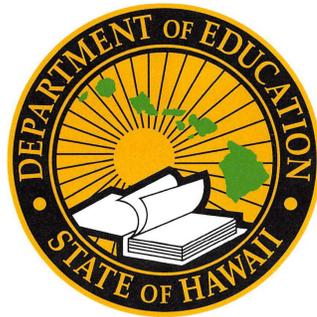# Hawai'i World-Readiness Standards for Learning Languages

Hawai'i State Department of Education
Office of Curriculum and Instructional Design
Curriculum Innovation Branch
Standards Support Team
World Languages Program
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Acknowledgment

On March 5, 2022, the Hawaiʻi State Board of Education approved the adoption of the Hawaiʻi World-Readiness Standards for Learning Languages. The standards document was created based on input, recommendations, and feedback by Hawaiʻi world languages educators, stakeholders, and community members. Mahalo to everyone for their time and support.

Mahalo to the following educators for volunteering their time and participating in the work group and review group as part of the standards adoption process:

Introduction

What is World Languages Education?

The Hawaiʻi State Department of Education (Department)'s World Languages program focuses on the teaching and learning of languages other than English and the cultures the languages represent. The program's vision is that all students will communicate and demonstrate cultural competence in at least two languages, with one of the languages being the language of instruction at the school. Hawaiʻi schools offer World Languages programs for a range of languages, including the indigenous language of our islands and languages that are spoken, written, and signed. Graduating seniors at Hawaiʻi public and charter schools can apply for the Hawaiʻi State Seal of Biliteracy (Board Policy 105-15). The Hawaiʻi State Seal of Biliteracy is awarded upon graduation to students who demonstrate an Intermediate Mid or higher proficiency level in the state's two official languages of ʻōlelo Hawaiʻi and English, or in one of the two official languages and at least one additional language.

ʻŌlelo Hawaiʻi is the indigenous language of Hawaiʻi. In addition, at least 130 languages are spoken across the islands (Research and Economic Analysis Division, 2016). Moving from Hawaiʻi to the national context, the United States is home to more than 350 languages (Commission on Language Learning, 2017). As our local and global communities become increasingly diverse and connected, proficiency in languages in addition to English is critical for social, political, and economic development and effective collaboration in the twenty-first century (British Academy, American Academy of Arts and Sciences, Australian Academy of the Humanities, Academy of the Social Sciences in Australia, and The Royal Society of Canada, 2020). Research shows that acquiring a second language is linked to many positive outcomes, such as improved learning in other subject areas and heightened cognitive ability (e.g., Collier and Thomas, 2014; Garcia, 2008; Jensen, Sandrock, and Franklin, 2007). As second language learners develop cultural competence through language studies, they can gain a greater sense of empathy, appreciation and acceptance of diversity, understanding of diverse points of view, and marketability in career endeavors.

With a focus on the future, a mindset that values all cultures and languages, and an asset-based perspective toward language proficiencies, the Department strives to strengthen and innovate with World Languages programs for all language learners, whether they are new learners or heritage speakers of the target language, from early to upper grades.

Hawaiʻi World-Readiness Standards for Learning Languages (HI WRSLL)

The HI WRSLL provides a framework for schools to plan and deliver language instruction that is standards-based, proficiency-based, and designed for students to develop language proficiency through an extended period of study. It is aligned to the national standards and is a synthesis of current research in second language acquisition and best practices in proficiency-based language instruction.

What are the national standards?
- There are five goals in the national World-Readiness Standards for Learning Languages (Standards Collaborative Board, 2015): Communication, Cultures, Connections, Comparisons, and Communities. Together, these goals are commonly referred to as the Five Cs. The national standards allow more flexibility on how schools can support students with reaching the appropriate language proficiency targets. Each standard includes sample indicators of what students can do with the target language at their targeted proficiency ranges and levels.
- The Can-Do Statements, developed by the National Council of State Supervisors for Languages (NCSSFL) and ACTFL in 2017, provide the performance indicators for each of the three modes of communication in the national standards. The NCSSFL-ACTFL Can-Do statements articulate how learners progress across proficiency ranges for Interpretive, Interpersonal, and Presentational Communication.

How does the HI WRSLL align with the national standards and the NCSSFL-ACTFL Can-Do Statements?
- The HI WRSLL incorporates the Five Cs and corresponding standards from the national standards, with permission from ACTFL.
- Communication and Cultures goals: the performance indicators across the proficiency ranges for each standard came from the NCSSFL-ACTFL Can-Do Statements, with minor stylistic edits applied to clarify student performance and select content from the national standards added where appropriate. These performance indicators belong to the Department and are adapted from the NCSSFL-ACTFL Can-Do Statements.
- Connections, Comparisons, and Communities goals: the sample indicators for each standard came from the national standards, with permission from ACTFL.

The following documents were consulted as part of the standards review process:
- National World-Readiness Standards for Learning Languages (Standards Collaborative Board, 2015)
- NCSSFL-ACTFL Can-Do statements (NCSSFL and ACTFL, 2017)
- ACTFL Proficiency Guidelines (2012)
- ACTFL Performance Descriptors for Language Learners (2015)

- Joint Statement on the Importance of Languages in Global Context: An International Call to Action (British Academy, American Academy of Arts and Sciences, Australian Academy of the Humanities, Academy of the Social Sciences in Australia, and The Royal Society of Canada, 2020)
- America's Languages: Investing in Language Education for the 21st Century (Commission on Language Learning, 2017)
- World Languages standards from the following states: Delaware (2016), Ohio (2020), and Wisconsin (2019)

Language Proficiency

Language proficiency is the ability of a person to use culturally-appropriate language to communicate spontaneously in non-rehearsed contexts. It also refers to the degree of skill with which a person can use the target language to interpret, express, and negotiate meaning in real-life situations.

ACTFL distinguishes between five major levels of proficiency (Novice, Intermediate, Advanced, Superior, and Distinguished). The Novice, Intermediate, and Advanced levels are further divided into Low, Mid, and High sublevels. An inverted pyramid represents the 11 levels and sublevels of proficiency:
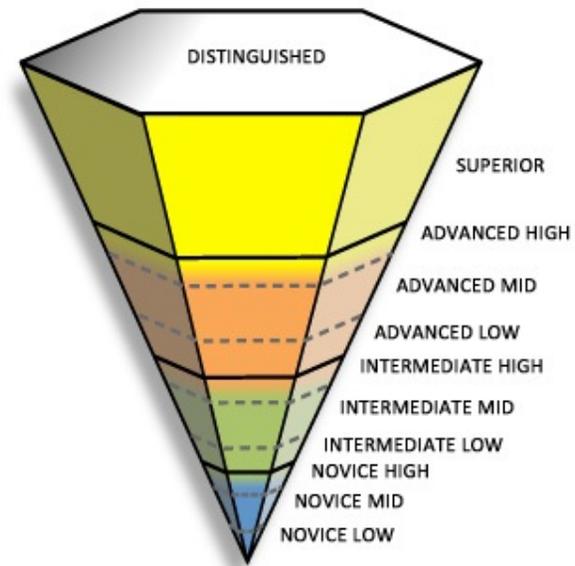
Source: ACTFL Proficiency Guidelines 2012;
used with permission from ACTFL

Proficiency Targets

For the Department's K-12 World Languages program, proficiency targets are identified at specific points in time during the K-12 language study (e.g., course) across the modes of communication. The proficiency targets are based on research on second language acquisition and input from stakeholders.

