SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACTFL standard on the chart below, identify the assessment(s) in Section II that address each standard. One assessment may apply to multiple ACTFL standards.

ACTFL STANDARD[1]	APPLICABLE ASSESSMENTS FROM SECTION II			
1. Language, Linguistics, Comparisons. Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the following supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.	**X**#1 **X**#2 X#3 X#4 ☐#5 **X**#6 **X**#7 ☐#8			
2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.	**X**#1 **X**#2 x#3 **X**#4 **X**#5 **X**#6 ☐#7 ☐#8			
3. Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.	**X**#1 ☐#2 **X**#3 x#4 x#5 ☐#6 ☐#7 ☐#8			

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[1] NCATE will provide a link to the full set of SPA standards, including rubrics and supporting explanations.

ACTFL STANDARD[1]	APPLICABLE ASSESSMENTS FROM SECTION II		
4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language* Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the *Standards for Foreign Language Learning* and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.	☐#1 X#2 X#3 X#4 X#5 X#6 ☐#7 ☐#8		
5. Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.	☐#1 ☐#2 X#3 X#4 X#5 ☐#6 X#7 ☐#8		
6. Professionalism. Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.	☐#1 ☐#2 X#3 X#4 X#5 ☐#6 X#7 ☐#8		