

WYOMING FOREIGN LANGUAGES CONTENT AND PERFORMANCE STANDARDS

INTRODUCTION

“The ability to communicate effectively with people across languages and cultures is a critical skill in the 21st century.” (The Essentials of World Languages, Grades K-12, 2007) Global literacy includes the skills and knowledge to be able to communicate with others. In today’s world, students are globally connected and must be prepared for encounters with people from other cultures. The ability to communicate effectively in a language other than English is called “proficiency” and is marked by the students’ ability to use another language and to have appropriate understanding of other cultures. The Wyoming foreign language standards indicate the essential learning that students must master to achieve proficiency in a language other than English.

Mission:

All students will be able to use a language other than English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate effectively in a global world.

Vision: An education in foreign language fosters a population that:

- Communicates linguistically and culturally in more than one language at a level of language proficiency to function in a variety of situations and settings.
- Participates effectively in a global world.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

RATIONALE

Philosophy and Goals:

The Wyoming foreign language standards and benchmarks are grounded in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States and internationally, as well as examining the latest research and best practices on second-language acquisition. The revised foreign language standards are meant to be inclusive for all languages taught in Wyoming schools, including Native American Languages and American Sign Language (ASL).

Revised Standards:

The foreign language standards lay the foundation for creating local curricula and related assessments. Changes that led to the revised standards are:

- The Wyoming foreign language content standards, adopted from the five National Standards (Communication, Culture, Communities, Connections and Comparisons) have been reorganized into three standards that focus on the three modes of communication: Interpersonal, Interpretive and Presentational. The four other national standard areas (Culture, Communities, Connections and Comparisons) are now woven into the three communication standards.
- Foreign language content is both linguistic and cultural. It includes personal, social, and inter-disciplinary topics. Both linguistic and cultural content statements have been added to benchmarks to provide a culturally authentic context for the proficiency descriptive levels.
- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. For example, a student may perform at the Novice-High level in speaking and the Intermediate-Low level in reading.
- These standards promote college, career readiness, and global awareness. The 21st century themes identified in the *Partnership for 21st Century Skills Framework* are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age and developmental appropriateness, as well as on proficiency level.

- The *Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects* contains four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the National Standards for Learning Languages by the Communication standards (Interpersonal, Interpretive, and Presentational) and the level of proficiency demonstrated. In addition, the standards of the other four areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college, career, and world-ready.

Foreign Languages Standards:

The reorganization of the previous two standards into three revised standards reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.



The NAEP graphic illustrates the overarching goal of language instruction is the development of students’ **communicative skills** (the central “C” of five Cs in the graphic is for “communication”). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition to developing linguistic proficiency, a meaningful context for language must be established. The four Cs in the outer ring of the graphic (**Cultures, Connections, Comparisons, and Communities**) provide this meaningful context for language learning. These contexts stress (1) the integration of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four Cs serve as the basis for instructional activities and are fully embedded within the foreign language communication objectives.

Wyoming Foreign Languages Standards:

In the **Interpretive Mode** of communication, (**Standard 1**) students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines”.

In the **Interpersonal Mode** of communication, (**Standard 2**) students engage in direct spoken and/or written communication with others. This communication should mimic spontaneous and real-world interactions. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or email messages.

In the **Presentational Mode** of communication, (**Standard 3**) students present, orally and/or in writing, information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Language Proficiency Levels:

Unlike other Wyoming Content Standards areas, the foreign language standards are benchmarked by proficiency levels rather than grade levels. Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (Interpersonal, Interpretive, or Presentational). The proficiency levels were derived from the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998) and the *ACTFL Proficiency Guidelines—Speaking, Writing, Listening, and Reading* (ACTFL, 2012). The levels are outlined in the following proficiency statements:

The **Novice Level** Communicator is limited to using memorized vocabulary in highly predictable/practiced situations.

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, discuss interdisciplinary topics studied, and handle simple transactions related to everyday life.

The **Intermediate Level** Communicator is able to create with the language for basic survival needs: asking and answering simple questions, and dealing with situations or transactions.

