

WE'RE ALL IN.

25-26 AAPPL Scores

Winter 2025





District 33 Mission

Equip students to become life-long learners who embrace diversity, welcome innovation, and aspire to be catalysts for positive change and growth.

District 33 Vision

To be recognized as the school district that fosters:

- An innovative, rigorous & future-oriented education
- A culture of equity, diversity & personalized learning
- Student agency to develop voice, choice, ownership & self-sufficiency
- Active community partnerships

District 33 Core Values

○ Collaboration	○ Partnerships
○ Equity	○ Student voice & choice
○ High expectations	○ Support for the whole child
○ High levels of engagement	○ Trusting relationships

Portrait of a Graduate



BOARD MEMBERS

Rita Balgeman President	Felicia Gills Vice President	Tom Doyle Secretary
Phoebe Balzer	Morgan Banasiak	Sandra Garcia



SUPERINTENDENT

Kristina Davis, Ed.S



2026

*Inspire.
Empower.
Achieve.*

KEY PERFORMANCE INDICATORS, MEASURES, AND TARGETS WILL BE ALIGNED TO EACH GOAL AREA

GOAL #1

STUDENT GROWTH & ACHIEVEMENT

Ensure all students meet challenging academic, physical, and social-emotional standards.



GOAL #2

LEARNING CULTURE OF EQUITY, ENGAGEMENT & AGENCY

Cultivate a welcoming, nurturing, and student-centered learning environment that embraces student curiosity and originality, and is aligned to clear learning expectations.



GOAL #3

PROFESSIONAL CULTURE OF TEAMWORK & CONTINUOUS IMPROVEMENT

Embrace a culture of collaboration, inclusivity, trust, innovation, and professional growth that attracts, develops, and retains a diverse, high-quality staff.



GOAL #4

FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS

Collaborate and communicate with our families and community to build strong relationships and increase equitable opportunities that help students and families thrive.

GOAL #1 STRATEGIES

Strategy #1: We will implement a consistent, multi-tiered system of support (MTSS), across all ages and groups, that promotes the holistic development of every student academically, physically, and social-emotionally.

GOAL #2 STRATEGIES:

Strategy #2: We will embed identifiable common learning expectations and tools that result in increased student agency (voice and choice) in learning experiences and a more equitable student-centered learning environment.

Strategy #3: We will implement, in partnership with families, developmentally appropriate expectations, structures, processes, and monitoring tools that demonstrate students own their learning.

Strategy #4: We will add new extracurricular student opportunities at elementary and middle school levels that will increase student engagement and build positive relationships.

GOAL #3 STRATEGIES:

Strategy #5: We will set and achieve common expectations for staff collaboration, teamwork, and shared decision-making opportunities through training, support, and shared accountability across all levels.

GOAL #4 STRATEGIES:

Strategy #6: We will foster community partnerships in order to minimize non-academic barriers, engage families, and provide experiential opportunities for students.

GOAL #5 STRATEGIES:

Strategy #7: We will upgrade existing infrastructure and provide resources to create safe, progressive, and productive learning and working environments.

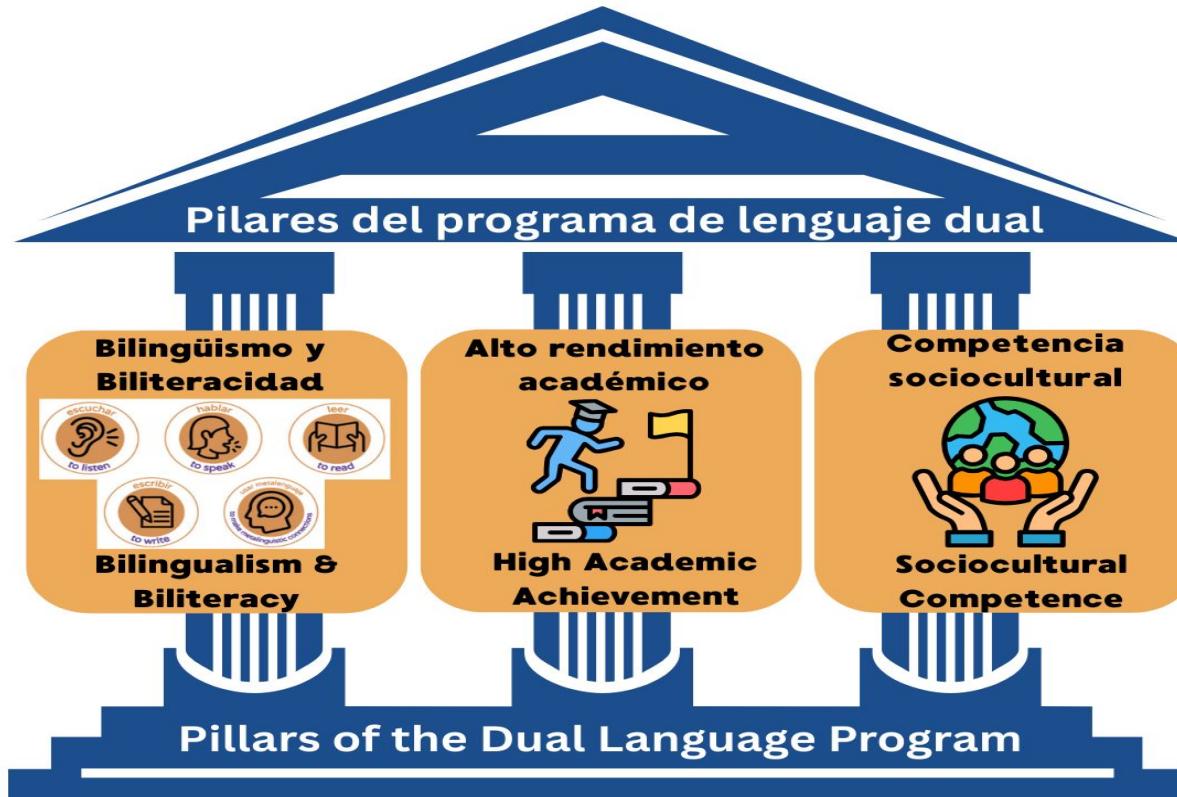


District 33

Dual Language Program



D33 Dual Language Program Goals





D33 Dual Language Program

Dual Language is the way that D33 meets the requirements of Illinois School Code Article 14-C to support our English Learners in accordance with Part 228.

