



River Forest
Public Schools

World Language Updates

April 2026

Tonight's Updates

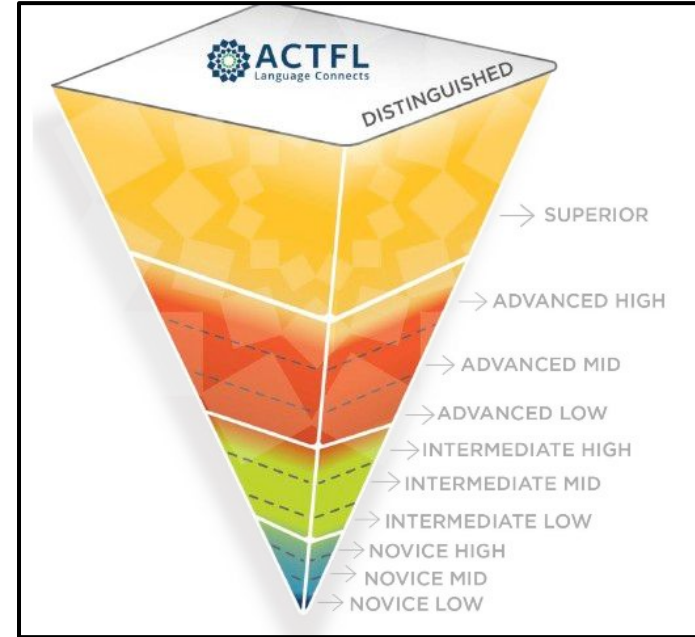
- American Council on Teaching Foreign Languages (ACTFL)
Proficiency Descriptors and Guidelines
- D90 World Language Implementation Timeline
- Planning for 2026-2027



ACTFL Proficiency Based Instruction

Proficiency is...

- a range of skills that gives language users and teachers insight into strategies they can use to increase proficiency.
- inclusive of *all four* language skills: speaking, listening, reading, and writing.
- fluid; users' abilities change over time.
- Students **demonstrate growth within a level** of proficiency.



ACTFL Performance Descriptors for Language Learners | **Interpersonal**

Domains	Novice Range	Intermediate Range	Advanced Range
	<p>Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</p>	<p>Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.</p>	<p>Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.</p>
<p>Functions</p>	<p>Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying.</p> <p>May show emerging evidence of the ability to engage in simple conversation.</p>	<p>Can communicate by understanding and creating personal meaning.</p> <p>Can understand, ask, and answer a variety of questions.</p> <p>Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.</p> <p>May show emerging evidence of the ability to communicate about more than the “here and now.”</p>	<p>Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events.</p> <p>May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.</p>
<p>Contexts/ Content</p>	<p>Able to function in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.</p>	<p>Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.</p> <p>May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.</p>	<p>Functions fully and effectively in contexts both personal and general.</p> <p>Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence.</p> <p>May show emerging evidence of the ability to communicate in more abstract content areas.</p>
<p>Text Type</p>	<p>Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.</p>	<p>Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.</p>	<p>Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.</p>

ACTFL Performance Descriptors for Language Learners | **Interpersonal**

Domains	Novice Range	Intermediate Range	Advanced Range
Language Control	<p>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.</p>	<p>Understands straightforward language that contains mostly familiar structures.</p> <p>Control of language is sufficient to be understood by those accustomed to dealing with language learners.</p>	<p>Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners.</p> <p>Consistent control of basic high-frequency structures facilitates comprehension and production.</p>
Vocabulary	<p>Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.</p>	<p>Communicates using high frequency and personalized vocabulary within familiar themes or topics.</p>	<p>Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.</p>
Communication Strategies	<p>May use some or all of the following strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> • Imitate modeled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding 	<p>Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to:</p> <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	<p>Uses a range of strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> • Request clarification • Repeat • Restate • Rephrase • Circumlocute
Cultural Awareness	<p>May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.</p>	<p>Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.</p>	<p>Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.</p>

Spanish and French

	5th Grade <i>Novice Low</i>	6th Grade <i>Novice Mid</i>	7th Grade <i>Novice Mid-High</i>	8th Grade <i>Novice High-Int. Low</i>
Year 1 2025 2026	Daily Spanish and French with Klett	Daily Spanish and French with Klett	Daily Spanish and French with previous resources	Daily Spanish and French with previous resources
Year 2 2026 2027	Daily Spanish and French with Klett	Daily Spanish and French with Klett	Daily Spanish and French with Klett	Daily Spanish and French with previous resources
Year 3 2027 2028	Daily Spanish and French with Klett	Daily Spanish and French with Klett	Daily Spanish and French with Klett	Daily Spanish and French with Klett
Year 4 2028 2029	Daily Spanish and French with Klett	Daily Spanish and French with Klett	Daily Spanish and French with Klett	Daily Spanish and French with Klett

Key: (based on student readiness, pace, and proficiency)