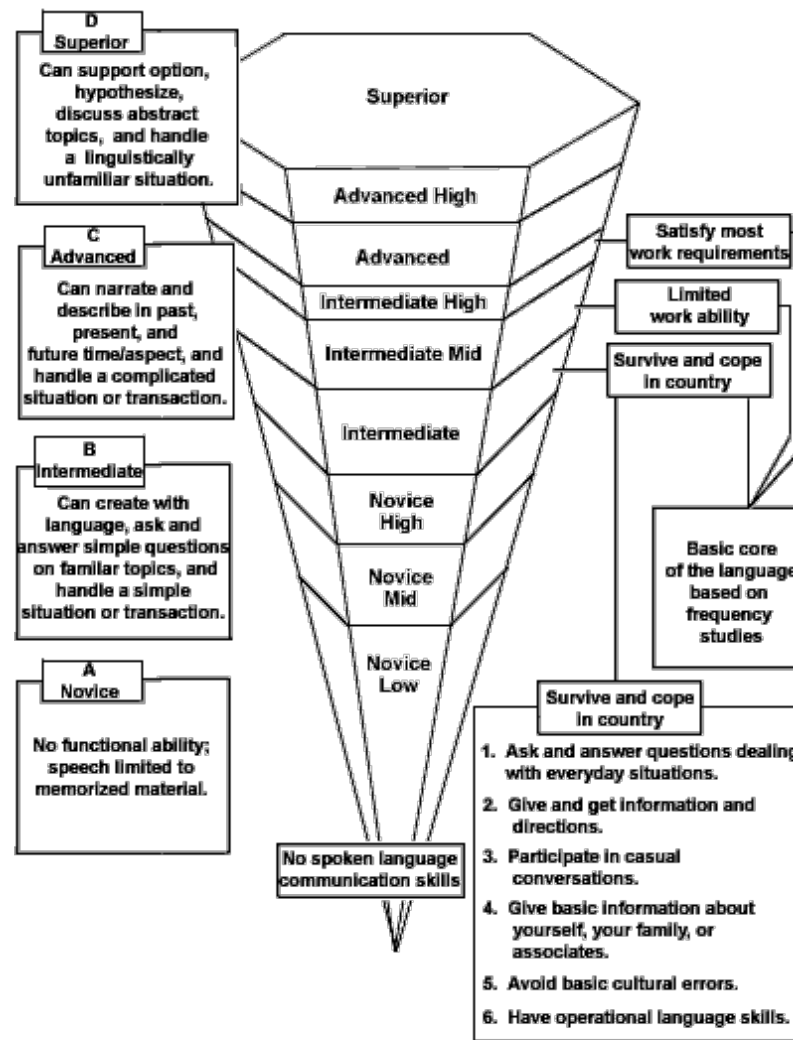
- ****Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, discuss inter-disciplinary topics studied, and handle uncomplicated transactions related to everyday life.
- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, discuss inter-disciplinary topics studied, and handle slightly complicated transactions related to everyday life.
- **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.

The **Advanced Level** Communicator can narrate and describe across time frames with increasing accuracy, engaging in more sophisticated interactions.

- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

****The Wyoming State definition of proficient student performance is Intermediate-Low. This proficiency level was chosen as the expectation of language learners to show they have operational language skills. Students at this level possess the basic language skills necessary to function in real life situations and daily interactions.**

The above proficiency level guidelines are for all foreign languages taught in the state of Wyoming. Students of American Sign Language and Native American Languages will also be responsible for meeting these same standards, but exceptions will be allowed pertaining to written assessments as neither language group contains a written language. As written languages are developed and recognized in the Native American communities, these students will be required to meet the written performance assessments.



This pyramid, created by Dr. Helene Curtain, shows the increase in time necessary to obtain a higher level of performance. As the pyramid denotes, it takes more hours of instruction to get from “advanced” to “superior” than it does to move from a “novice” level of proficiency to an “intermediate” level, hence the reason for an inverted pyramid

The following sections are designed to highlight the differences between the 2008 and 2013 Wyoming Foreign Language Standards.

Standards

2008 Wyoming Foreign Language Content and Performance Standards	2013 Wyoming Foreign Language Content and Performance Standards
<p>Two Standards:</p> <ol style="list-style-type: none"> 1. Communication 2. Culture 	<p>Three Standards that focus on the three modes of communication:</p> <ol style="list-style-type: none"> 1. Interpretive Mode 2. Interpersonal Mode 3. Presentational Mode
<p>Benchmarks: specify what students are expected to know and be able to do at the end of each of the benchmark grade levels (4, 8, and 11)</p>	<p>Benchmarks: specify what students are expected to do within each standard.</p>
	<p>Performance Guidelines: specify how well students demonstrate language ability at various points along the language learning continuum:</p>
<p>Performance Level Descriptors:</p> <ol style="list-style-type: none"> 1. Below Basic 2. Basic 3. Proficient 4. Advanced 	<p>Proficiency Levels:</p> <ol style="list-style-type: none"> 1. Novice-Mid 2. Novice-High 3. Intermediate-Low (Proficient) 4. Intermediate-Mid 5. Intermediate-High 6. Advanced-Low