For English dominant students, this program provides an opportunity to learn a second language.



Why take AAPPL?

3-8th grade students in a One-Way or Two-Way Dual Language program take AAPPL to measure their progress and proficiency in Spanish.

Helps us monitor the effectiveness of our Dual Language program.

Provides students a pathway to the Seal of Biliteracy when they are in high school.

7 STEPS To Proficiency & The Seal of Biliteracy

01 **6TH GRADE ADVANCED SPANISH**
This is a high school prep course designed to develop a strong proficiency in speaking Spanish with a continued study in grammar, vocabulary, and writing. This course will develop students' awareness and appreciation of various Hispanic cultures.

02 **7TH GRADE ADVANCED SPANISH**
This is a high school prep course designed to develop a strong proficiency in speaking Spanish with a continued study in grammar, vocabulary, and writing. This course will develop students' awareness and appreciation of various Hispanic cultures.

03 **8TH GRADE ADVANCED SPANISH**
This is a high school prep course designed to develop a strong proficiency in speaking Spanish with a continued study in grammar, vocabulary, and writing. This course will develop students' awareness and appreciation of various Hispanic cultures.

04 **SPANISH FOR NATIVE SPEAKERS 1**
Students will read a variety of Spanish literary works for a deeper understanding of their own cultural heritage, while reviewing basic language concepts through oral and written performance-based activities. The major focus will be on grade-level reading and writing in Spanish.

05 **SPANISH FOR NATIVE SPEAKERS 2**
Students will read a variety of Spanish literary works with increased emphasis on language concepts through oral and written performance-based activities. In this course students will continue to expand their academic vocabulary and improve their ability to read and write in Spanish.

06 **AP SPANISH LANGUAGE & CULTURE**
This course is comparable to an introductory Spanish language course at most colleges. This course is designed to allow students to move to an advanced level of Spanish in listening, speaking, reading and writing. Students can expect to gain a deeper understanding of the history of Spanish cultures, as well as politics and social issues.

07 **AP SPANISH LITERATURE & CULTURE**
This course is comparable to an introduction to Hispanic Literature and Culture course at most colleges. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiency with special attention to critical reading and analytical writing. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts.

Seal of Biliteracy
The Seal of Biliteracy is an award sponsored by the Illinois State Board of Education and is given by a school to students who have attained proficiency in two or more languages by high school graduation.

Seal of Biliteracy



- The Illinois State Seal of Biliteracy is a prestigious award presented at graduation in recognition of attaining a high-level of proficiency in English and in one or more other languages.
- It is officially designated on a student's transcript and high school diploma.



Seal of Biliteracy @ WCCHS

<u>English Proficiency</u> <i>Must meet at least 1 of the following:</i>	<u>Spanish Proficiency</u> <i>Must meet at least 1 of the following:</i>
<ul style="list-style-type: none">○ Score a 4 on the AP English Language and Composition exam○ Score at least an I5 on Form B of the AAPPL English○ Score an 18 composite or 18 on the ELA portion of the ACT exam○ Score 480 on the SAT Evidence Based Reading and Writing○ Score a 4.8 or higher overall composite on the state ACCESS test○ Score a 6 on the STAMP 4S <p style="text-align: center;">AND</p> <ul style="list-style-type: none">○ Score a 4 on the AP Spanish Language and Culture exam○ Score at least an I5 on Form B of the AAPPL Spanish○ Score Intermediate High on the ACTFL OPI & WPT exam○ Score a 6 on the ALTA exam +(ILR)○ Score a 6 on the STAMP 4S, WS, SuperLanguage	

AAPPL Test Overview

AAPPL Test Overview



ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)

The AAPPL assesses the Spanish language that students have acquired and practiced within a classroom setting, providing evidence that points toward a learner's proficiency level in all four language domains.

AAPPL incorporates video, audio, and other engaging tasks that are age-and level-appropriate

Testing Modes



Interpersonal Listening/ Speaking (ILS)

Learners interact and negotiate meaning in spoken conversations to share information, reactions, feelings and opinions.

Presentational Writing (PW)

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Interpretive Listening (IL)

Learners understand, interpret, and analyze what is heard, or viewed on a variety of topics.

Interpretive Reading (IR)

Learners understand, interpret, and analyze what is read on a variety of topics.

AAPPL Topics - Gr 3-4



Interpersonal Listening & Speaking

Mode/Level

Novice

- Introductions
- School
- Home
- Food

Intermediate

- Entertainment
- Animals
- Playtime

AAPPL Topics - Gr 5-8



- Arts & Literature
- Community Life
- Culture & Traditions
- Current Events & Social Issues
- Daily Life
- Economy & Business
- Education
- Entertainment
- Food
- Healthy Living
- History & Civics
- Hobbies, Leisure & Free Time
- Home & Places of Interest
- People
- Pets & Animals
- Professions, Careers & Work
- Science & Environment
- Technology & Innovation
- Travel & Vacation
- Who am I?

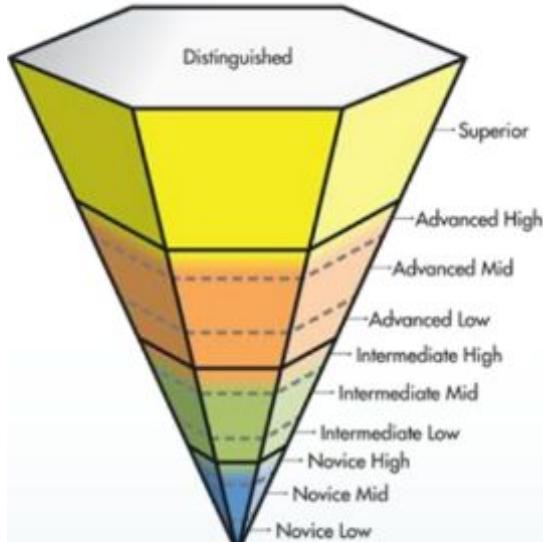
AAPPL - New for 2025



This year, our one-way dual students, native Spanish speakers, and Advanced Spanish students were able to take the AAPPL Spanish Immersive Assessment in grades 5-8. This assessment still assessed students Spanish Language Proficiency, but gave directions and information in Spanish.