There are three sets of proficiency targets:
- A set for languages with alphabetic writing (e.g., French, German, Ilokano, Italian, Latin, 'Ōlelo Hawai'i, Portuguese, Sāmoan, Spanish, Tagalog).
- A set for languages with non-alphabetic writing (e.g., Arabic, Japanese, Korean, Mandarin Chinese, Russian).
- A set for signed languages (e.g., American Sign Language).

The proficiency target for each mode of communication establishes the minimum level for students to strive for upon completion of the course. These targets are intended to be used by teachers to guide instruction and inform assessment for the course levels. Based on the proficiency targets for their courses, teachers refer to the appropriate indicators from the HI WRSLL and use the backward design model (see ACTFL, Plan with Backward Design) to inform instruction and assessment.

When using these targets, it is important to keep in mind that different learners develop language proficiency at different rates due to a variety of factors.

Please visit https://bit.ly/ProficiencyTargetsHIWRSLL to view the proficiency targets.

Language Performance

Language performance is the ability to use a language in a limited and controlled situation such as a classroom or controlled situation-based exchange. The ACTFL Performance Descriptors for Language Learners are designed to describe language performance that is the result of explicit instruction in an instructional setting. A companion to the ACTFL Proficiency Guidelines, a document that describes broad, general language proficiency regardless of when, where, or how language is acquired, the ACTFL Performance Descriptors for Language Learners provide more detailed and more granular information about language learners. Please visit https://www.actfl.org/resources/actfl-performance-descriptors-language-learners to access the ACTFL Performance Descriptors document.

In recognition of the Common European Framework of Reference for Language (CEFR) being the other major framework for world languages instruction and assessment, an alignment of language proficiency scales between the ACTFL assessments and the CEFR ratings is illustrated below. For more information, please refer to ACTFL's *Assigning CEFR Ratings to ACTFL assessments*: https://www.actfl.org/sites/default/files/reports/Assigning_CEFR_Ratings_To_ACTFL_Assessments.pdf

ONE-DIRECTIONAL ALIGNMENT: Receptive Skills – Reading and Listening		ONE-DIRECTIONAL ALIGNMENT: Productive Skills – Speaking and Writing	
Rating on ACTFL Assessment (LPT, RPT or L&Rcat)	Corresponding CEFR Rating	Rating on ACTFL Assessment (OPI, OPIc or WPT)	Corresponding CEFR Rating
Distinguished	C2		
Superior	C1.2	Superior	C2
Advanced High	C1.1	Advanced High	C1
Advanced Mid	B2	Advanced Mid	B2.2
Advanced Low	B1.2	Advanced Low	B2.1
Intermediate High	B1.1	Intermediate High	B1.2
Intermediate Mid	A2	Intermediate Mid	B1.1
Intermediate Low	A1.2	Intermediate Low	A2
Novice High	A1.1	Novice High	A1
Novice Mid	0	Novice Mid	0
Novice Low	0	Novice Low	0
0	0	0	0

Source: *Assigning CEFR Ratings to ACTFL assessments*
used with permission from ACTFL

Frequently Asked Questions

1. **What is Communicative Language Teaching?**
   Communicative Language Teaching (CLT) is an approach to language instruction that focuses on teaching language for communication and proficiency. VanPatten (2017) defined communication as "the expression, interpretation, and sometimes negotiation of meaning in a given context. What is more, communication is also purposeful." (p. 3). For details about CLT key principles, please visit the Department's Learning Design Resource for World Languages: https://learningdesign.hawaiipublicschools.org/standards-based-content/world-languages

2. **What is Comprehensible Input?**
   Input is what learners hear, read, view, and process for meaning in a communicative context. Stephen Krashen's Input Hypothesis (1982) states that learners progress in their language knowledge and acquisition when they receive and comprehend input that is slightly more advanced than their current level. Krashen called this level of input comprehensible input, or "i+1", where "i" is the learner's current level and "+1" is the next stage of language acquisition. Comprehensible Input (CI) is language input that is a little beyond a student's current proficiency level but is understandable through a variety of effective strategies based on the meaning and purpose of communication. Translation to the students' first language is not CI. CI is essential for language acquisition. With repeated engagement and careful processing and noticing, part of the input will be available as output over time.

3. **To what extent are teachers and students expected to use the target language in the classroom?**
   Research studies have shown that second language acquisition happens when learners 1) receive large quantities of CI; 2) make meaning with others in the target language; and 3) use the target language to create their own messages after engaging with large amounts of CI for meaning-making and purposeful communication (ACTFL, n.d.). Therefore, teachers and students should aim to use the target language for 90% or more of the classroom time.

4. **What role do the standards play in the classroom?**
   The World Languages standards provide a framework for instruction by defining what students should know and be able to do with the target language and culture. Per Board Policy 102-3 Statewide Content and Performance Standards, the Board of Education shall adopt statewide content and performance standards that specify what students in all public schools, including charter schools, must know and be able to do. The Department of Education shall implement statewide content and performance standards approved by the Board of Education. Schools shall articulate and align their curricular, assessment, and instructional program—by grade level, subject area, courses, and/or other appropriate units—with the applicable

statewide content and performance standards and evaluate the effectiveness of their efforts to help all students attain the standards.

5. **Should teachers expect students to master each proficiency level?**

   Second language acquisition is a continuum. Therefore, "mastery" of the target language is impossible while learners go through the process. Teachers can redefine the concept of "mastery" as the demonstration of the target proficiency level and range for the course of study in various contexts. Teachers can use the standards to guide learners in reaching the proficiency targets of the level/course. Once the proficiency targets are reached, teachers can use the standards to guide the learners to move to the next level.

6. **When should teachers expect students to reach each proficiency level?**

   Learners often reach the levels within a proficiency range at different rates for each mode of communication and each language skill. The difference could be influenced by various factors, including the characteristics of the target language, learners' experiences with the target language, learners' first language and literacy background, motivation, frequency of instruction, length of instructional sequence, and quality of instructional strategies. Time is a critical component for students to develop language performance and reach proficiency targets. Time on task refers to the time spent engaged in active and meaningful communication in the target language by both the teacher and the students. The chart below illustrates the influence of time on task on language performance, as well as reasonable outcomes expected of students who begin language instruction at various points in the K-16 spectrum.
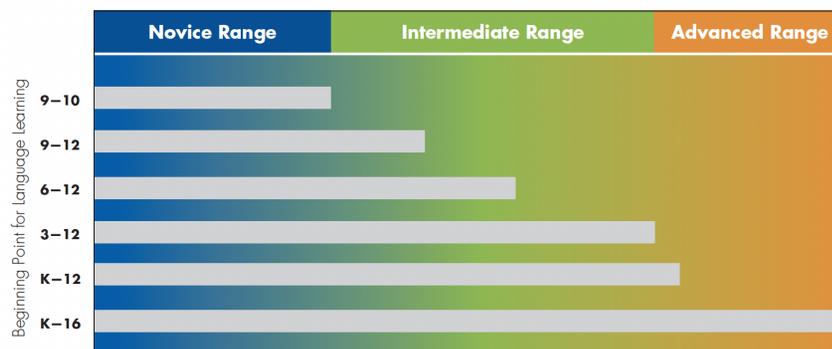
Source: ACTFL Performance Descriptors for Language Learners;
used with permission from ACTFL

The standards include proficiency targets across the three modes of communication at specific points in time during the language study. The targets take into account the characteristics of the target language and instructional hours. They represent the minimum level for learners to strive for upon completion of the specific level/course.

7. **What is the difference between language learning and language acquisition?**
   According to Krashen (1982), the difference between language learning and language acquisition is as follows:
   - Language acquisition is an implicit and unconscious process that focuses on communication and meaningful interaction in the target language.
   - Language learning is an explicit and conscious process that focuses on direct instruction of the target language.

