WORLD LANGUAGE STANDARDS OF LEARNING

FOR VIRGINIA PUBLIC SCHOOLS

VIRGINIA BOARD OF EDUCATION

WORLD LANGUAGE STANDARDS OF LEARNING

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Adopted in March 2021 by the

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FOREWORD

The Virginia Board of Education is committed to a major program of public education that is among the best in the nation and that meets the needs of all students in the Commonwealth. The Standards of Learning enrich the process for achieving that objective.

This 2021 review of the *World Language Standards of Learning* represents Virginia's ongoing commitment to high quality and relevant world language education in the Commonwealth. The current standards are the result of decades of growth, change, and evolution in world language teaching. They also incorporate Virginia's ongoing initiative to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in a rapidly expanding world. The development of technology has transformed the world, bringing all people closer than ever and making them more aware of their role in the global community. The integration of technology in today's schools, coupled with the more interdisciplinary nature of education, points to the need for more informed and communicatively competent students. The knowledge and skills that students acquire in their world language classes will reinforce and expand their learning in other subject areas, enable them to interact effectively with others, and give them increased access to information across the world. Today's language students are developing not only linguistic skills, but also cultural insight that together lead to global awareness in preparation for career and continued studies.

It is important to understand and appreciate the value of learning and communicating in another language. The reasons for studying a world language might range from the realistic to the idealistic, but in the end, one must be able to communicate. As stated in the *World-Readiness Standards for Learning Languages*, "Learners who add another language and culture to their preparation are not only college- and career-ready, but are also "world-ready"—that is, prepared to add the necessary knowledge, skills, and dispositions to their résumés for entering postsecondary study or a career."

The Virginia *World Language Standards of Learning*, through their reviews and revisions, have been developed and refined through the efforts of many classroom teachers, curriculum specialists, administrators, and college faculty. These professionals have assisted the Department of Education in developing and reviewing the draft documents that were presented at public hearings. Their efforts have been directed toward the creation of a useful, relevant document that responds to the current needs of students. The Standards of Learning are evolving to reflect the movement toward proficiency as developed by the American Council on the Teaching of Foreign Languages (ACTFL), with the *World-Readiness Standards for Learning Languages,* the *ACTFL Performance Descriptors for Language Learners* (2012 Edition), and *NCSSFL-ACTFL Can-Do Statements*.

These *World Language Standards of Learning* for Virginia public schools provide a blueprint for structuring curricula whose goal is effective and meaningful interaction with others, whether on another continent, in another country, in another state, or in our own neighborhood. Copies of

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these standards have been made available to public schools throughout Virginia for school divisions and teachers. These standards are divided by proficiency bands that delineate targets of knowledge and performance for modern alphabetic and logographic languages, such as Arabic, Chinese, French, German, and Spanish; classical languages such as Latin and ancient Greek; and visual languages such as American Sign Language.

The Standards of Learning set reasonable, appropriate, and measurable targets and expectations for what students should know and be able to do within each proficiency band. School divisions can use these standards as the basis of courses offered for a standard unit of credit. Furthermore, schools are encouraged to go beyond the prescribed standards to enrich curricula to meet the needs of all students. However, in order for students to become proficient in other languages, they must have opportunities for longer sequences of language study. Therefore, school divisions are encouraged to offer continuous and sequential world language instruction beginning in the elementary schools.

The Virginia Board of Education has approved these *World Language Standards of Learning* as an integral component of Virginia's educational agenda, ensuring that world language programs throughout the Commonwealth are grounded in up-to-date principles of language learning theory and effective teaching practices. These Standards of Learning are one component of the overall program of public education in Virginia that addresses the needs of young people in the Commonwealth to become educated citizens of the world.