The AAPPL Spanish Assessment is given to students who are learning Spanish as a second language, which administered to half of the students at Gary, if they were native English speakers.

AAPPL Performance Levels



ACTFL PROFICIENCY GUIDELINES	ACTFL PERFORMANCE SCALE	AAPPL PERFORMANCE SCORE	FORM
Advanced Low	Advanced	A-1	
Intermediate High		I-5	
Intermediate Mid		I-4	
Intermediate Mid		I-3	
Intermediate Mid		I-2	
Intermediate Low		I-1	
Novice High		N-4	
Novice Mid		N-3	
Novice Mid		N-2	
Novice Low		N-1	
	Intermediate		B
			A and E
	Novice		

Note: To qualify for the Seal of Biliteracy in high school, students must obtain a score greater than a +9.0 (Intermediate High: I5)

AAPPL Score Reports

- **Score Description** that indicates what students CAN do
- **Strategy Section** provides strategies for students to progress along the continuum

AAPPL		AAPPL Score Report		
		Student Name/ID: Sally Student / 123456	Language: Korean	Test Date: 07/09/2021
Mode	Your Score	Score Description	Strategy	
Interpersonal Listening and Speaking	 A-1  I-0  I-1  I-2  I-3  I-4  I-5  N-0  N-1  N-2  N-3  N-4  N-5	Your AAPPL Interpersonal Listening/Speaking score of A-1 means that you are able to fully include yourself in the conversation. You can communicate with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas. You are able to produce narrations and descriptions in all major time frames and you can efficiently deal with an unexpected turn of events, resolving a problem you might encounter in your daily life or while traveling abroad. You speak in well-formed paragraphs that show organization, cohesion, and detail.	Continue developing your skills in narration and describing your ability to deal with topics beyond the general and personal level. You might read articles about community or world issues and practice conversations in which you need to support your own opinions from an abstract perspective or hypothesize.	
Interpretive Reading	 A-1  I-0  I-1  I-2  I-3  I-4  I-5  N-0  N-1  N-2  N-3  N-4  N-5	Your AAPPL Interpretive Reading/Listening score of A-1 means that you are able to understand conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven. Main ideas and supporting details are comprehensible with familiar situational subject matter containing high-frequency vocabulary and structures. Some new subject matter in areas of general interest will be generally understood.	Continue developing your skills by listening to passages that contain extended narration and more complex language on topics beyond the personal and general. Listen to spoken language about community or world issues. Develop strategies to understand others' opinions and support of those opinions as well as the abstract treatment of topics and discussion of a hypothetical nature.	
Interpretive Listening	 A-1  I-0  I-1  I-2  I-3  I-4  I-5  N-0  N-1  N-2  N-3  N-4  N-5	Your AAPPL Interpretive Reading/Listening score of A-1 means that you are able to understand conventional narrative and descriptive texts that contain a clear underlying structure across major time frames, though comprehension may be uneven. Main ideas and supporting details are comprehensible with familiar situational subject matter containing high-frequency vocabulary and structures. Some new subject matter in areas of general interest will be generally understood.	Continue developing your skills by listening to passages that contain extended narration and more complex language on topics beyond the personal and general. Listen to spoken language about community or world issues. Develop strategies to understand others' opinions and support of those opinions as well as the abstract treatment of topics and discussion of a hypothetical nature.	
Presentational Writing	 A-1  I-0  I-1  I-2  I-3  I-4  I-5  N-0  N-1  N-2  N-3  N-4  N-5	Your AAPPL Presentational Writing score of I-1 means that you are able to write simple sentences, describe people, places, and things, and report events. You write in well-connected sentences and some paragraphs. People who are not used to language learners understand your writing most of the time.	Practice writing more complete stories about things that are important to you, having fun, and happy things. Describe things in a way that the person you're writing to can form a mental picture. Practice adding examples and details as often as you can. Report on events beyond your immediate environment. Imagine trying to deal with a problem, explain in detail the circumstances and propose a variety of solutions.	

AAPPL Score Report Information

AAPPL is a proficiency- and performance-based assessment whose tasks are informed by the World-Readiness Standards for Learning Languages, ACTFL Proficiency Guidelines, and the ACTFL Performance Descriptors for Language Learners. AAPPL scores range from N-1 (low range of Novice) through A-1 (low range of Advanced).

Novice Range: Within the Novice level, the scores are N-1, N-2, N-3, and N-4. A score of N-1 reflects the abilities described as Novice Low in the ACTFL Proficiency Guidelines 2012. Scores of N-2 and N-3 reflect Novice-Mid abilities, with N-3 being a stronger performance within the Novice-Mid range; N-4 reflects Novice-High abilities. This means that a learner who receives the score of N-4, in addition to performing all Novice level functions fully, also shows some successful performance at the Intermediate level, but does not do so consistently.

Intermediate Range: Within the Intermediate level, the scores are I-1, I-2, I-3, I-4, and I-5. A score of I-1 reflects the abilities described as Intermediate Low in the ACTFL Proficiency Guidelines 2012. Scores of I-2, I-3, and I-4 are all in the Intermediate-Mid range. Given that Intermediate-Mid represents a broad range of abilities, AAPPL's delineation allows learners and teachers to determine where the performance falls within that broad range and to track progress within that range. I-5 reflects Intermediate High abilities. This means that a learner who receives the score of I-5, in addition to performing all Intermediate level functions fully, also shows some successful performance at Advanced-Low. Learners are presented with Advanced-Low tasks on Form B so that they are given the opportunity to provide evidence of performance at that range.