8. **What is the role of grammar in World Languages instruction?**
   A guiding principle for World Languages instruction is to teach grammar as a concept in context:
   > "Grammar should be addressed within meaningful communicative contexts as one element of language proficiency. Instead of focusing on grammar rules and diagramming sentences, teachers should guide students to understand how grammar functions. Students learn how to use the form rather than memorized conjugations that may not be applicable across contexts." (ACTFL, n.d.)

   > Any focus on form (grammar) should come from the input provided to learners and help learners make meaning of the input (VanPatten, 2017).

9. **What is the difference between language performance and language proficiency?**
   Language performance is the ability to use a language in a limited and controlled situation such as a classroom or controlled situation-based exchange. Language proficiency is the ability of a person to use culturally appropriate language to communicate spontaneously in non-rehearsed contexts. It also refers to the degree of skill with which a person can use the target language to interpret, express, and negotiate meaning in real-life situations. In the World Languages classroom, students use the target language to perform tasks and grow language proficiency. For more information, please refer to ACTFL's detailed comparison between the two connected concepts:
   https://drive.google.com/file/d/145rTlU9H9QkJs7T3giuv8we42n0m_M8b/view?usp=sharing

10. What should teachers do when learners make errors in the target language?
Making errors in target language use is a natural part of second language acquisition. When a learner makes an error, the teacher should consider both contextual and learner factors (Glisan and Donato, 2017) to determine whether corrective feedback is needed:
- Contextual Factors:
  - Does the error interfere with the learners' intended meaning?
  - Is the error the linguistic target of the lesson?
  - Is the error one that is being made frequently by many learners in the class?

  If the answer to any of the above questions is "yes," corrective feedback might be useful. The teacher should then consider Learner Factors.
- Learner Factors:
  - Would the learner benefit from receiving corrective feedback? Is the learner developmentally ready for the corrective feedback?
  - Is the individual learner open to receiving corrective feedback?
  - Does the learner appear to be confused and in need of corrective feedback to make meaning and/or clear up the misunderstanding?
  - Does the learner appear to want corrective feedback assistance from the teacher?

  If the answer to any of the above questions is "yes," then providing corrective feedback would be justified.

11. How do teachers use the standards to create vertical alignment between courses and within a program?
The standards provide cumulative performance descriptors across the proficiency continuum, starting at the beginning proficiency range and building towards the more advanced ranges. Complexes and schools should use the standards and proficiency targets to determine the final proficiency goals of their World Languages programs. Once the final proficiency goals of the program have been determined, the goals for the previous levels/years can be backward aligned from the highest to the lowest.

12. Do the standards tell teachers how to modify instruction for diverse learners?
While the standards do not include modifications to support diverse learners, the alignment to proficiency levels creates a framework for teachers to design instruction for learners performing at wide proficiency ranges, including heritage learners who might have stronger listening and speaking skills and weaker reading and writing skills across the three modes of communication. Teachers can use the standards to design and implement pre-assessments to determine learners' levels at

the beginning of the course. The levels can serve as starting points to design instruction and modifications to meet the needs of the learners.

13. How do authentic resources, textbooks, and teacher-created materials fit into the standards?
The standards do not define how teachers should teach or the specific instructional materials they should use. A variety of materials and strategies should be incorporated into the learning experiences to guide learners in reaching the proficiency targets of the level/course. Authentic resources, textbooks, and teacher-created materials are instructional tools to build proficiency in the target language. Exposure to a variety of authentic resources that are appropriate for learners' levels is essential to building cultural knowledge and intercultural communication and should start in the Novice range.

14. When is it appropriate to use the school's language of instruction (English or ʻŌlelo Hawaiʻi) with learners?
The use of the school's language of instruction is appropriate for the following situations: some interpretive comprehension tasks (listening, reading, video texts) to check for overall comprehension; complicated task instructions; instructions on assessments; and emergency situations. (Glisan, 2015)

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HI WRSLL: Standards Organization

(Source: World-Readiness Standards for Learning Languages; with modifications for the HI WRSLL)

Anchor Goal	Standards
COMMUNICATION: Learners communicate effectively in the target language in order to function in a variety of situations and for multiple purposes.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Presentational Communication: 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.
Supporting Goals	**Supporting Standards**
CULTURES: Learners interact with cultural competence and understanding.	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
CONNECTIONS: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS: Learners develop insight into the nature of language and culture in order to interact with cultural competence.	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES: Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Standards Components and Definitions

- **Goals**: The desired results of language instruction; the overarching knowledge and skills, content, and context that drive instruction. The goals of the HI WRSLL are Communication, Cultures, Connections, Comparisons, and Communities. They are interconnected with the following distinctions:
  - The Communication goal is the **anchor goal**. The corresponding three standards of Interpretive Communication, Interpersonal Communication, and Presentational Communication are the **anchor standards**. The anchor goal and standards provide the foundation for language acquisition and proficiency. They address the foundational language knowledge and skills for communication and should be addressed in every World Languages unit and lesson.
  - The Cultures, Connections, Comparisons, and Communities goals and standards are the **supporting goals and standards** that provide context to teach and use the target language for communicative purposes. These supporting goals and standards serve as the vehicle for providing comprehensible input, engaging in interactions, and presenting content in the target languages. Select goal(s) and standard(s) are incorporated into a unit and lesson based on the communicative targets and desired outcomes. Where appropriate, the supporting standards should be incorporated into multiple units/lessons in integrated ways throughout the school year.
- **Standards**: Descriptions of knowledge and abilities that all students should acquire as they progress through the language sequence for the goals.
- **Performance Indicators**: Descriptions of what students can do consistently in the target language over time, as a result of instruction, to meet the Communications and Cultures standards. The indicators describe language performance at the Novice, Intermediate, and Advanced sublevels and the Superior level. They inform instructional design and support students in charting progress toward meeting their language learning and acquisition goals.
- **Sample Indicators**: Examples of observable student outcomes in meeting the Connections, Comparisons, and Communities standards for the Novice, Intermediate, and Advanced proficiency ranges. An outline of what learners can do to demonstrate the knowledge and skills of that Standard using the language and how they can perform using the language. The sample

indicators are intended to provide examples of observable student outcomes and are not intended as a checklist to address each standard.

The goals for using the HI WRSLL to plan for World Languages instruction are as follows:
1. ***The anchor goal and standards are present in each unit and lesson to frame the focused language knowledge and skills for communication.***
2. ***One or more of the supporting goals and standards are present in each unit (and lesson where appropriate) to provide content or context for communication.***

Teachers will **use the target language** to engage students in all standards.

Standards Format At-a-Glance

The following visual illustrates how the standards are structured with the standards components:

Goal: Communication

Learners communicate effectively in the target language in order to function in a variety of situations and for multiple purposes

Standard: Interpretive Communication (INT C) - Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of top

INT C	Novice Range Performance Indicators			Intermediate Range Performan	
	Novice Low (NL) learners can...	**Novice Mid (NM) learners can...**	**Novice High (NH) learners can...**	**Intermediate Low (IL) learners can...**	**Intermediate Mid (I learners can...**
Understa Inter A and Tex	fy memorized or familiar s or characters when they supported by gestures or v als in informational and fictional texts that are spoken/signed/written.	Identify some basic facts from memorized words/characters and phrases when they are supported by gestures or visuals in informational and fictional texts that are spoken/signed/written.	Identify the topic and some isolated facts from simple sentences in informational and short fictional texts that are spoken/signed/written.	Identify the topic and related information from simple sentences in short informational and short fictional texts that are spoken/signed/written.	Identify the main idea ar key information from sir sentences in short straightforward informat and fictional texts that a spoken/signed/written.

