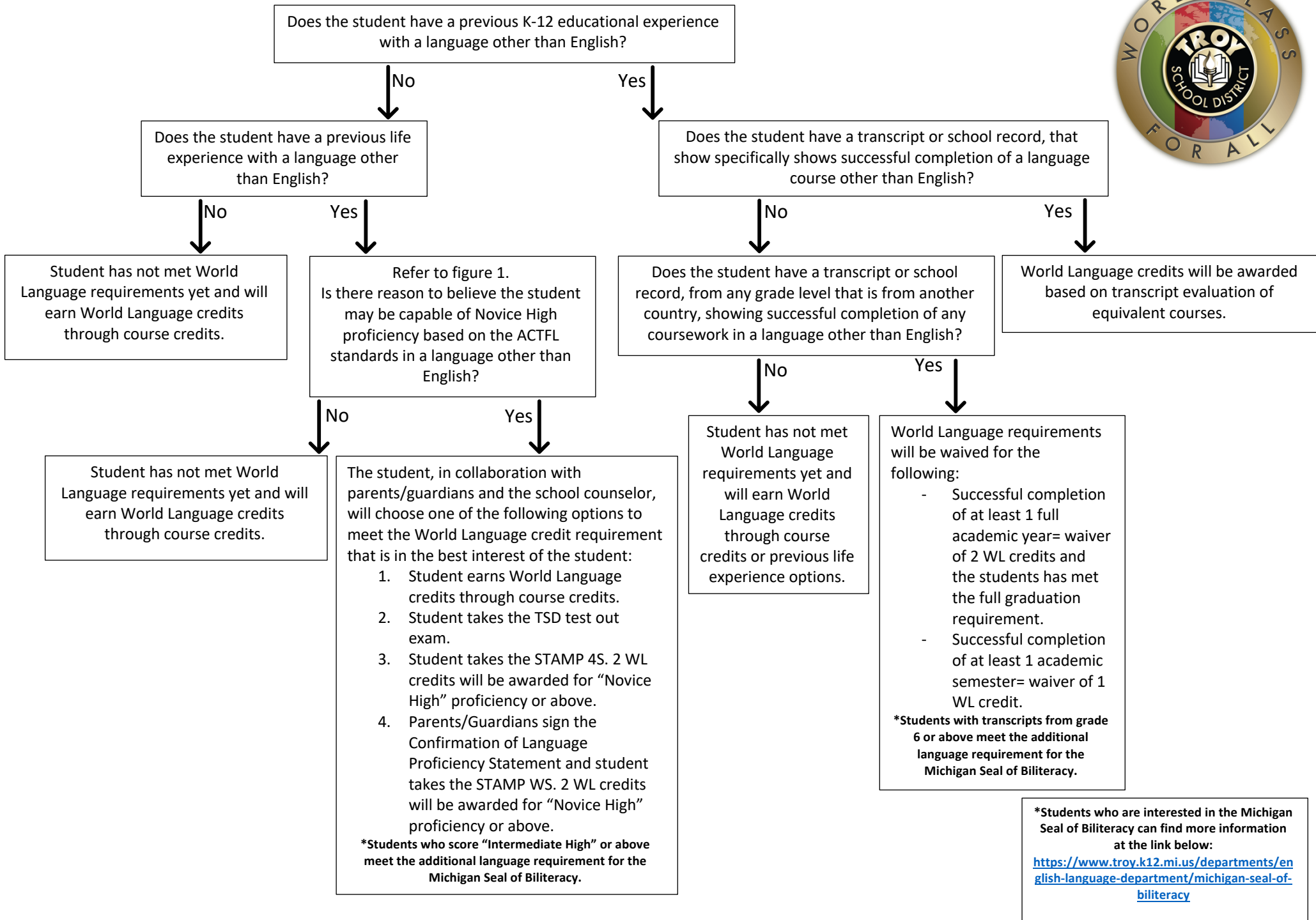


# PATHWAYS TO WORLD LANGUAGE CREDITS/WAIVERS

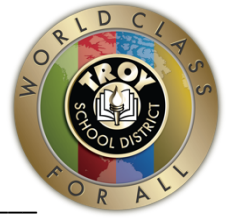


### Description of Proficiency Levels for K-12 Learners in Michigan

	<b>Novice High</b> (Students have met the minimum two-credit graduation requirement.)	<b>Intermediate Low and Intermediate Mid</b> (Students can meet all expectations at the Novice High level and the following.)	<b>Pre-Advanced</b> (Students can meet all expectations at the Intermediate Low and Intermediate Mid levels and the following.)
<b>Functions</b>	Effectively carry out everyday social and survival tasks that present no complications	Effectively carry out everyday social and survival tasks that may present complications	Effectively carry out tasks that present complications and require negotiation of meaning
<b>Contexts</b>	Effectively communicate about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment	Effectively communicate about topics beyond self and home; developing ability to communicate about topics related to work, current events, and issues of personal and public interest	Effectively communicate about topics related to work, current, public, and personal interest; developing the ability to communicate about unfamiliar topics
<b>Time Frames</b>	Communicate about present and future events; reports series of isolated events in the past	Communicate consistently about present and future events; communicates inconsistently about past events	Can generally narrate and describe in past, present, and future time
<b>Levels of Discourse</b>	Communicate in sentence-length discourse recombining and reformulating learned phrases	Communicate in sentences and short paragraphs	Communicate in connected, paragraph length discourse
<b>Comprehensibility and Accuracy</b>	Are understood primarily by native speakers who are very accustomed to interacting with language learners	Are consistently understood by native speakers accustomed to interacting with language learners	Are understood by native speakers who are unaccustomed to interacting with language learners
<b>Comprehension and Accuracy</b>	Can identify the text type, topic, and some significant details of an authentic presentational or interpersonal oral, written, or signed text	Can identify the text type, topic, main ideas and some significant details of an authentic presentational or interpersonal oral, written or signed text	Can identify and analyze the text type, topic, main ideas, details and other features of an authentic presentational or interpersonal oral, written, or signed text