Advanced Low Range: The Advanced-Low proficiency range represents the ceiling of this assessment. A score of A-1 reflects successful performance at Intermediate and significant performance within the Advanced Low proficiency range as well. Examinees may be able to perform beyond Advanced Low. However, performance beyond A-1 is not assessed by Form B of the AAPPL.

ACTFL PROFICIENCY GUIDELINES	ACTFL PERFORMANCE SCALE	AAPPL PERFORMANCE SCORE	FORM
Advanced Low	Advanced	A-1	B
Intermediate High		I-5	
Intermediate Mid		I-4	
Intermediate Mid		I-3	
Intermediate Mid		I-2	
Intermediate Low		I-1	
Novice High		N-4	
Novice Mid		N-3	
Novice Mid		N-2	
Novice Low		N-1	

On the next page you will find an individual score report. It is accompanied by narratives that describe the performance and provide recommendations for further development for each component of the test that was taken.

For more information about AAPPL, please visit our site at <http://aappl.actfl.org>.

Información sobre el Informe de Resultados de la AAPPL

AAPPL es una evaluación basada en el dominio y el desempeño cuyas tareas se basan en los Estándares WorldReadiness para el aprendizaje de idiomas, las Pautas de dominio de ACTFL de 2012 y los Descriptores de desempeño de ACTFL para estudiantes de idiomas. Los puntajes de AAPPL van desde N1 (rango bajo de principiante) hasta A1 (rango bajo de avanzado).

Rango Novato: dentro del nivel principiante, los puntajes son N1, N2, N3 y N4. Un puntaje de N1 refleja las habilidades descritas como Principiante Bajo en las Pautas de Competencia ACTFL 2012. Los puntajes de N2 y N3 reflejan habilidades de Principiante Medio, siendo N3 un desempeño más fuerte dentro del rango de Principiante Medio; N4 refleja habilidades de Principiante Alto. Esto significa que un alumno que recibe la puntuación N4, además de realizar plenamente todas las funciones del nivel principiante, también muestra cierto desempeño exitoso en el nivel intermedio, pero no lo hace de manera consistente.

Rango Intermedio: Dentro del nivel Intermedio, los puntajes son II, I2, I3, I4 e I5. Un puntaje de II refleja las habilidades descritas como Intermedio Bajo en las Pautas de Competencia ACTFL 2012. Las puntuaciones de I2, I3 e I4 están todas en el rango Intermedio Medio. Dado que Intermedio Medio representa una amplia gama de habilidades, la delineación de AAPPL permite a los estudiantes y maestros determinar dónde se encuentra el desempeño dentro de ese amplio rango y realizar un seguimiento del progreso dentro de ese rango. I5 refleja habilidades intermedias altas. Esto significa que un alumno que recibe la puntuación I5, además de realizar todas las funciones del nivel Intermedio en su totalidad, también muestra cierto desempeño exitoso en el nivel Avanzado Bajo. A los alumnos se les presentan tareas de nivel avanzado en el Formulario B para que tengan la oportunidad de proporcionar evidencia de desempeño en ese rango.

Rango Bajo Avanzado: El rango de dominio Bajo Avanzado representa el límite máximo de esta evaluación. Una puntuación de A1 refleja un desempeño exitoso en el nivel Intermedio y también un desempeño significativo dentro del rango Avanzado Bajo de competencia. Es posible que los examinados puedan rendir más allá del nivel Avanzado Bajo. Sin embargo, el rendimiento más allá de A1 no se evalúa mediante el Formulario B de la AAPPL.

Pautas de competencia	Escala de desempeño	Puntaje de rendimiento	Forma
ACTFL PROFICIENCY GUIDELINES	ACTFL PERFORMANCE SCALE	AAPPL PERFORMANCE SCORE	FORM
Advanced Low	Advanced Avanzado	A-1	B Todos los estudiantes de grados 5-8 tomaron el examen B
Intermediate High		I-5	
Intermediate Mid		I-4	
Intermediate Mid		I-3	
Intermediate Mid		I-2	
Intermediate Low		I-1	
Novice High		N-4	
Novice Mid		N-3	
Novice Mid		N-2	
Novice Low		N-1	
A and E	Intermediate Intermedio	A and E Todos los estudiantes de grados 3-4 tomaron el examen E	A and E Todos los estudiantes de grados 3-4 tomaron el examen E
Novice Novato			
Novice Mid			
Novice Low			

En la página siguiente encontrará un informe de puntuación individual. Está acompañado de narrativas que describen el desempeño y brindan recomendaciones para un mayor desarrollo de cada componente de la prueba que se realizó.

Para obtener más información sobre AAPPL, visite nuestro sitio en <http://aappl.actfl.org>.