Performance Indicators or Sample Indicators Across Proficiency Ranges

Goal: Communication

Learners communicate effectively in the target language in order to function in a variety of situations and for multiple purposes.

Standard: Interpretive Communication (INT C) - Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

INT C	Novice Range Performance Indicators			Intermediate Range Performance Indicators		
	Novice Low (NL) learners can...	**Novice Mid (NM) learners can...**	**Novice High (NH) learners can...**	**Intermediate Low (IL) learners can...**	**Intermediate Mid (IM) learners can...**	**Intermediate High (IH) learners can...**
Understand, Interpret, and Analyze Informational and Fictional Texts	Identify memorized or familiar words or characters when they are supported by gestures or visuals in informational and fictional texts that are spoken/signed/written.	Identify some basic facts from memorized words/characters and phrases when they are supported by gestures or visuals in informational and fictional texts that are spoken/signed/written.	Identify the topic and some isolated facts from simple sentences in informational and short fictional texts that are spoken/signed/written.	Identify the topic and related information from simple sentences in short informational and short fictional texts that are spoken/signed/written.	Identify the main idea and key information from simple sentences in short straightforward informational and fictional texts that are spoken/signed/written.	Usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts that are spoken/signed/written. Usually follow the main story and actions expressed in various time frames in paragraph length fictional texts that are spoken/signed/written.
Understand, Interpret, and Analyze Conversations Between Other People	Understand memorized or familiar words or characters when they are supported by gestures or visuals in oral/signed/written conversations.	Identify some basic facts from memorized words/characters and phrases when they are supported by gestures or visuals in oral/signed/written conversations.	Understand familiar questions and statements from simple sentences in oral/signed/written conversations.	Identify the main idea in short oral/signed/written conversations.	Identify the main idea and key information in short straightforward oral/signed/written conversations.	Usually understand the main idea and flow of events expressed in various time frames in oral/signed/written conversations and discussions. Sometimes understand situations with complicating factors communicated orally/via signing.

INT C	Advanced Range Performance Indicators			Superior Range Performance Indicators
	Advanced Low (AL) learners can...	Advanced Mid (AM) learners can...	Advanced High (AH) learners can...	Superior (S) learners can...
Understand, Interpret, and Analyze Informational and Fictional Texts	Identify the underlying message and some supporting details across major time frames in descriptive informational texts that are spoken/signed/written. Follow the main story and some supporting detail across major time frames in fictional oral/signed/printed texts.	Understand the underlying message and most supporting details across major time frames in descriptive informational texts that are spoken/signed/written, including texts on topics outside their field of interest. Follow the main story and most supporting detail across major time frames in fictional texts that are spoken/signed/written.	Follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts that are spoken/signed/written. Follow the flow of ideas and some nuances from different viewpoints in most fictional texts that are spoken/signed/written.	Follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational and fictional texts that are spoken/signed/written.
Understand, Interpret, and Analyze Conversations Between Other People	Understand the main message and some supporting details across major time frames in oral/signed/written conversations and discussions.	Understand the main message and most supporting details across major time frames in oral/signed/written conversations and discussions.	Follow the flow of ideas and some nuances from different viewpoints in oral/signed/written conversations and discussions.	Follow abstract, complex, and unfamiliar topics in extended oral/signed/written conversations and discussions involving multiple speakers. Understand implications and inferences in oral/signed/written discussions or presentations.

Standard: Interpersonal Communication (IPS C) - Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

IPS C	Novice Range Performance Indicators			Intermediate Range Performance Indicators		
	Novice Low (NL) learners can...	**Novice Mid (NM) learners can...**	**Novice High (NH) learners can...**	**Intermediate Low (IL) learners can...**	**Intermediate Mid (IM) learners can...**	**Intermediate High (IH) learners can...**
Exchange Information and Ideas in Conversations	Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
Meet Needs or Address Situations in Conversations	Express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	Express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	Interact with others to meet their basic needs related to routine everyday activities, using simple sentences and questions most of the time.	Interact with others to meet their basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	Interact with others to meet their needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	Interact with others to meet their needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
Express, React to, and Support Preferences and Opinions in Conversations	Express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	Express their own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	Exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	Explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

IPS C	Advanced Range Performance Indicators			Superior Range Performance Indicators
	Advanced Low (AL) learners can...	Advanced Mid (AM) learners can...	Advanced High (AH) learners can...	Superior (S) learners can...
Exchange Information and Ideas in Conversations	Exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.	Maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.	Discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.	Discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.
Meet Needs or Address Situations in Conversations	Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.	Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.	Interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.	Interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.
Express, React to, and Support Preferences and Opinions in Conversations	Maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.	Maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.	Discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.	Discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically.

Standard: Presentational Communication (P C) - 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.

P C	Novice Range Performance Indicators			Intermediate Range Performance Indicators		
	Novice Low (NL) learners can...	**Novice Mid (NM) learners can...**	**Novice High (NH) learners can...**	**Intermediate Low (IL) learners can...**	**Intermediate Mid (IM) learners can...**	**Intermediate High (IH) learners can...**
Present Information to Narrate About Their Life, Experiences, and Events	Introduce themselves using practiced or memorized words/characters/signs and phrases, with the help of gestures or visuals.	Present information about themselves, their interests and their activities using a mixture of practiced or memorized words/characters/signs, phrases and simple sentences.	Present personal information about their lives and activities, using simple sentences most of the time.	Present personal information about their lives, activities and events, using simple sentences.	Tell a story about their lives, activities, events and other social experiences, using sentences and series of connected sentences.	Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
Present Information to Give a Preference, Opinion, or Persuasive Argument	Express their likes and dislikes using practiced or memorized words/characters/signs and phrases, with the help of gestures or visuals.	Express their likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words/characters/signs, phrases and simple sentences.	Express their preferences on familiar and everyday topics of interest, using simple sentences most of the time.	Express their preferences on familiar and everyday topics of interest and explain why they feel that way, using simple sentences.	State their viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	State their viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
Present Information to Inform, Describe, or Explain	Name very familiar people, places, and objects using practiced or memorized words/characters/signs and phrases, with the help of gestures or visuals.	Present on very familiar and everyday topics using a mixture of practiced or memorized words/characters/signs, phrases and simple sentences.	Present information about familiar and everyday topics using simple sentences most of the time.	Present on familiar and everyday topics, using simple sentences.	Give straightforward presentations and reports on a variety of familiar topics and some concrete topics they have researched, using sentences and series of connected sentences.	Give detailed presentations on a variety of familiar topics and some concrete topics they have researched, using a few short paragraphs, often across various time frames.

P C	Advanced Range Performance Indicators			Superior Range Performance Indicators
	Advanced Low (AL) learners can...	Advanced Mid (AM) learners can...	Advanced High (AH) learners can...	Superior (S) learners can...
Present Information to Narrate About Their Life, Experiences, and Events	Tell stories about school and community events and personal experiences, using paragraphs across major time frames.	Tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.	Give complex detailed narrations beyond the concrete, using appropriate target language and culture conventions and often addressing abstract experiences or hypothetical issues	Present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues, using language appropriate for the audience.
Present Information to Give a Preference, Opinion, or Persuasive Argument	State a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.	Present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	Clearly and accurately present an argument with supporting evidence and using appropriate target language and culture conventions on complex concrete issues, and often deal with related issues hypothetically.	Deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise, using the mechanics and organizational style of the target language and culture appropriate for the audience.
Present Information to Inform, Describe, or Explain	Deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames	Deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	Deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, using appropriate target language and culture conventions and often dealing with related issues hypothetically.	Deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise, using language appropriate for the audience

Please refer to Appendix A for the sample indicators for the three Communication Standards. The sample indicators are taken from the national WRSLL document and provide examples of how students across the proficiency ranges use the target language to communicate in the classroom.

