(A) Ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts.	CL II.1(A) Ask and respond to questions with simple elaboration in spoken or written conversation.	CL III.1(A) Ask and respond to questions with simple elaboration in spoken or written conversation.	CL IV.1(A) Ask and respond to questions with simple elaboration in spoken or written conversation.
CL I.1(B) Articulate memorized requests, greetings, and introductions in spoken or written conversation.	CL II.1(B) Express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs.	CL III.1(B) Express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs.	CL IV.1(B) Express and exchange personal opinions or preferences, in spoken or written conversation, using constructions such as impersonal verbs.
	CL II.1(C) Ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood	CL III.1(C) Ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.	CL IV.1(C) Ask and tell others what they need to, should, and must do in spoken or written conversation using constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.





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(2) INTERPRETIVE COMMUNICATION: READING AND LISTENING			
<i>The student comprehends sentence-length information from culturally relevant print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</i>	<i>The student comprehends simple connected statements from culturally relevant print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</i>	<i>The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</i>	<i>The student comprehends connected statements from culturally authentic print, digital, audio, or audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.</i>
CL I.2(A) Demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts.	CL II.2(A) Demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts.	CL III.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts.	CL IV.2(A) Analyze culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts.
STUDENT IS EXPECTED TO:			
CL I.2(B) Identify key words and details from fiction or nonfiction texts or audio or audiovisual materials.	CL II.2(B) Identify the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials.	CL III.2(B) Paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials.	CL IV.2(B) Paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared, or from audio or audiovisual materials.
CL I.2(C) Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials.	CL II.2(C) Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials.	CL III.2(C) Analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics.	CL IV.2(C) Analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics.





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CL I.2(D) Identify cultural practices from authentic print, digital, audio, or audiovisual materials.	CL II.2(D) Identify cultural practices from relevant print, digital, audio, or audiovisual materials.	CL III.2(D) Infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials.	CL IV.2(D) Infer meaning of unfamiliar words or phrases in texts, audio, or audiovisual materials.
		CL III.2(E) Compare and contrast cultural practices from authentic print, digital, audio, or audiovisual materials.	CL IV.2(E) Compare and contrast cultural practices and perspectives from authentic print, digital, audio, or audiovisual materials.
(3) PRESENTATIONAL COMMUNICATION: SPEAKING AND WRITING			
<i>The student presents information orally or in writing using a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i>	<i>The student presents information orally or in writing using a mixture of phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i>	<i>The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i>	<i>The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i>
CL I.3(A) Express an opinion or preference orally or in writing.	CL II.3(A) Express and support an opinion or preference orally or in writing.	CL III.3(A) Cite the justification for an opinion or preference orally or in writing using textual evidence.	CL IV.3(A) Cite the justification for an opinion or an argument orally or in writing utilizing textual evidence.
STUDENT IS EXPECTED TO:			
CL I.3 (B) Describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences.	CL II.3(B) Describe people, objects, or situations orally or in writing with essential details	CL III.3(B) Read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.	CL IV.3(B) Read prose or poetry aloud with attention to features such as metrical structure, meaningful phrase grouping, and appropriate voice inflection.

[Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English](#). Subchapter C. High School. Rules §114.47-50

Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

