

The template for Accuracy is organized differently than other parts of the Language Learning Continuum Form. The Accuracy portion of the continuum form is student assessment. Publishers are asked to indicate, through exemplars, where in the program teachers would find culminating activities where students demonstrate each of the items indicated under the Continuum Text.

*Please note: The shaded area of the format is reserved for use by Instructional Materials Advisory Panelists. Publishers fill in the Exemplar column only.*

		PUBLISHER EXEMPLARS	FOR IMAP USE ONLY		
			Meets Criterion		
Continuum Category	Continuum Text		Y	N	Evaluator Notes
<b>Accuracy*</b>					
	Students tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.	<b>TeacherTools--Tests:</b> 2, 4, 7, 12, 17-18, 25-26, 28, 30-31, 34, 40-41, 46-47, 54-55, 58, 60-61, 64, 71-73, 78-80, 86-88, 91, 93, 97, 102-103, 108-109, 115-116, 119, 122, 125, 132-133, 139, 146, 149, 151, 158, 163-164, 171-173, 176, 178-179, 182, 189-190, 196-197, 203-204, 206-207, 209-210, 213-214, 220-221, 226-228, 234-235, 250-252			
	Students generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.	<b>TeacherTools--Tests:</b> 1, 3, 5, 6, 9-10, 14-15, 24, 25-26, 27, 29, 32, 33, 37-38, 43, 53, 57, 59, 62, 63, 67-69, 75-76, 85, 89, 92, 94, 95, 100-101, 105-106, 114, 117-118, 120, 123, 124, 128-130, 135-137, 145, 147, 150, 152, 153, 155-156, 160-161, 170, 175, 177, 180, 181, 185-186, 192-193, 202, 205, 208, 211, 212, 217-218, 223-224, 233, 237, 239, 240, 241, 242, 244, 246, 247-248, 253, 255, 257, 259, 261, 263			
	Students generally use culturally appropriate behavior in social situations.	<b>TeacherTools--Tests:</b> 24, 53, 85, 114, 145, 170, 202, 233			
	Students are able to understand and retain most key ideas and some supporting detail when reading and listening.	<b>TeacherTools--Tests:</b> 1-2, 3-4, 5-6, 10-11, 16-17, 20-22, 25-26, 27-28, 29-30, 32, 33, 38-39, 44-45, 49-51, 54-55, 58, 59-60, 62-63, 69-71, 76-78, 82-84, 86-88, 89-90, 92-93, 94, 96, 101-102, 106-108, 111-113, 115-116, 118-119, 120-121, 123, 125, 130-132, 137-138, 141-143, 146, 147-148, 150-151, 152, 156-157, 161-162, 166-168, 171-173, 176, 178, 180-181, 187-188, 194-196, 199-201, 203-204, 205-206, 208-209, 211-213, 218-220, 224-226, 230-232, 234-235, 237-238, 239, 240, 241, 242-243, 245, 246, 248-250, 253-254, 255-256, 258, 259-260, 262, 263			

\*The purpose of this category is to assess student progress along the Language Learning Continuum.

Stage III