Goal: Cultures

Learners interact with cultural competence and understanding.

Standard: Relating Cultural Practices to Perspectives (CUL PRAC PERS) - Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

CUL PRAC PERS	Novice Range Performance Indicator Novice (N) learners can...	Intermediate Range Performance Indicator Intermediate (I) learners can...	Advanced Range Performance Indicators Advanced (A) learners can...	Superior Range Performance Indicators Superior (S) learners can...
Investigate, explain, and reflect on cultural practices and perspectives	Identify some typical practices related to familiar everyday life in their own and other cultures.	Compare practices related to everyday life and personal interests or studies in their own and other cultures.	Explain how a variety of practices within familiar and social situations are related to perspectives in their own and other cultures.	Analyze how practices within informal and formal situations are related to perspectives in their own and other cultures.

Standard: Relating Cultural Products to Perspectives (CUL PROD PERS) - Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CUL PROD PERS	Novice Range Performance Indicator Novice (N) learners can...	Intermediate Range Performance Indicator Intermediate (I) learners can...	Advanced Range Performance Indicators Advanced (A) learners can...	Superior Range Performance Indicators Superior (S) learners can...
Investigate, explain, and reflect on cultural products and perspectives	Identify some typical products related to familiar everyday life in their own and other cultures.	Compare products related to everyday life and personal interests or studies in their own and other cultures.	Explain how a variety of products of public and personal interests are related to perspectives in their own and other cultures.	Analyze how products of personal and public interest are related to perspectives in their own and other cultures.

Please refer to Appendix B for sample indicators for each standard across the proficiency ranges. The sample indicators are taken from the national WRSLL document and provide examples of how learners across the proficiency ranges use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of the target cultures.

Please refer to Appendix C for sample indicators for Intercultural Communication (ICC). ICC is the ability to interact effectively and appropriately with people from other language and cultural backgrounds. The sample indicators provide examples of the connection between the Communication and Cultures standards.

Goal: Connections

Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Standard: Making Connections (CONN) - Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

CONN	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...
Make Connections in Elementary Grades	Grades K-2: Identify and label items in the target language on charts and visuals used as instructional materials in other content areas, including weather, math facts, measurements, animals, musical instruments, or geographical formations. Grades 3-5: Draw and mark maps of their cities, states, and of countries where the target language is used with civic and geographic features studied in other classes. Use a website about the rainforest that was introduced in a science class to create a poster in the target language that highlights plants, animal life, and weather in the area. Read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends).	Grades 3-5: Share information in the target language about topics from other school subjects, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information. Use their knowledge of history to create timelines of historic events in the countries where the target language is spoken. Write original poems, stories, and plays using their understanding of the characteristics of these genres gained in English language arts. Use their knowledge of geography to create maps of countries where the target language is spoken.

CONN	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...	Advanced Range Sample Indicators Advanced (A) learners can...
Make Connections in Secondary Grades	Use mathematics skills to convert U.S. dollars to the currencies of other countries in order to understand prices of items such as clothing, tickets, and restaurant meals. Use mathematics skills to convert weights and measures from the American system to the metric system in order to understand distances, quantities of fruits and vegetables, etc. Use science knowledge and skills to record daily temperatures and weather in different locations around the world, giving reasons for temperatures based on location and time of year. Use knowledge from health and science classes to compare healthy-eating recommendations using food pyramids or the equivalents from different countries. Use skills from social studies and English language arts to present short biographical sketches of people from the past and present who have had a positive influence locally and/or globally.	Seek out articles or multimedia in the target language on topics being studied in other classes and enter notes on main ideas in a journal. Make oral or written presentations in the target language on topics being studied in other classes. Describe and compare key characteristics of counties where the target language is spoken. Report on and evaluate the effectiveness of efforts to care for the environment in countries where the target language is spoken. Maintain a blog comparing attitudes and reactions to current events of global importance in countries where the target language is spoken. Evaluate the role and importance of schooling for all children in countries where the target language is spoken. Use technology to present representative examples of contemporary culture (e.g., music, art, architecture) from countries where the target language is spoken. Research and compare how countries where the target language is spoken deal with water shortages. Research and report on contributions of the cultures that use the target language (e.g., Latin, Greek) to science, medicine, and government.	Write a critical analysis of a movie from a country where the target language is spoken. Use their knowledge of subjects taught in their schools to tutor English language learners whose first language is the target language. Use their knowledge of different forms of government to compare how leaders of countries where the target language is spoken are chosen or elected. Create an innovation/invention to improve the quality of life of people around the world. Write and produce an original play to highlight a challenge facing people in countries where the target language is spoken.

Standard: Acquiring Information and Diverse Perspectives (INFO DIV PERS): Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

INFO DIV PERS	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...
Acquire Information and Diverse Perspectives in Elementary Grades	Read, listen to, or talk about age-appropriate school content such as ecology, social studies, sciences, the arts, physical education, and health. Expand vocabulary for working with school content through illustrated visuals (e.g., planets, anatomy, timelines of historical periods, maps).	Grades 3-5: Use sources intended for same-age speakers of the target language to prepare presentations on familiar topics.

INFO DIV PERS	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...	Advanced Range Sample Indicators Advanced (A) learners can...
Acquire Information and Diverse Perspectives in Secondary Grades	Interpret the main idea(s) from infographics showing statistics such as numbers of endangered animals, changes in population of cities and countries, and popularity of various sports and leisure activities.

View video clips and identify ways that the people in the target cultures protect the environment on a daily basis.

Identify the main idea(s) of current events reported in the news on the Internet from countries that speak the target language.

View websites of schools in countries where the target language is spoken to identify courses, schedules, and special projects, and compare the information to their school's website. | Pull up a current event article or broadcast on the web in the target language and chart how it compares with the same event reported in the United States.

Research how a major figure from history, science, or the arts is described in the target language and use it to expand what they already know.

Access survey results about preferences related to daily life (e.g., music, leisure activities, movies) of people in countries where the target language is spoken and compare the results to preferences of people in their community.

View publicity for products sold in countries where the target language is spoken and compare the publicity to the way similar products are marketed in the United States.

Compare news articles on front pages of newspapers from countries where the target language is spoken.

Compare listings of houses for sale in countries where the target language is spoken in terms of what features are showcased, cost, size, and location. | Research an issue of global importance in order to provide insights from the perspective of a country or countries where the target language is spoken.

Read a piece of literature in the target language and analyze the universality of the message.

Prepare a virtual exhibit of artwork from a country where the target language is spoken, situating the contents historically, and explaining the importance of the artwork to the country of origin. |

Goal: Comparisons

Learners develop insight into the nature of language and culture in order to interact with cultural competence

Standard: Language Comparisons (L COMP) - Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

L COMP	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...
Compare Languages in Elementary Grades	Cite and use examples of words that are similar in the language they are learning and their native language, and they pose guesses about why languages in general might need to borrow words. Identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates when the context in which they see them suggests a misfit. Inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general. Grades 3-5: Observe and identify formal and informal forms of language in greetings and leave-takings. Report differences and similarities between the sound and writing systems of their own language and the language being learned.	Grades 3-5: Match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning. Identify words in the target language that have no translation in English and vice versa. Compare word order in the target language to English. Notice how different time frames are expressed in the target language.