Coding

2008 Wyoming Foreign Language Content and Performance Standards	2013 Wyoming Foreign Language Content and Performance Standards
<p>Grade-span and individual grade-specific benchmarks are identified by their content area, grade, standard number and benchmark number.</p> <p>Example: FL2.1.1</p> <p>Foreign Language, Grade 2, Standard 1, Benchmark 1</p>	<p>Benchmarks are set at the Proficient (Intermediate –Low) level for each standard. Performance guidelines are provided to guide educators as students move through different levels of proficiency.</p> <p>Example: FL1.IL.1</p> <p>Foreign Language, Standard 1, Intermediate-Low, Benchmark 1</p>

Performance Level Descriptors

2008 Wyoming Foreign Language Content and Performance Standards	2013 Wyoming Foreign Language Content and Performance Standards
Proficient: Grade 11	Proficient (Intermediate-Low)
<p>In order to understand and be understood in the worldwide community, eleventh grade students who perform at the proficient level communicate in a limited way in a language other than English. They depend upon memorized vocabulary, non-verbal cues, and a cooperative communication partner to perform tasks such as providing and obtaining simple information for personal use, acquiring goods and services, and expressing opinions and needs. They demonstrate awareness that other cultures have different cultural products, practices, and perspectives.</p>	<p>The Intermediate level communicator is able to create with the language for basic survival needs: asking and answering simple questions and dealing with situations or transactions. Intermediate-Low level students communicate using simple sentences to ask and answer questions, discuss inter-disciplinary topics studied, and handle uncomplicated transactions related to everyday life.</p>

Content Area	Foreign Languages		
Standard I	Interpretive: All students will be able to use a foreign language other than English to understand and interpret spoken and written language, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Proficiency Level	Code	Benchmarks	Performance Guidelines
Intermediate Low		<p>1. Student will perform at Intermediate Low level while listening to a culturally authentic audio source.</p> <p>2. Student will perform at Intermediate Low level while viewing a culturally authentic audio-visual source.</p> <p>3. Student will perform at Intermediate Low level while reading culturally authentic printed material.</p>	<p>In culturally authentic audio, audio-visual and print materials, students will:</p> <ul style="list-style-type: none"> • identify the main idea, theme, and supporting details • compare and contrast ideas and messages of the target culture to one’s own culture • infer the meaning of some highly contextualized, unfamiliar words

Interpretive Performance Guidelines

Code	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
FL1.IL.1	<p>In culturally authentic audio materials, students will:</p> <ul style="list-style-type: none"> • recognize familiar words and phrases • demonstrate comprehension of simple requests, directions and messages contained 	<p>In culturally authentic audio materials, students will:</p> <ul style="list-style-type: none"> • recognize familiar words and phrases • demonstrate comprehension of simple conversations and messages • identify the main idea and infer the meaning of some highly contextualized, unfamiliar words 	<p>In culturally authentic audio materials, students will:</p> <ul style="list-style-type: none"> • identify the main idea, theme, and most supporting details • compare and contrast ideas and messages of the target culture to one’s own culture • infer the meaning of some new, unfamiliar words 	<p>In culturally authentic audio materials, students will:</p> <ul style="list-style-type: none"> • analyze information • paraphrase the main idea • compare and contrast elements • infer meaning of some unfamiliar words 	<p>In culturally authentic audio materials, students will:</p> <ul style="list-style-type: none"> • critique and synthesize information and ideas in a variety of formats • identify most supporting details • infer meaning of new, contextualized words and phrase • identify some cultural perspectives and interpret the author’s intent 	<p>In culturally authentic audio materials, students will:</p> <ul style="list-style-type: none"> • demonstrate comprehension of language and nuances of culture • analyze and synthesize text • identify and analyze intent and supporting details • infer meaning of some unfamiliar words and phrases • identify some cultural perspectives

