



Proposed 2024 World Languages & Cultures

Wyoming Content & Performance Standards (WYCPS) with Performance Level Descriptors (PLDs)

Effective - xx, 2025

To be Fully Implemented in Districts by the Beginning of School Year 2028-29

Rationale:

The Wyoming World Language (WL) Standards are grounded in [The World-Readiness Standards for Learning Languages](#) (2015) and [The ACTFL Performance Descriptors for Language Learners](#). The World Language Standards are meant to be inclusive of all languages taught in Wyoming schools, including Native American Languages and American Sign Language (ASL). The Wyoming World Language Content and Performance Standards (WYCPS) are adapted from the five goal areas from the national standards (Communication, Culture, Communities, Connections, and Comparisons), and reorganized into two domains that focus on the three modes of communication: Interpersonal, Interpretive, and Presentational.

Wyoming statute (21-9-101(g)) mandates that all school districts "provide instruction in world languages to students in Kindergarten through grade 2..." This means in grades K-2, instruction must be provided to all students annually. The K-2 World Language Standards require exposure to world languages and cultures and are intended to be accessible to any classroom teacher. The standards for grades 3-12 are designed to reflect the learning expected of Level 1 learners at the conclusion of one year of instruction. Performance Level Descriptors for learners beyond one year of study may be developed at the district level, according to the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines.

Senate Enrolled Act 47 of the 2022 Wyoming Legislature created a Wyoming Seal of Biliteracy and Wyoming Seal of Biliteracy with Advanced Distinction. Students who meet these requirements have attained functional proficiency in two or more languages, including English; defined as intermediate-mid proficiency according to the ACTFL proficiency benchmarks to earn the Wyoming Seal of Biliteracy and intermediate high for the Wyoming Seal of Biliteracy with Advanced Distinction. The WL standards are a starting place for students aiming for this functional proficiency. Districts may develop a sequence of learning to support student's acquisition from these level 1 standards toward the goal of functional proficiency.

Organization of the Standards:

Standard Code = Grade.Content Area.Domain & Standard#

Key: K-2.WL.1.1 = Grades K-2. World Language . Domain 1 . Standard 1

The State Board of Education designated the expectations for World Languages & Cultures as seen in the table below. All students in grades K-2 are expected to have annual learning on the Content Standards. All students in grades 3-12 who elect to take courses aligned to the WL WYCPS must be instructed on the Content Standards and assessed on the Performance Standards through the District's Assessment System. The terms found in this table are further defined below.

Gr.	Math	Science	Health & Safety	PE	Fine & Performing Arts	Computer Science	World Languages & Cultures
K-2	Content & Performance Standards	Content Standards	Content Standards	Content Standards	Content Standards	Content Standards	Content Standards
3-5	Content & Performance Standards	Content & Performance Standards	Content Standards	Content Standards	Content Standards	Content Standards	Content & Performance Standards Elective
6-8	Content & Performance Standards	Content & Performance Standards	Content Standards	Content Standards	Content & Performance Standards Elective	Content & Performance Standards Elective	
9-12	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards Elective	Content & Performance Standards Elective	

Content Standards:

Content Standards define the content knowledge and skills students are expected to know and be able to do by the end of the grade band. They are built foundationally and then in learning progressions. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered. In this standards document, you will find these are broken out into grade bands (K-2) and (3-12). Schools have local control on how to map out the curriculum across these grade bands, with the exception of the K-2 grade band, in which instruction is expected annually.

Performance Level Descriptors (PLDs):

Performance Level Descriptors (PLDs) describe the performance expectations of students for each of the four (4) performance level categories: Advanced, Proficient, Basic, and Below Basic. These are a description of what students within each performance level are expected to know and be able to do.

Performance Standards:

Performance Standards are the standards all students are expected to learn and be assessed on through the district assessment system by the end of the grade band. They specify the specific degree of understanding or demonstration of the knowledge and/or skills at the proficient level. As such, they employ clear action verbs and describe “how good is good enough.”