AAPPL Test Scores

Winter 2025

AAPPL - # of Students Tested

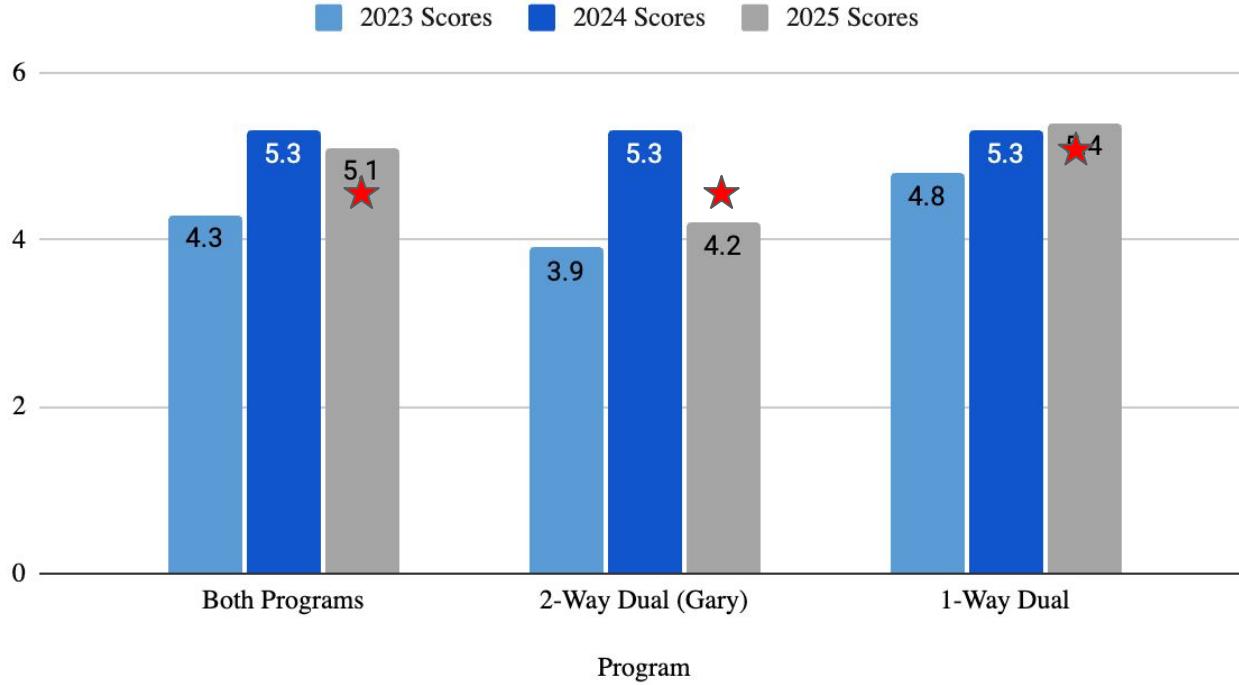
<u>School</u>	<u>Program</u>	<u># of Students</u>
Gary Elementary	2-Way Dual	199
Currier Elementary	1-Way Dual	128
Indian Knoll Elementary	1-Way Dual	126
Turner Elementary	1-Way Dual	128
Wegner Elementary	1-Way Dual	118
Leman Middle	Adv Spanish	644



AAPPL - Grade 3



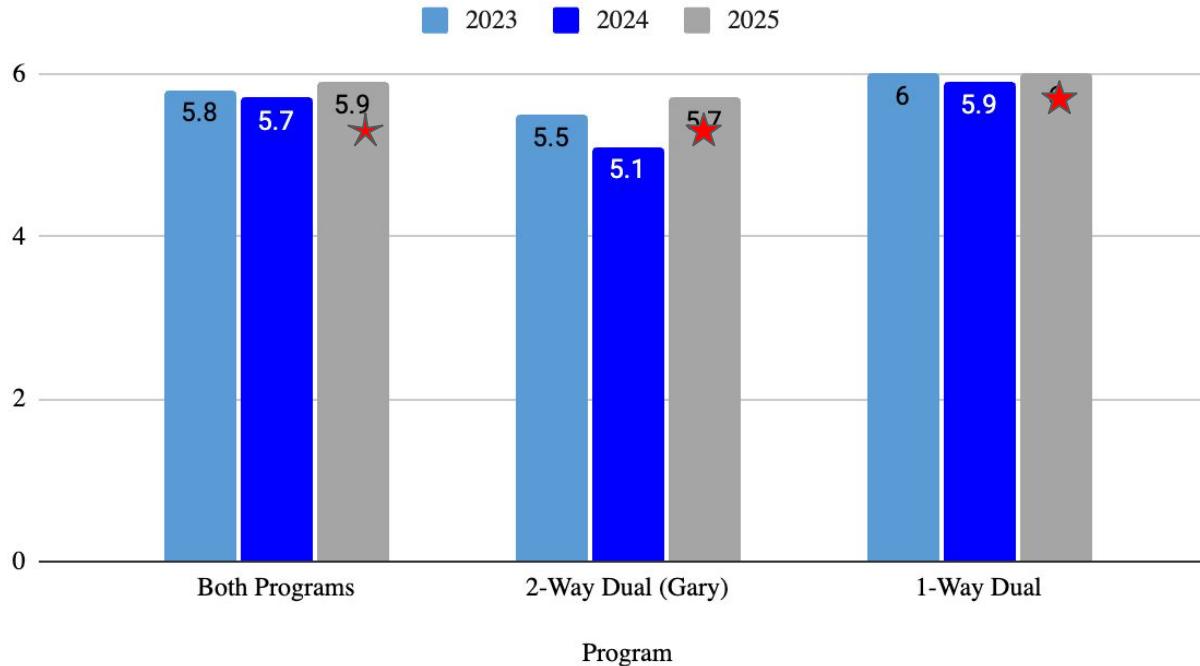
Grade 3: AAPPL Interpersonal Listening & Speaking