Code	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
FL1.IL.2	<p>In culturally authentic audio-visual materials, students will:</p> <ul style="list-style-type: none"> recognize familiar words and phrases demonstrate comprehension of simple requests, directions and messages contained 	<p>In culturally authentic audio-visual materials, students will:</p> <ul style="list-style-type: none"> recognize familiar words and phrases demonstrate comprehension of simple conversations and messages identify the main idea and infer the meaning of some highly contextualized, unfamiliar words 	<p>In culturally authentic audio-visual materials, students will:</p> <ul style="list-style-type: none"> identify the main idea, theme, and most supporting details compare and contrast ideas and messages of the target culture to one's own culture infer the meaning of some new, unfamiliar words 	<p>In culturally authentic audio-visual materials, students will:</p> <ul style="list-style-type: none"> analyze information paraphrase the main idea compare and contrast elements infer meaning of some unfamiliar words 	<p>In culturally authentic audio-visual materials, students will:</p> <ul style="list-style-type: none"> critique and synthesize information and ideas in a variety of formats identify most supporting details infer meaning of new, contextualized words and phrase identify some cultural perspectives and interpret the author's intent 	<p>In culturally authentic audio-visual materials, students will:</p> <ul style="list-style-type: none"> demonstrate comprehension of language and nuances of culture analyze and synthesize text identify and analyze intent and supporting details infer meaning of some unfamiliar words and phrases identify some cultural perspectives

Code	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
FL1.IL.3	<p>In culturally authentic print materials, students will:</p> <ul style="list-style-type: none"> recognize familiar words and phrases demonstrate comprehension of simple requests, directions and messages contained 	<p>In culturally authentic print materials, students will:</p> <ul style="list-style-type: none"> recognize familiar words and phrases demonstrate comprehension of simple conversations and messages identify the main idea and infer the meaning of some highly contextualized, unfamiliar words 	<p>In culturally authentic print materials, students will:</p> <ul style="list-style-type: none"> identify the main idea, theme, and most supporting details compare and contrast ideas and messages of the target culture to one's own culture infer the meaning of some new, unfamiliar words 	<p>In culturally authentic print materials, students will:</p> <ul style="list-style-type: none"> analyze information paraphrase the main idea compare and contrast elements infer meaning of some unfamiliar words 	<p>In culturally authentic print materials, students will:</p> <ul style="list-style-type: none"> critique and synthesize information and ideas in a variety of formats identify most supporting details infer meaning of new, contextualized words and phrase identify some cultural perspectives and interpret the author's intent 	<p>In culturally authentic print materials, students will:</p> <ul style="list-style-type: none"> demonstrate comprehension of language and nuances of culture analyze and synthesize text identify and analyze intent and supporting details infer meaning of some unfamiliar words and phrases identify some cultural perspectives

Content Area	Foreign Languages		
Standard II	Interpersonal: All students will be able to use a foreign language other than English to negotiate meaning through the spoken or written exchange of information, concepts, and ideas, while gaining an understanding of the relationships among the products, practices, and perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Proficiency Level	Code	Benchmarks	Performance Guidelines
Intermediate Low	FL2.IL1	1. Student will perform at Intermediate Low level in spoken communication (2 way)	Students use unrehearsed, simple sentences independently to: <ul style="list-style-type: none"> • ask and respond to questions • express needs • give and follow a series of spoken commands • ask for and give permission • request, suggest, and make arrangements • express and support opinions and preferences • make requests and arrangements • extend, accept and decline an invitation • exchange information • initiate, sustain and close conversations related to familiar topics while using some culturally appropriate vocabulary, idiomatic expressions and gestures from the target culture
	FL2.IL2	2. Student will perform at Intermediate Low level in written communication (2 way)	