L COMP	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...	Advanced Range Sample Indicators Advanced (A) learners can...
Compare Languages in Secondary Grades	Compare word order in items such as the date and placement of descriptors. Observe formal and informal forms of language in greetings and leave-takings and try out expressions of politeness in other languages and their own. Report differences and similarities between the sound and writing systems of their own language and the language being learned.	Hypothesize about the similarities of languages based on their awareness of cognates and similar idioms. Match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning. Compare how different time frames are expressed in the target language and their native language and describe the shades of meaning expressed by such differences.	Compare the choice and use of prepositions among languages. Recognize that cognates have the same as well as different meanings among languages and speculate about the evolution of language. Keep a journal of phrases and idioms that do not translate directly from one language to another. Analyze elements of the target language, such as time and tense, and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships. Report on the relationship between word order and meaning and hypothesize on how they may or may not reflect the ways in which cultures organize information and view the world. Compare the writing system of the target language and their own. They also examine other writing systems and report about the nature of those writing systems (e.g., logographic, syllabic, alphabetic).

Standard: Cultural Comparisons (CUL COMP) - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

CUL COMP	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...
Compare Cultures in Elementary Grades	Grades K-2: Appropriately use gestures used to greet friends, family, or new acquaintances. Compare and contrast tangible products (e.g., toys, sports, equipment, food) of the target cultures and their own. Grades 3-5: Compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits). Compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target cultures and their own.	Grades 3-5: Fill in a Venn diagram that compares sample daily activities in the target culture and their own. Speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) by analyzing selected practices from the target cultures and their own.

CUL COMP	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...	Advanced Range Sample Indicators Advanced (A) learners can...
Compare Cultures in Secondary Grades	Compare games, stories, songs, and rhymes from their childhood to those in the target cultures.

Compare daily routines in their culture and the target cultures.

Compare celebrations (e.g., birthdays, holidays) in the target cultures to their own.

Compare meal time in their culture and the target cultures.

Compare places in a city where the target language is spoken to places in the city where they live. | Hypothesize about the relationship between cultural perspectives and expressive products (eg., music, visual arts, forms of literature) by analyzing selected products from the target cultures and their own.

Compare and contrast the role and importance of family in the target cultures to their own.

Compare and contrast school schedules, course offerings, and attitudes toward school in the target cultures to their own.

Compare and contrast the role of social networking in the target culture and their own.

Compare and contrast career choices and preparation in the target cultures to their own.

Compare and contrast entertainment and leisure options in the target cultures and their own. | Compare and contrast the value placed on work and leisure time in the target cultures and their own.

Compare and contrast behaviors related to health and wellness in the target cultures and their own.

Compare and contrast attitudes toward youth and aging in the target cultures and their own.

Compare and contrast the importance placed on individual needs versus community/global needs in the target cultures and their own. |

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Goal: Communities

Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

Standard: School and Global Communities (S G COMM) - Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

S G COMM	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...
Use the Language in School and Global Communities in Elementary Grades	Write and illustrate short stories to present to others. Perform for school, campus, or community celebrations. Identify places that another language is used and attempt to interact with the language in some way (e.g., finding products in the language at a grocery store, attempting to speak to a community member in a library or restaurant). Grades 3-5: Access relationships with speakers of the language either in person or via texting, email, social media forums, or voice chats. Identify professions that require proficiency in another language. Conduct online research and report on a cultural event or a school topic.	Interact with members of the local community or with contacts made electronically to hear how they use the language in their various fields of work. Travel to museums to add to their understanding of aspects of the cultures they have studied. Grades 3-5: Participate in club activities that benefit the school or community.

S G COMM	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...	Advanced Range Sample Indicators Advanced (A) learners can...
Use the Language in School and Global Communities in Secondary Grades	Communicate on a personal level with speakers of the language in person or via email, video chats, instant messaging, and shared video clips. Identify professions which require proficiency in another language. Create imaginary situations to role play interactions that might take place in a community setting. Do WebQuests and report on a cultural event or a school topic.	Discuss their preferences in leisure activities and current events, in written form or orally, with peers. Discuss steps to becoming a professional in a field requiring the ability to communicate in the target language. Present information gained from a native speaker about a cultural event or a topic of interest. Use their knowledge of the target language to tutor English language learners who speak the target language. Discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language. Interact with members of the local community or with contacts made electronically to hear how they use the language in their various fields of work. Participate in language club activities which benefit the school or community. Write and illustrate stories to present to others. Perform for a school or community celebration. Travel to museums and re-enactments to add to their understanding of aspects of the cultures they have studied.	Communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concern. Participate in a career exploration or school-to-work project which requires proficiency in the language and culture. Use community resources to research a topic related to culture and/or language study. Design and organize a multimedia presentation about the language and culture to present to others. Participate in language club activities which benefit the school or community. Write and illustrate stories to present to others. Read, add information, and monitor edits on wikis in the target language. Provide service to the community by interpreting the target language at school, clinics, or daycare centers.

Standard: Lifelong Learning (LIFE LEARN) - Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

LIFE LEARN	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...
Use the Language for Enjoyment, Enrichment, and Advancement in Elementary Grades	Interpret materials and/or use media from the language and culture for enjoyment. Play sports or games from the culture. Exchange information about topics of personal interest. Plan real or imaginary travel. Attend or use media to view cultural events and social activities. Listen to music, sing songs, or play musical instruments from the target culture. Create can-do statements with the help of their teachers of what they want to communicate in the target language for each unit of instruction. Collect evidence showing that they have achieved the can-do statements for each unit.	Grades 3-5: Create can-do statements with the help of their teachers of what they want to communicate in the target language for each unit of instruction. Collect evidence showing that they have achieved the can-do statements for each unit. Consult various sources in the language to obtain information on topics of personal interest. Play sports or games from the culture. Exchange information around topics of personal interest. Use various media from the language and culture for entertainment. Attend or use media to view cultural events and social activities. Listen to music, sing songs, or play musical instruments from the target culture.

LIFE LEARN	Novice Range Sample Indicators Novice (N) learners can...	Intermediate Range Sample Indicators Intermediate (I) learners can...	Advanced Range Sample Indicators Advanced (A) learners can...
Use the Language for Enjoyment, Enrichment, and Advancement in Secondary Grades	Use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills. Collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction. Interpret materials and/or use media from the language and culture for enjoyment. Play sports or games from the culture. Exchange information about topics of personal interest. Plan real or imaginary travel. Attend or view media cultural events and social activities. Listen to music, sing songs, or play musical instruments from the target culture. Explore the Internet to find sites of personal interest where they can use the language they are learning to maintain and increase their communication skills.	Use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills. Collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction. Consult various sources in the language to obtain information on topics of personal interest. Play sports or games from the culture. Exchange information around topics of personal interest. Use various media from the language and culture for entertainment. Attend or use media to view cultural events and social activities. Listen to music, sing songs, or play musical instruments from the target culture. Explore the Internet to find sites of personal interest where they can use the language they are learning to maintain and increase their communication skills.	Use the NCSSFL-ACTFL Can-Do Global Benchmarks to set SMART goals (specific, measurable, attainable, relevant, and timebound) to monitor and reflect on their progress in communication skills. Collect evidence showing that they have achieved the SMART goals they have set for each unit of instruction. Consult various sources in the language to obtain information on topics of personal interest. Play sports or games from the culture. Read and/or use various media from the language and culture for entertainment or personal growth. Establish and/or maintain interpersonal relations with speakers of the language. Attend or use media to view cultural events and social activities. Listen to music, sing songs, or play musical instruments from the target culture. Explore the Internet to find sites of personal interest where they can use the language they are learning to maintain and increase their communication skills.

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All images downloaded from the Noun Project unless otherwise noted.

