

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 | | |
|--------------------|---|--|-------------------|---|-----------------|
| Continuum Category | Continuum Text | | Meets Criterion | | Evaluator Notes |
| | | | Y | N | |
| Accuracy* | | | | | |
| | Students can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary. | TeacherTools--Tests: 24, 53, 85, 114, 145, 170, 202, 233 | | | |
| | Students demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate. | TeacherTools--Tests: 24, 53, 85, 114, 145, 170, 202, 233 | | | |
| | Students are able to understand and report most key ideas and some supporting detail when reading and listening. | TeacherTools--Tests: 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 IV