Interpersonal Performance Guidelines

Code	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
FL2.IL.1	<p>Students use memorized words, phrases, and short sentences in spoken communication to:</p> <ul style="list-style-type: none"> ask and respond to simple questions state needs make requests express preferences exchange information give and follow simple spoken commands related to familiar topics while using some culturally appropriate gestures and intonation 	<p>Students use words, lists, memorized phrases, and simple sentences in spoken communication to:</p> <ul style="list-style-type: none"> initiate, maintain and end a conversation ask and respond to questions make requests express needs express and support opinions and preferences give and follow a series of spoken commands ask for and give permission request, suggest, and make arrangements extend, accept, and decline an invitation related to familiar topics while using some culturally appropriate gestures and intonation 	<p>Students use simple sentences independently in spoken communication to:</p> <ul style="list-style-type: none"> ask and respond to questions express needs give and follow a series of spoken commands ask for and give permission request, suggest, and make arrangements express and support opinions and preferences make requests and arrangements extend, accept and decline an invitation exchange information initiate, sustain and close conversations related to familiar topics while using some culturally appropriate vocabulary, idiomatic expressions and gestures from the target culture 	<p>Students use strings of sentences in spoken communication to initiate, maintain, and end short conversations by:</p> <ul style="list-style-type: none"> asking and responding to questions expressing needs giving and supporting opinions asking for and giving permission making requests and arrangements extending, accepting, and declining an invitation related to familiar and some unfamiliar topics while using some culturally appropriate vocabulary, idiomatic expressions and gestures from the target culture 	<p>Students participate in extended conversations using connected sentences and paragraphs in spoken communication to:</p> <ul style="list-style-type: none"> narrate and describe across a wide-range of topics both familiar and unfamiliar compare and contrast offer and support opinions persuade someone's point of view make and change plans offer advice handle a situation with a complication give, respond to, and ask for clarification using variety of time frames while using culturally appropriate vocabulary, idiomatic expressions and gestures from the target culture 	<p>Students use paragraph-level discourse in spoken communication to:</p> <ul style="list-style-type: none"> narrate and describe across a wide-range of topics infer meaning of unfamiliar words in new contexts compare and contrast infer meaning of unfamiliar words offer and support opinions persuade a point of view make and change plans offer advice and handle a situation with a complication give, respond to, and ask for clarification on detailed and complex spoken and written directions, commands and requests using a variety of time frames while using culturally appropriate vocabulary, idiomatic expressions and gestures from the target culture

Code	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
FL2.IL.2	<p>Students use memorized words, phrases, and short sentences in written communication to:</p> <ul style="list-style-type: none"> ask and respond to simple questions state needs make requests express preferences exchange information give and follow directions related to familiar topics while using some culturally appropriate language 	<p>Students use words, lists, memorized phrases, and simple sentences in written communication to:</p> <ul style="list-style-type: none"> initiate, maintain and end a conversation ask and respond to questions make requests express needs express and support opinions and preferences give and follow instructions ask for and give permission request, suggest, and make arrangements extend, accept, and decline an invitation related to familiar topics while using some culturally appropriate language 	<p>Students use simple sentences independently in written communication to:</p> <ul style="list-style-type: none"> ask and respond to questions express needs give and follow a series of written commands ask for and give permission request, suggest, and make arrangements express and support opinions and preferences make requests and arrangements extend, accept and decline an invitation exchange information initiate, sustain and close conversations related to familiar topics while using some culturally appropriate vocabulary and idiomatic expressions 	<p>Students use strings of sentences in written communication to initiate, maintain, and end short conversations by:</p> <ul style="list-style-type: none"> asking and responding to questions expressing needs giving and supporting opinions asking for and giving permission making requests and arrangements extending, accepting, and declining an invitation related to familiar and some unfamiliar topics while using some culturally appropriate vocabulary, and idiomatic expressions 	<p>Students participate in extended conversations using connected sentences and paragraphs in written communication to:</p> <ul style="list-style-type: none"> narrate and describe across a wide-range of topics both familiar and unfamiliar compare and contrast offer and support opinions persuade someone's point of view make and change plans offer advice handle a situation with a complication give, respond to, and ask for clarification using variety of time frames while using culturally appropriate vocabulary and idiomatic expressions 	<p>Students use paragraph-level discourse in written communication to:</p> <ul style="list-style-type: none"> narrate and describe across a wide-range of topics infer meaning of unfamiliar words in new contexts compare and contrast infer meaning of unfamiliar words offer and support opinions persuade a point of view make and change plans offer advice and handle a situation with a complication give, respond to, and ask for clarification on detailed and complex written directions, commands and requests using a variety of time frames while using culturally appropriate vocabulary and idiomatic expressions from the target culture

Content Area	Foreign Languages		
Standard III	Presentational: All students will be able to use a foreign language other than English to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Proficiency Level	Code	Benchmarks	Performance Guidelines
Intermediate Low	FL3.IL.1 FL3.IL.2	1. Students will present at the Intermediate Low level in a spoken presentation. 2. Students will present at the Intermediate Low level in a written presentation.	Students use simple sentences, repetitive structures, culturally appropriate vocabulary and a few idiomatic expressions to: <ul style="list-style-type: none"> • produce brief, creative presentations on familiar topics • retell or summarize information • describe and narrate *While using reference tools during the editing process.