Appendix A: Sample Indicators for the Communication Standards (Standards Collaborative Board, 2015)

Interpretive Communication (INT C) - Listening

Novice Range			Intermediate Range		
Novice Low (NL) learners can...	**Novice Mid (NM) learners can...**	**Novice High (NH) learners can...**	**Intermediate Low (IL) learners can...**	**Intermediate Mid (IM) learners can...**	**Intermediate High (IH) learners can...**
Occasionally identify the sound of a character or a word. Occasionally understand isolated words that they have memorized, particularly when accompanied by gestures or pictures.	Understand a few courtesy phrases. Recognize and sometimes understand basic information in words and phrases that they have memorized. Recognize and sometimes understand words and phrases that they have learned for specific purposes.	Sometimes understand simple questions or statements on familiar topics. Understand simple information when presented with pictures and graphs. Sometimes understand the main topic of conversations that they overhear.	Understand the basic purpose of a message. Understand messages related to their basic needs. Understand questions and simple statements on everyday topics when they are part of the conversation.	Understand basic information in ads, announcements, and other simple recordings. Understand the main idea of what they listen to for personal enjoyment. Understand messages related to their everyday life.	Easily understand straightforward information or interactions. Understand a few details in ads, announcements, and other simple recordings. Sometimes understand situations with complicating factors.

Advanced Range			Superior Range
Advanced Low (AL) learners can...	**Advanced Mid (AM) learners can...**	**Advanced High (AH) learners can...**	**Superior (S) learners can...**
Understand descriptions and stories of events that have happened or will happen. Understand the main idea of popular genres.	Understand the main idea and many details of descriptions or interviews. Understand accounts of events. Understand directions and instructions on everyday tasks.	Easily understand detailed reports and exposés. Often understand various viewpoints in extended arguments. Understand discussions and presentations on many concrete and abstract topics.	Understand a variety of abstract and technical topics within their field of expertise. Understand discussions on various issues of general interest. Understand implications and inferences in discussions or presentations.

Interpretive Communication (INT C) - Reading

Novice Range			Intermediate Range		
Novice Low (NL) learners can...	**Novice Mid (NM) learners can...**	**Novice High (NH) learners can...**	**Intermediate Low (IL) learners can...**	**Intermediate Mid (IM) learners can...**	**Intermediate High (IH) learners can...**
Recognize a few letters or characters. Connect some words, phrases, or characters to their meanings.	Recognize words, phrases, and characters with the help of visuals. Recognize words, phrases, and characters when they associate them with things they already know.	Usually understand short simple messages on familiar topics. Sometimes understand short simple descriptions with the help of pictures or graphs. Sometimes understand the main idea of published materials. Understand simple everyday notices in public places on topics that are familiar to them.	Understand messages in which the writer tells or asks them about topics of personal interest. Identify some simple information needed on forms. Identify some information from news media.	Understand simple personal questions. Understand basic information in ads, announcements, and other simple texts. Understand the main idea of what they read for personal enjoyment. Read simple written exchanges between other people.	Understand accounts of personal events or experiences. Sometimes follow short, written instructions when supported by visuals. Understand the main idea of and a few supporting facts about famous people and historic events.

Advanced Range			Superior Range
Advanced Low (AL) learners can...	**Advanced Mid (AM) learners can...**	**Advanced High (AH) learners can...**	**Superior (S) learners can...**
Find and use information for practical purposes. Read texts that compare and contrast information. Follow simple written instructions.	Follow the general idea and some details of what is written in a variety of stories and autobiographical accounts. Understand general information on topics outside their field of interest. Understand messages on a wide variety of past, present, and future events.	Understand narrative, descriptive, and informational texts of any length. Read about most topics of special interest. Read most general fiction and non-fiction.	Analyze the primary argument and supporting details. Understand detailed information within and beyond their fields of interest. Comprehend complex texts on abstract topics of interest to them.

Interpersonal Communication (IPS C)

Novice Range			Intermediate Range		
Novice Low (NL) learners can...	**Novice Mid (NM) learners can...**	**Novice High (NH) learners can...**	**Intermediate Low (IL) learners can...**	**Intermediate Mid (IM) learners can...**	**Intermediate High (IH) learners can...**
Greet peers. Introduce self to someone. Answer a few simple questions.	Greet and leave people in a polite way. Introduce self and others. Answer a variety of simple questions. Make some simple statements in a conversation. Ask some simple questions. Communicate basic information about self and people they know. Communicate some basic information about their everyday lives.	Exchange some personal information. Exchange information using texts, graphs, or pictures. Ask for and give simple directions. Make plans with others. Interact with others in everyday situations.	Have a simple conversation on a number of everyday topics. Ask and answer questions on factual information that is familiar to them. Use the language to meet their basic needs in familiar situations.	Start, maintain, and end a conversation on a variety of familiar topics. Talk about their daily activities and personal preferences. Use their language to handle tasks related to their personal needs. Exchange information about subjects of special interest to them.	Exchange information related to areas of mutual interest. Use their language to do a task that requires multiple steps. Use their language to handle a situation that may have a complication.

Advanced Range			Superior Range
Advanced Low (AL) learners can...	**Advanced Mid (AM) learners can...**	**Advanced High (AH) learners can...**	**Superior (S) learners can...**
Participate in conversations on a wide variety of topics that go beyond their everyday lives. Compare and contrast life in different locations and in different times. Resolve an unexpected complication that arises in a familiar situation. Conduct or participate in interviews.	Communicate effectively on a wide variety of present, past, and future events. Exchange general information on topics outside their fields of interest. Handle a complication or unexpected turn of events.	Exchange complex information about academic and professional tasks. Exchange detailed information on topics within and beyond their fields of interest. Support their opinion and construct hypotheses.	Support opinions clearly and precisely. Discuss complex information in debates or meetings. Participate with ease in complex discussions with multiple participants on a wide variety of topics.

Presentational Communication (P C) - Speaking

Novice Range			Intermediate Range		
Novice Low (NL) learners can...	**Novice Mid (NM) learners can...**	**Novice High (NH) learners can...**	**Intermediate Low (IL) learners can...**	**Intermediate Mid (IM) learners can...**	**Intermediate High (IH) learners can...**
Recite words and phrases that they have learned. State the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. Introduce self to a group. Recite short memorized phrases, parts of poems, and rhymes.	Present information about self and others using words and phrases. Express their likes and dislikes using words, phrases, and memorized expressions. Present information about familiar items in their immediate environment. Talk about their daily activities using words, phrases, and memorized expressions. Present simple information about something they learned using words, phrases, and memorized expressions.	Present information about their lives using phrases and simple sentences. Tell about a familiar experience or event using phrases and simple sentences. Present basic information about a familiar person, place, or thing using phrases and simple sentences. Present information about others using phrases and simple sentences.	Talk about people, activities, events, and experiences. Express their needs and wants. Present information on plans, instructions, and directions. Present songs, short skits, or dramatic readings. Express their preferences on topics of interest.	Make a presentation about their personal and social experiences. Make a presentation on something they have learned or researched. Make a presentation about common interests and issues and state their viewpoint.	Present information on academic and work topics. Make a presentation on events, activities, and topics of particular interest. Present their points of view and provide reasons to support them.

Advanced Range			Superior Range
Advanced Low (AL) learners can...	**Advanced Mid (AM) learners can...**	**Advanced High (AH) learners can...**	**Superior (S) learners can...**
Deliver short presentations on a number of academic and workplace topics. Deliver short presentations on social and cultural topics. Explain issues of public and community interest, including different viewpoints. Deliver presentations for a specific audience.	Present information about events of public or personal interest. Convey their ideas and elaborate on a variety of academic topics. Give presentations with ease and detail on a wide variety of topics related to professional interests.	Present complex information on many concrete topics and related issues. Present a viewpoint with supporting arguments on a complex issue. Use appropriate presentational conventions and strategies.	Give a clearly articulated and well-structured presentation on a complex topic or issue. Adapt the language in a presentation for casual, professional, or general public audiences. Depart from the prepared text of a presentation when appropriate.

