

## Integrated Standards Portfolio      ACTFL Standards M.Ed. in Languages

Name: \_\_\_\_\_

Please indicate the level you have given to your work for each of the ACTFL/NCATE supporting standards and indicate where the evidence can be located.

Itemized Standard	Your Rating	Evidence Submitted
<b>#1 Language, Linguistics, Comparisons</b>		
<b>1.a Demonstrating language proficiency</b>		
<b>Meet 4</b>		
1.a.1. Speaking-interpersonal		
1.a.2. Listening and reading		
1.a.3. Speaking-presentational		
1.a.4. Writing		
1.a.5. Dispositions		
<b>1.b Understanding linguistics</b>		
<b>Meet 4</b>		
1.b.1. Phonology		
1.b.2. Morphology		
1.b.3. Syntax		
1.b.4. Semantics		
1.b.5. Word/sentence formation		
1.b.6. Discourse, sociolinguistics		
1.b.7. Changing nature of language		
1.b.8. Dispositions		
<b>1.c Identifying language comparisons</b>		
<b>Meet all</b>		
1.c.1. Target/other languages		
1.c.2. Sociolinguistic variation		
1.c.3. Dispositions		
<b>#2 Cultures, Literatures, Cross-Disciplinary Concepts</b>		
<b>2.a Demonstrating cultural understandings</b>		
<b>Meet 4</b>		
2.a.1. Cultural knowledge		
2.a.2. Cultural experience		
2.a.3. Analyzing cultures		
2.a.4. Integrating culture		
2.a.5. Dispositions		
<b>2.b Demonstrating understanding of literary and cultural texts and traditions</b>		

<b>Meet all</b>		
2.b.1. Knowledge of texts		
2.b.2. Integrating texts		
2.b.3. Dispositions		
<b>2.c Integrating other disciplines in instruction</b>		
<b>Meet all</b>		
2.c.1. Other subject matter		
2.c.2. Cross-disciplinary instruction		
2.c.3. Dispositions		
<b>#3 Language Acquisition Theories and Instructional Practices</b>		
<b>3.a Understanding language acquisition and creating a supportive classroom</b>		
<b>Meet 4</b>		
3.a.1. Language acquisition theories		
3.a.2. Target language input		
3.a.3. Negotiation of meaning		
3.a.4. Meaningful interaction		
3.a.5. Dispositions		
<b>3.b Developing instructional practices that reflect language outcomes and learner diversity</b>		
<b>Meet 4</b>		
3.b.1. Learner development		
3.b.2. Models to outcomes		
3.b.3. Adapting instruction-levels		
3.b.4. Adapting instruction –ways		
3.b.5. Adapting instruction-needs		
3.b.6. Critical thinking		
3.b.7. Grouping		
3.b.8. Questioning and tasks		
3.b.9. Dispositions		
<b>#4 Integration of standards into curriculum and instruction</b>		
<b>4.a Understanding and integration standards in planning</b>		
<b>Meet all</b>		
4.a.1. Understanding standards		
4.a.2. Integration of standards		
4.a.3. Dispositions		
<b>4.b Integrating standards into instruction</b>		
<b>Meet 4</b>		
4.b.1. Overall integration		
4.b.2. Integration of 3 modes		

4.b.3. Integration of 3 p's		
4.b.4. Connections-subject areas		
4.b.5. Connections-communities		
4.b.6. Dispositions		
<b>4.c Selecting and designing instructional materials</b> <b>Meet all</b>		
4.c.1. Standards-based materials		
4.c.2. Authentic materials		
4.c.3. Adaptation of materials		
4.c.4. Dispositions		
<b>#5 Assessment of Languages and Cultures</b>		
<b>5.a Knowing assessment models and using them appropriately</b> <b>Meet 4</b>		
5.a.1. Assessment models		
5.a.2. Interpretive		
5.a.3. Interpersonal		
5.a.4. Presentational		
5.a.5. Cultural		
5.a.6. Integrated assessments		
5.a.7. Dispositions		
<b>5.b Reflecting on assessment</b> <b>Meet all</b>		
5.b.1. Reflection		
5.b.2. Adjusting instruction		
5.b.3. Dispositions		
<b>5.c Reporting assessment results</b> <b>Meet all</b>		
5.c.1. Reporting progress to students		
5.c.2. Stakeholders		
5.c.3. Dispositions		
<b>#6 Professionalism</b>		
<b>6.a Engaging in professional development</b> <b>Meet all</b>		
6.a.1. Awareness		
6.a.2. Life-long commitment		
6.a.3. Reflection		
6.a.4. Dispositions		
<b>6.b Knowing the value of foreign language learning</b> <b>Meet all</b>		
6.b.1. Rationale		
6.b.2. Employing data		
6.b.3. Building alliances		
6.b.4. Dispositions		