Partial Implementation ; Substantial Implementation; Full Implementation

Italian

	5th Grade <i>Novice Low</i>	6th Grade <i>Novice Mid</i>	7th Grade <i>Novice Mid-High</i>	8th Grade <i>Novice High-Int. Low</i>
Year 0 2025 2026	No Change <i>5th and 6th Grade Spanish and French Implementation only</i>			
Year 1 2026 2027	Daily Instruction with Klett	Daily Instruction with Klett	Daily Instruction with Klett	Daily Italian previous resources
Year 2 2027 2028	Daily Instruction with Klett	Daily Instruction with Klett	Daily Instruction with Klett	Daily Instruction with Klett
Year 3 2028 2029	Daily Instruction with Klett	Daily Instruction with Klett	Daily Instruction with Klett	Daily Instruction with Klett

Key: (based on student readiness, pace, and proficiency)

Partial Implementation ; Substantial Implementation; Full Implementation

Next Steps

- Planning for 2026-2027
 - Continue to increase student proficiency
 - Map scope and sequence (units) for 5th, 6th, and 7th grade Quarter 1
 - Key language and culture targets
 - Student “Can-do” descriptors
 - Identify common proficiency tasks and assessments
 - Pilot lessons from *Giovanni Reporters* in 5th and 6th grade
- Collaboration with OPRF; proficiency based placement



Grade 5 Italian



I can name items I see everyday.
I can label objects in pictures.



I can interact about
familiar topics using
memorized words..

Grade 5 Spanish



LA flauta es verde.

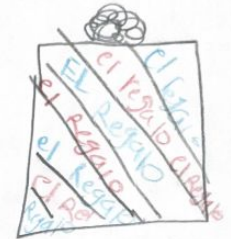
El globo es azul.




la guitarra es de mi pariente

es el map de mi hermano.


EL Regalo es Rojo y AZUL



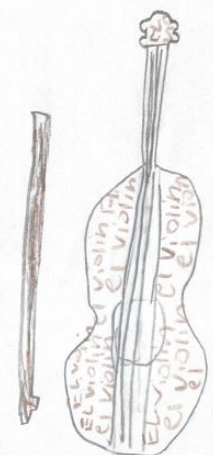
EL mapa es Rojo y gris.



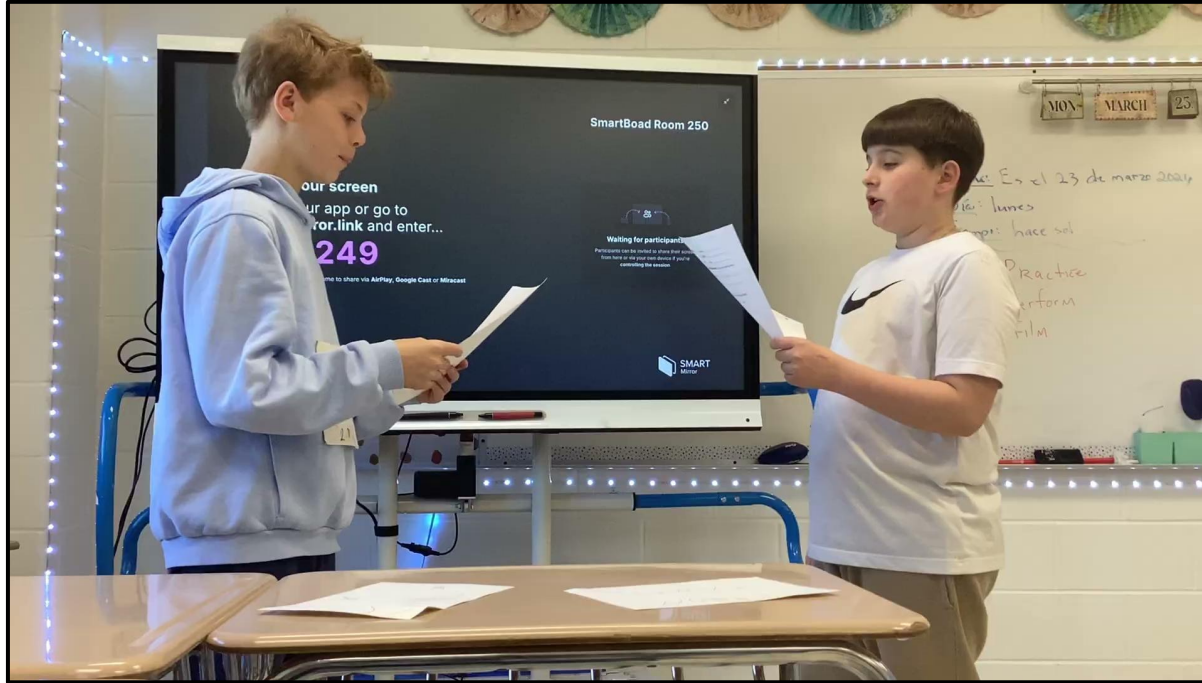
La mesa es Marrón



El Violin es café



Grade 6 Spanish



I can answer/ask questions and interact about a familiar topic using rehearsed or memorized words and phrases.

Thank you!
Questions?



River Forest
Public Schools