Presentational Performance Guidelines

Code	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
FL3.IL.1	<p>To create a spoken presentation, students will</p> <ul style="list-style-type: none"> • use basic information at the word and memorized-phrase level 	<p>To create a spoken presentation, students will:</p> <ul style="list-style-type: none"> • recombine basic information at the word and simple sentence level on familiar topics 	<p>To create a spoken presentation, students will:</p> <ul style="list-style-type: none"> • use simple sentences and repetitive structures on a variety of familiar topics 	<p>To create a spoken presentation, students will:</p> <ul style="list-style-type: none"> • use strings of sentences by combining and recombining simple facts and ideas on known topics 	<p>To create a spoken presentation, students will:</p> <ul style="list-style-type: none"> • use connected sentences and paragraphs to narrate and describe in different time frames when speaking about everyday events and situations 	<p>To create a spoken presentation, students will:</p> <ul style="list-style-type: none"> • use paragraph-length discourse to report, narrate and describe in different time frames when speaking about a variety of events and situations

Code	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
FL3.IL.2	<p>To create a written presentation, students will:</p> <ul style="list-style-type: none"> • use basic information at the word and memorized-phrase level 	<p>To create a written presentation, students will:</p> <ul style="list-style-type: none"> • recombine basic information at the word and simple sentence level on familiar topics 	<p>To create a written presentation, students will:</p> <ul style="list-style-type: none"> • use simple sentences and repetitive structures on a variety of familiar topics 	<p>To create a written presentation, students will:</p> <ul style="list-style-type: none"> • use strings of sentences by combining and recombining simple facts and ideas on known topics 	<p>To create a written presentation, students will:</p> <ul style="list-style-type: none"> • use connected sentences and paragraphs to narrate and describe in different time frames when writing about everyday events and situations 	<p>To create a written presentation, students will:</p> <ul style="list-style-type: none"> • use paragraph-length discourse to report, narrate and describe in different time frames when writing about a variety of events and situations

Glossary

Assessment: Tasks that evoke demonstration of knowledge and skills in ways that they are applied in the real world. Assessment looks for what students can do, rather than what they cannot.

Benchmark: A level of performance, or outcome against which students will be measured.

Culturally authentic material: Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language. Culturally authentic materials are intended for the target language from the target language and are not teacher produced.

Interpersonal Communication: Direct spoken or written communication with others with opportunities for negotiation (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Interpretive Communication: Spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Author or speaker is not available for communication.

Mode: Language modes place the primary emphasis on the purpose of communication and the context in which it happens, rather than on any one skill in isolation.

Presentational Communication: Presentations are given through spoken and/or written communications about information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Learners have opportunities to research, edit, and revise product to present a polished final spoken or written presentational task. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency: The level of communicative competence. It refers to what an individual is able to do with language in all skill areas. Levels are based in part on the Interagency Language Rater (ILR) and are comparable to the Common European Framework Reference (CEFR)

Skills: The four basic language skills are listening, speaking, reading, and writing. These skills are related to each other by the mode of communication (spoken or written) and the direction of communication (receptive or productive).

References

The foreign languages standards revision committee used a variety of resources representing a broad range of perspectives to inform its work. Those references include:

- ACTFL (American Council on the Teaching of Foreign languages) (<http://actfl.org/i4a/pages/index.cfm?pageid=1>)
 - ACTFL Performance Guidelines for K-12 Learners 1998 (<http://www.actfl.org/i4a/pages/index.cfm?pageid=3327>)
 - ACTFL Proficiency Guidelines – Speaking, Writing, Listening, and Reading (http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)
 - Alignment of the National Standards for Learning Languages with the Common Core State Standards (http://actfl.org/files/Aligning_CCSS_Language_Standards_v6.pdf)
- New Jersey World Languages Standards (<http://www.nj.gov/education/cccs/standards/7/>)
- National Standards in Foreign Language Education Project, 2006
- “The Essentials of World Languages K-12: Effective Curriculum, Instruction, and Assessment (Priorities in Practice) by Janis Jensen, Paul Sandrock, and John Franklin
- “Standards for Foreign Language learning in the 21st Century” by National Standards in Foreign Language Education Project Staff
- Partnership for 21st Century Skill Framework (<http://www.p21.org/overview/skills-framework>)

- Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects (<http://www.corestandards.org/the-standards/english-language-arts-standards>)
- 2004 National Association of Educational Progress (NAEP) in foreign languages (<http://www.nagb.org/publications/frameworks/FinalFrameworkPrePubEdition1.pdf>)
- Interagency Language Roundtable (<http://www.govtilr.org/>)
- “Common European Framework of Reference: Learning, Teaching, Assessment” (CEFR) (http://www.coe.int/t/DG4/Portfolio/?M=/main_pages/levels.html)