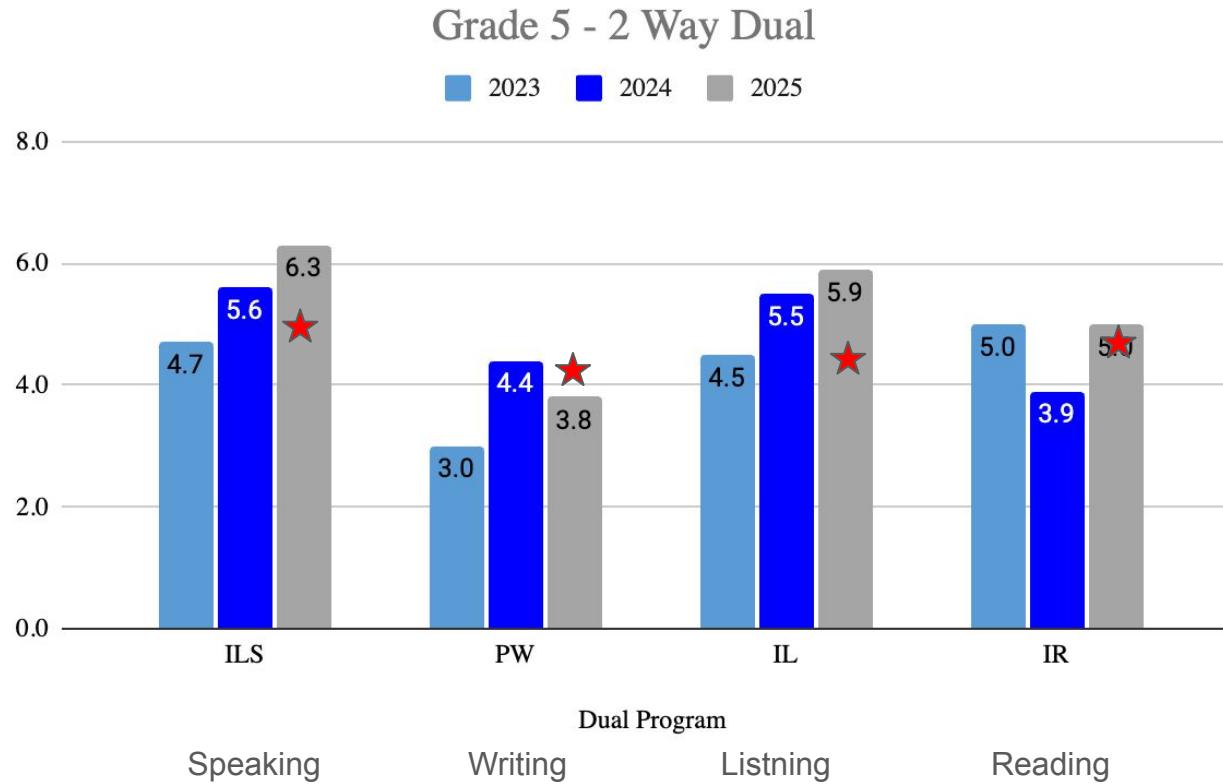
AAPPL - Grade 4

Grade 4 - Interpersonal Listening and Speaking



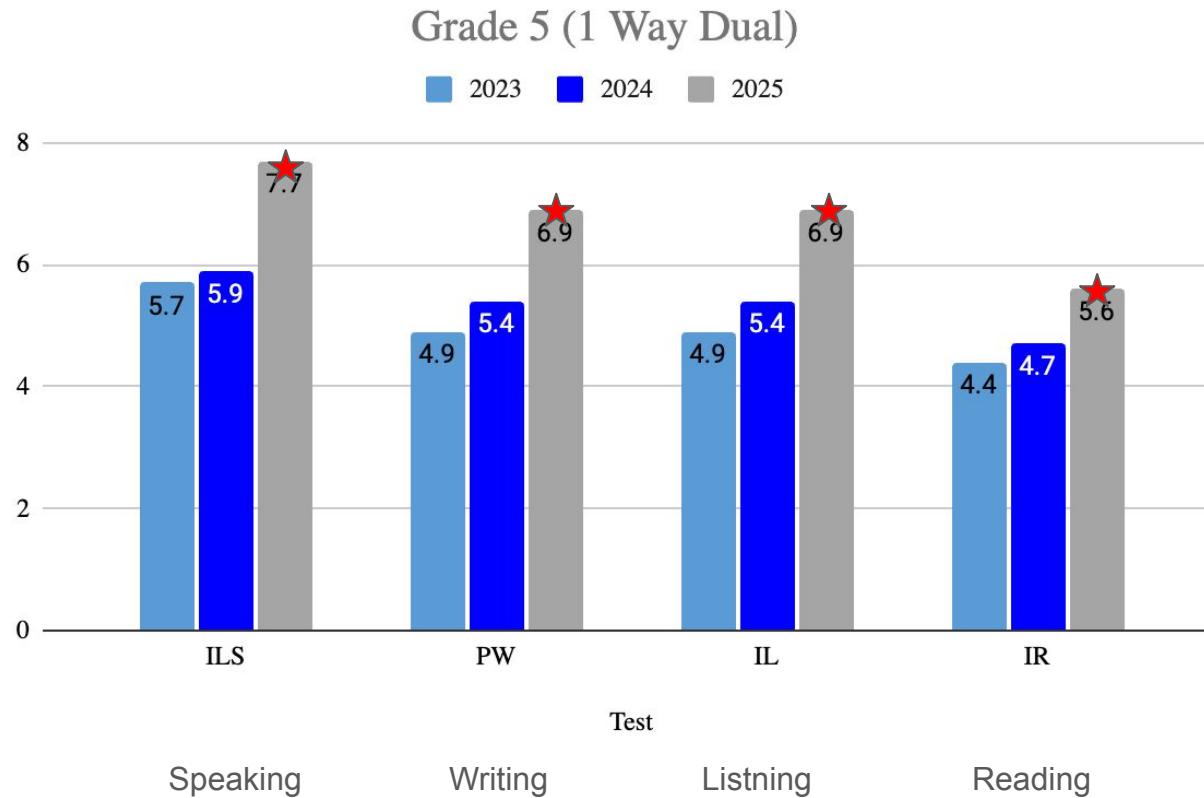


AAPPL - Grade 5 (2 Way Dual)