Figure 1. From Michigan Merit Curriculum: World Languages Standards and Benchmarks, page 4.

# Troy School District World Language Waiver/Credit Application



## Student Information:

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Preferred Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

World Language: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

## Requirements: Select one

### **World Language Requirement Waiver**

- Upload a translated transcript or report card showing at least one semester of successful completion of course work, in any subject, in a language other than English to this completed form.

### **World Language Credit**

Choose how you are demonstrating “Novice High” proficiency:

- Upload a translated transcript or report card showing successful completion of a language course other than English.
- Successfully took the Troy School District Test Out Exam – available for any languages that are currently part of the school’s master schedule.
- Upload STAMP 4s assessment scores showing a Composite/Rating score of 2 for one credit and 3 for two credits– available for the following languages: Arabic, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin (simplified and traditional), Polish, Portuguese (Brazilian), Russian, Spanish.

OR

- Upload STAMP WS assessments scores showing a Composite/Rating score of 2 for one credit and 3 for two credits AND a signed Confirmation of Language Proficiency Statement – available for the following languages: Amharic, Armenian, Cabo Verdean, Chin (Hakha), Chuukese, Czech, Filipino (Tagalog), Haitian Creole, Hawaiian (‘Olelo Havawai’i), Hmong, Ilocano, Kaddada, Marathi, Marshallese, Samoan, Somali (Maay Maay and Maxaa), Tamil, Telugu, Turkish, Urdu, Vietnamese, Yup’ik, Zomi.

### **Confirmation of Language Proficiency Statement:**

I have reviewed the ACTFL Proficiency Guidelines linked below and confirm to the best of my ability that the student named above has a proficiency of Novice High or above in the language listed above.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

ACTFL Proficiency Guidelines: <https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Additional Resource for Understanding: [https://www.actfl.org/sites/default/files/can-dos/Novice%20Can-Do\\_Statements.pdf](https://www.actfl.org/sites/default/files/can-dos/Novice%20Can-Do_Statements.pdf)

This form is to be completed in the Student or Parent Power School Portal.  
Forms will be twice a year.