Districts and teachers are expected to give students multiple opportunities to demonstrate proficiency on the Performance Standards through the District Assessment System (DAS) and provide appropriate supports for student success. In the secondary level, only students electing to take a course aligned to these standards need to be assessed in the DAS.

Elective:

Elective means all students must be offered the opportunity to take content area instruction within the indicated grade level or grade band. Districts may choose how to offer elective coursework, but all Content and Performance Standards must be included in a series of courses or the educational program. For this content area, the standards in grades 3-12 are deemed elective.

Resources/References:

[ACTFL Connects](#)

Grade K-2 World Languages & Cultures Content Standards

Communication - Communicate effectively in a language other than English in order to function in a variety of situations and for multiple purposes.

K-2.WL.1.1 Interpretive Communication: Students understand what is heard, viewed, or read through exposure to a variety of topics, in a language other than English.

Cultures - Develop and expand cultural competence and understanding.

K-2.WL.1.2 Concept of Culture: Students investigate and explore concepts of world cultures through a variety of opportunities.

K-2.WL.1.3 Connections and Comparisons: Students make comparisons and connections between their own culture and other world cultures through a variety of opportunities.

Grade 3-12 World Languages & Cultures Content Standards

Communication - Communicate effectively in a language other than English in order to function in a variety of situations and for multiple purposes.

3-12.WL.1.1 Interpersonal Communication: Students interact in spoken, signed, or written conversations, in a language other than English.

The Advanced student communicates in spontaneous spoken, signed, or written conversations on familiar topics, using simple sentences and some original questions most of the time.

The Proficient student communicates in spontaneous spoken, signed, or written conversations on familiar topics, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

The Basic student communicates in spontaneous spoken, signed, or written conversations on very familiar topics, using practiced or memorized words and phrases.

The Below Basic student does not meet the Basic level.

3-12.WL.1.2 Interpretive Communication: Students understand what is heard, viewed, or read, in a language other than English.

The Advanced student identifies the topic and some isolated facts or elements from simple sentences in texts that are spoken, signed, or written.

The Proficient student identifies some basic information in familiar contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, signed, or written.

The Basic student identifies memorized or very familiar words when they are supported by gestures or visuals in texts that are spoken, signed, or written.

The Below Basic student does not meet the Basic level.

3-12.WL.1.3 Presentational Communication: Students present information and ideas in spoken, signed, or written form, in a language other than English.

The Advanced student presents information on familiar topics with simple sentences most of the time through spoken, signed, or written language.

The Proficient student presents information on familiar topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, signed, or written language.

The Basic student information on very familiar topics using practiced or memorized words or phrases, with the help of gestures or visuals through spoken, signed, or written language.

The Below Basic student does not meet the Basic level.

Cultures - Develop and expand cultural competence and insight for effective interaction in social, academic, or career-related contexts.

3-12.WL.2.1 Cultures and Comparisons: Students use level-appropriate language to explore the relationships between the creations, behaviors, and viewpoints of the target cultures and compare them with their own.

The Advanced student identifies and explains the creations, behaviors, and viewpoints of the target cultures and compares them with their own.

The Proficient student identifies and compares the creations, behaviors, and viewpoints of the target cultures with their own

The Basic student identifies the creations, behaviors, and viewpoints of the target cultures.

The Below Basic student does not meet the Basic level.

3-12.WL.2.2 Interdisciplinary Connections: Students use the diverse perspectives gained from their study of language and culture to connect with other disciplines.

The Advanced student recognizes and explains diverse and distinctive viewpoints from the target cultures and connects them with other disciplines.

The Proficient student The proficient student recognizes diverse and distinctive viewpoints from the target cultures and connects them with other disciplines.

The Basic student recognizes diverse and distinctive viewpoints from the target cultures and connects them with other disciplines with support.

The Below Basic student does not meet the Basic level.