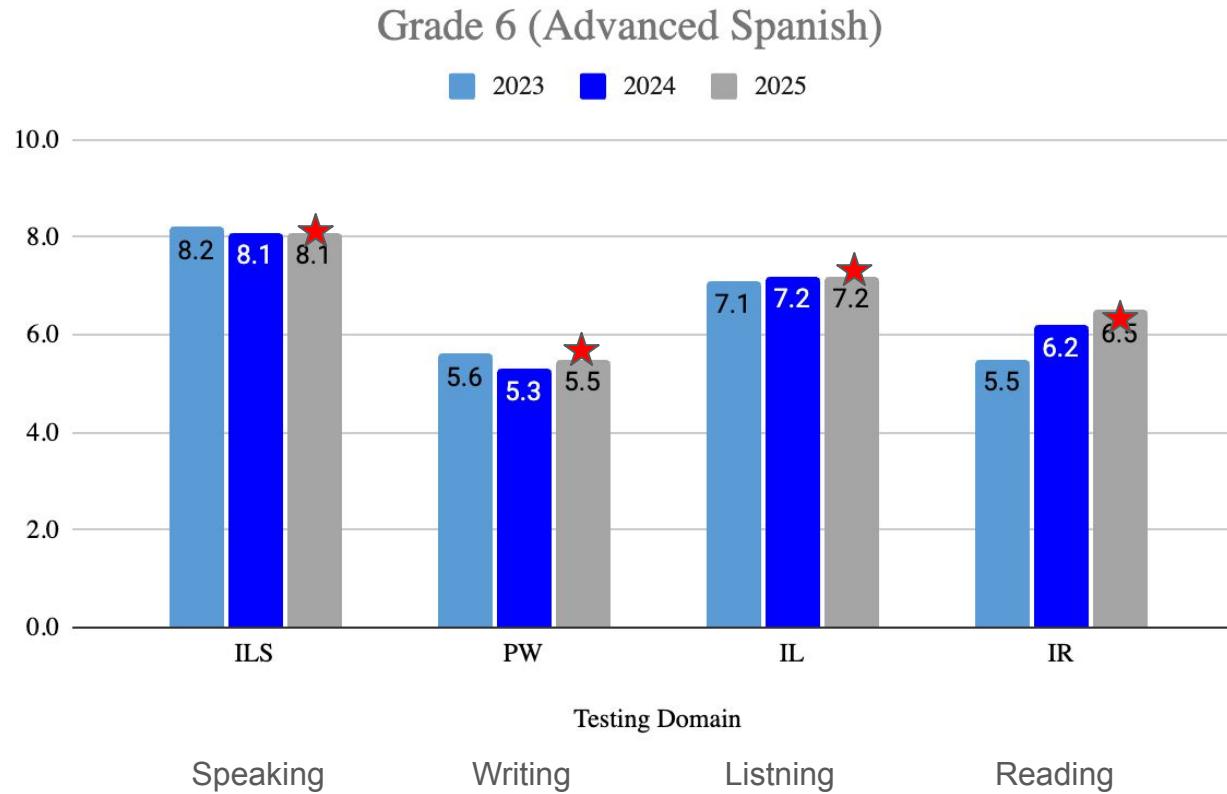


AAPPL - Grade 5 (1 Way Dual)