Presentational Communication (P C) - Writing

Novice Range			Intermediate Range		
Novice Low (NL) learners can...	**Novice Mid (NM) learners can...**	**Novice High (NH) learners can...**	**Intermediate Low (IL) learners can...**	**Intermediate Mid (IM) learners can...**	**Intermediate High (IH) learners can...**
Copy some characters or letters and words that they see on the wall or board, in a book, or on the computer. Write words and phrases that they have learned. Label familiar people, places, and objects in pictures and posters.	Fill out a simple form with some basic personal information Write about themselves using learned phrases and memorized expressions List their daily activities and write lists that help them in their day-to-day lives Write notes about something they have learned using lists, phrases, and memorized expressions.	Write information about their daily life in a letter, blog, discussion board, or email message. Write short notes using phrases and simple sentences. Write about a familiar experience or event using practiced material. Write basic information about things they have learned. Ask for information in writing.	Write about people, activities, events, and experiences. Prepare materials for a presentation. Write about topics of interest. Write basic instructions on how to make or do something. Write questions to obtain information.	Write messages and announcements. Write short reports about something they have learned or researched. Compose communications for public distribution.	Write about school and academic topics. Write about work and career topics. Write about community topics and events. Write about entertainment or a social event.

Advanced Range			Superior Range
Advanced Low (AL) learners can...	**Advanced Mid (AM) learners can...**	**Advanced High (AH) learners can...**	**Superior (S) learners can...**
Meet basic school and academic writing needs. Meet basic work and career writing needs. Meet basic social and civic writing needs.	Write well-organized texts for a variety of academic purposes. Write well-organized texts for a variety of professional purposes. Write well-organized texts for a variety of general interest purposes.	Write using target language and culture conventions to present and elaborate a point of view. Write using target language and culture conventions for informal purposes. Write using target language and culture convention for formal purposes.	Write effectively about complex and abstract issues of general interest. Write about complex and abstract issues on academic and professional topics. Develop an argument using the writing mechanics and organizational style of the target language and culture.

Appendix B: Additional Sample Indicators for the Cultures Standards (Standards Collaborative Board, 2015)

Relating Cultural Practices to Perspectives (CUL PRAC PERS)

Novice Range Sample Indicators	
Elementary	Secondary
Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom or social interactions (e.g., please, thank you, may I …). Participate in or stimulate age-appropriate cultural activities such as games, birthday celebrations, storytelling, and dramatizations. Create or propose simple cultural triangles connecting practices to associated products and perspectives. Observe and imitate simple patterns of behavior at school (e.g., standing when teacher enters room, greeting teacher at start of class). Use words and phrases to describe what people from the target culture are doing in photos and short video clips and ask simple questions about characteristics of daily life after looking at the photos or short videos. List practices observed in a video of a festival or holiday celebrated in the target culture.	Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom or social interactions (e.g., please, thank you, may I …). Participate in or stimulate age-appropriate cultural activities such as games, birthday celebrations, storytelling, and dramatizations. Create or propose simple cultural triangles connecting practices to associated products and perspectives. Use appropriate gestures in classroom interactions (e.g., standing when an adult enters the room or when responding to a question, using fingers to count, raising hand to respond to a question). Imitate appropriate etiquette from the target culture at mealtime. List practices observed in a video of a practice from the target culture. Role play simple interactions in stores and restaurants in the target culture.
Intermediate Range Sample Indicators	
Elementary	Secondary
Observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people in the target culture. Participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, and entertainment (e.g., music, dance, drama). Distinguish informal and formal ways to address classmates and adults (e.g., teachers or principal). Role play simple situations from the target culture such as buying a snack (e.g., ice	Observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people in the target culture. Participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, and entertainment (e.g., music, dance, drama). Identify and analyze cultural practices from authentic materials such as videos and news articles. Engage in conversations with native speakers demonstrating an awareness of how to be

cream cone, soda) using culturally appropriate gestures and language. Use some culturally appropriate gestures and expressions in their interactions with others. Create cultural triangles connecting practices to associated products and perspectives, beginning to analyze the relationship among the practices, products, and perspectives.	culturally respectful. Use formal and informal forms of address appropriately in rehearsed situations. Role play culturally appropriate interactions with shopkeepers, ticket sellers, waiters, bus and taxi drivers, etc. in the target culture. Begin to adjust language and message to acknowledge audiences with different cultural backgrounds. Suggest cultural triangles with reasons connecting practices to associated products and perspectives.

Advanced Range Sample Indicators - Secondary

Use formal and informal forms of address appropriately.

Engage in conversations with native speakers in a culturally respectful way.

Use culturally appropriate behaviors in a variety of situations in the target culture.

Adjust language, behaviors, and messages to acknowledge audiences with different cultural backgrounds.

Connect practices to associated products, giving evidence-based reasons for the perspectives proposed.

[Relating Cultural Products to Perspectives](#) (CUL PROD PERS)

Novice Range Sample Indicators	
Elementary	Secondary
Identify and observe tangible products of the cultures such as toys, dress, homes, monuments, currency, famous people, and art.	Identify and observe tangible products of the cultures such as toys, dress, homes, monuments, currency, famous people, and art.
Identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, traditional recipes, ojos de dios, anime, henna tattoos.	Identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, traditional recipes, ojos de dios, anime, henna tattoos.
Identify and tell the purpose of products of the target culture.	Give simple reasons for the role and importance of products from the target cultures.
Listen to or read about expressive products of the culture such as children's or traditional songs, selections from the literature commonly read and types of artwork enjoyed or produced by their peer group in the target culture.	Listen to and/or read short poems, stories, plays from the target culture, identifying the author and country of origin.
Illustrate products associated with the culture.	Listen to and/or sing songs from the target culture, identifying the musician and country of origin.
Make simple cultural triangles showing the relationship of products, practices, and perspectives.	Make simple cultural triangles connecting products to associated practices and possible perspectives.

Intermediate Range Sample Indicators	
Elementary	Secondary
Experience (read, listen to, observe, perform) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, drama, and architecture) and explain the origin and importance of these products in today's culture.	Experience (read, listen to, observe, perform) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, drama, and architecture) and explain the origin and importance of these products in today's culture.
Gr. 3-5 Search for, identify, and investigate the function or products (e.g., sports equipment, household items, tools, foods, clothing) of the culture studied compared to their function within the learners' homes and communities.	Identify and analyze cultural products found in literature, news stories, and films from the target culture. Create cultural triangles connecting products to associated practices along with suggested perspectives based on background information.

Advanced Range Sample Indicators - Secondary
Research in detail the role and importance of products from the target cultures. Identify and analyze the role and importance of cultural products found in literature, news stories, and film.

Describe how some cultural products have changed or disappeared over time.

Create cultural triangles connecting products to associated practices and giving evidence-based insights to the cultural perspective.

Appendix C: Connecting Communications and Cultures Standards With Sample Indicators for Intercultural Communication (ICC) (NCSSFL & ACTFL, 2017)

Novice Range Novice (N) learners can...	Intermediate Range Intermediate (I) learners can...	Advanced Range Advanced (A) learners can...	Superior Range Superior (S) learners can....
Communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	Converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	Converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences. Demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	Suspend judgement, adapt their language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations. Adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust their behavior in complicated situations.

Blank

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