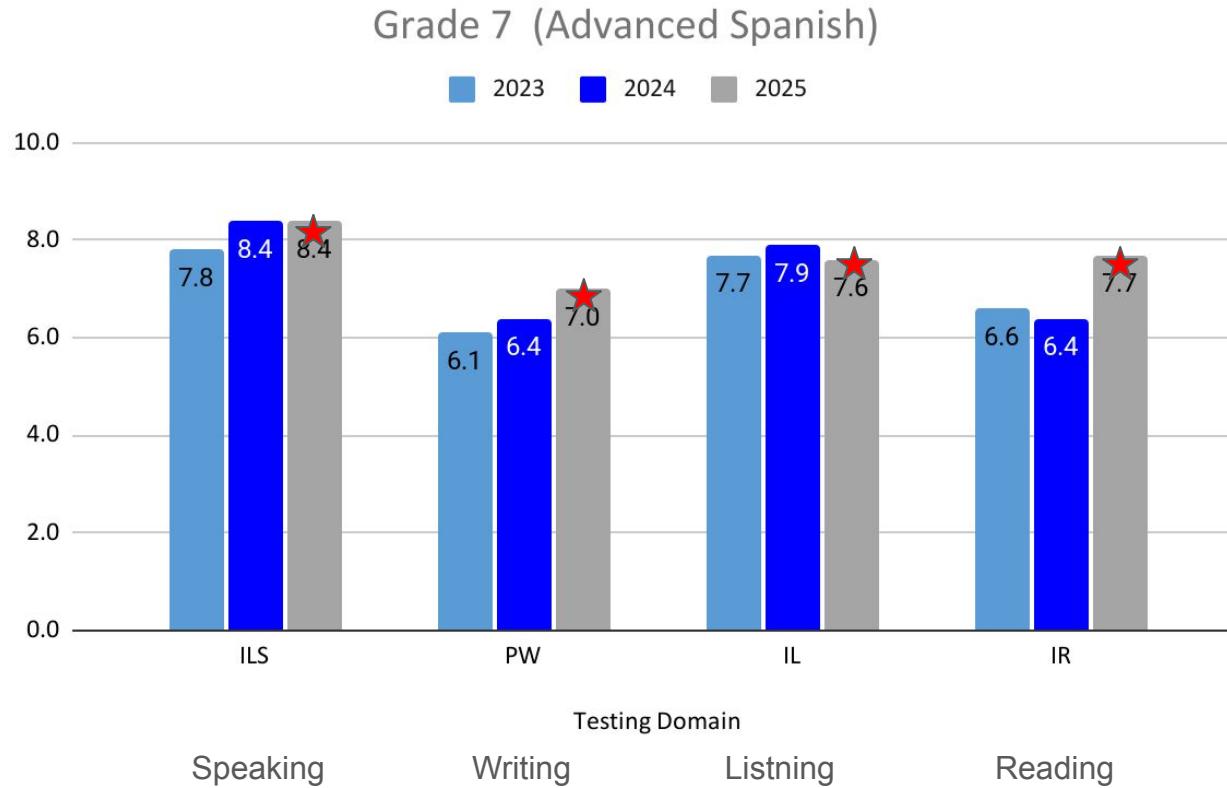


AAPPL - Grade 6





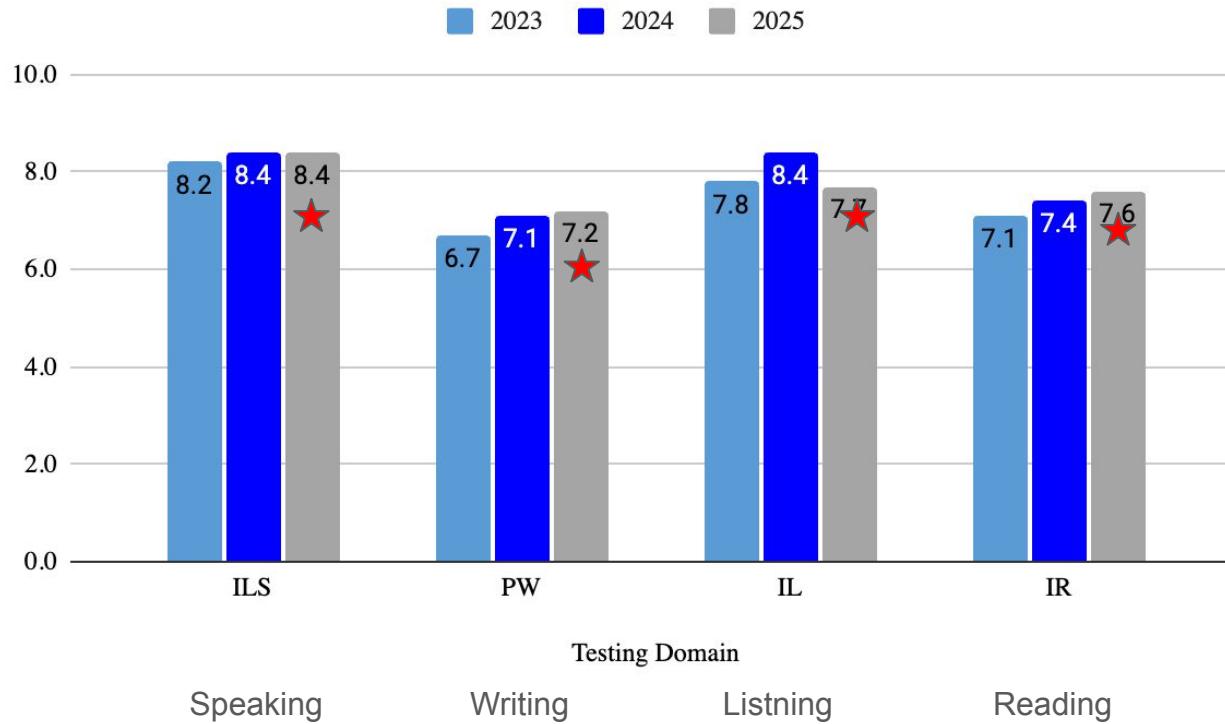
AAPPL - Grade 7





AAPPL - Grade 8

Grade 8 (Advanced Spanish)



LMS Students

- 52 Leman students received a score of I-5 or higher on all 4 tests already.
- 79 Leman students received a score of I-5 or higher on 3 out of 4 tests.
- Last year, 73 students have received the Seal of Biliteracy at West Chicago Community High School. 56 students were former D33 students (77%).

ACTFL PROFICIENCY GUIDELINES	ACTFL PERFORMANCE SCALE	AAPL PERFORMANCE SCORE	FORM
Advanced Low	Advanced	A-1	
Intermediate High		I-5	
Intermediate Mid		I-4	
Intermediate Mid		I-3	
Intermediate Mid		I-2	
Intermediate Low		I-1	
Novice High	Intermediate	N-4	A and E
Novice Mid		N-3	B
Novice Mid		N-2	
Novice Low	Novice	N-1	



THANK YOU.
Questions?

WE'RE ALL IN.

All of us. *All for them.*



AAPPL Interpretive Reading (Sample)

Select the picture that matches the Spanish text.

Nuestra ciudad tiene hermosos lugares para relajarse, jugar o hacer ejercicio. Los colores cambian durante cada estación.

Nuestra ciudad es grande. Hay muchos negocios aquí y mucho espacio destinado a oficinas.

Nuestros barrios son limpios, cómodos y, a la vez, económicos. Usted puede encontrar el lugar perfecto para vivir.

Nuestra ciudad tiene muchas cosas divertidas para hacer aquí. La gente nunca se aburre.



AAPPL Interpretive Reading (Sample)

Read the text and answer the questions.

Casi un 1/3 de todos los residentes de la Argentina vive en la capital, Buenos Aires, o en sus alrededores. Sin embargo, muchas de esas personas no son dueños de propiedades ni las alquilan y no tienen vivienda oficial. El problema se relaciona con el hecho de que la tierra se está volviendo cada vez más cara y el gobierno no regula la compra ni la venta de ésta.

El problema ha empeorado debido a las grandes comunidades con acceso controlado que se construyen en las afueras de Buenos Aires. Estas contienen casas de fin de semana para ricos. Sin embargo, usan mucha tierra y están haciendo que la tierra a su alrededor sea demasiado cara para la gente sin recursos. Como resultado, la gente se muda a casas no oficiales de baja calidad que están abarrotadas de gente y que no tienen los servicios básicos.

Ese problema no tiene solución inmediata. Hay organizaciones caritativas que tratan de resolver el problema. Una alternativa es darle a la gente pequeños lotes de tierra y prestarle dinero para construir casas modestas en ellos. Ellos forman cooperativas para instalar los servicios básicos tales como alcantarillado y electricidad. Aunque tienen éxito, el trabajo de tales grupos se puede hacer sólo a pequeña escala.

I. What is a major cause of the housing crisis in Buenos Aires?

A third of all Buenos Airesans owe more than the value of their home.

The government will not issue enough building permits.

The government does not regulate the sale of real estate.

Too many homes were built that are unaffordable.



AAPPL Interpretive Listening (Sample)

Marie Elena's Home

Click on the button to hear the answer. Then select the picture that answers the question.

I. What kind of home does Marie Elena live in?

▷ Play



AAPPL Presentational Writing (Sample)

TOPIC: Things To Do

Write an e-mail in which you list things to do or places to go in your town.



The form consists of a large, empty text input area with a blue header bar. The header bar contains three icons: a document icon, a list icon, and a table icon. The main input area is a large, empty white box with a thin gray border.