INTRODUCTION

The *World Language Standards of Learning* identify essential content, processes, knowledge and skills for language learning in Virginia's schools. The 2021 Standards are aligned with proficiency bands for novice, intermediate, and advanced levels with sublevels of low, mid, and high within each major level. The Standards for all languages fall within three major language families:

- Modern World Languages
- Classical Languages (Latin, Ancient Greek)
- Visual Languages (American Sign Language)

FRAMEWORK FOR THE 2021 WORLD LANGUAGE STANDARDS OF LEARNING

BENCHMARKS AND GOALS

Proficiency Benchmarks are specific statements of what learners should know and be able to do communicatively and culturally within each major level of proficiency: Novice, Intermediate, and Advanced.

Goals are the desired end results for each sublevel as learners build their cultural competence and language proficiency, with a progression from Novice Low to Advanced Mid.

Strands

The intent of each benchmark is specified by strands that describe categories of desired learning outcomes in world languages. The strands are focused on the three modes of communication and communicative literacy within each mode. The emphasis on communication and interpretation ensures that students completing long-term, sequential world language programs in Virginia's public schools will be able, within reasonable limits, to interact with users of the language and gain insight into their culture. The level of proficiency reached depends largely on the amount of actual practice and experience with the target language.

Interpretive Communication: Listening, Viewing, and Reading for Understanding

The first strand consists of the receptive communicative skills necessary to comprehend speaking and writing in the target language. The student's level of communicative competence is indicated by the degree of comprehension of spoken and written language in a variety of media, together with interpretation of other visual and auditory cues given by the speaker and writer. This strand differs from the interpersonal communication strand in that the skills involve understanding one-way communication with little or no opportunity for clarification through interaction.

Interpersonal Communication

The second strand focuses on the productive communicative skills needed to exchange information with another person. In the interpersonal communication strand, students initiate, sustain, and close a conversation or produce interactive written communication, such as an email exchange.

Presentational Communication: Speaking, Writing, and Signing

The third strand focuses on the communicative skills needed to present information in the target language orally or in writing to an audience. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations and differ from the interpersonal communication strand in that students do not interact with the audience.

Standards

For each strand, standards identify specifically what students should know and be able to do as they progress through the proficiency sublevels. The standards are statements of the knowledge and skills learners must master within each sublevel to reach the corresponding proficiency benchmark.

Progress Indicators

Each standard is followed by one or more progress indicators for the three major language families, as well as for elementary, dual language, and heritage language programs. The progress indicators provide examples of what the standards might look like for learner performance in various contexts.

The progress indicators are assessable in numerous ways, thereby allowing a variety of instructional possibilities. The examples following the phrase *such as* in some of the components are suggestions offered to clarify the intent of the standard and are not requirements. The progress indicators also demonstrate correlations to the Virginia 5 Cs and explicit connections to the Profile of a Virginia Graduate.

INCORPORATING STANDARDS INTO COURSES AND CURRICULUM

Effective language instruction must provide significant levels of meaningful communication (communication for a classical language refers to an emphasis on reading ability) and interactive feedback in the target language in order for students to develop language and cultural proficiency.

Learning another language is much more than simply learning about the language system; language study includes the rich cultural content that makes languages and their communities unique. Specific course content should be determined in part by the ages of students, location, interests, and needs of the community, incorporating those unique age- and level-appropriate cultural elements that shape the target language communities. The standards of learning are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community. The Standards of Learning do not encompass the

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entire curriculum for a given course or prescribe how the content should be taught. The vocabulary, concepts, and structures for each level should be presented in a spiraling fashion that reintroduces them with increasing complexity at subsequent stages of language development. The standards for any level beyond novice incorporate the standards for all levels that precede it. Local assessments designed to measure students' ability to use the target language should be aligned with local curriculum and state standards.

TERMS AND EXPRESSIONS

Several terms that have particular significance within world language education are used throughout the document. Reference is often made to culturally authentic materials, which are materials that have been created for and by native speakers of the language, and which have been derived from the culture itself. In addition, because language courses are sequential, reference is made to level-appropriate linguistic elements and skills, such as vocabulary and grammatical structures or instructional materials, such as reading selections or videos. "Level-appropriate" means that the content, context, process, ability, skill, or material described should require students to function adequately at a level at which they are studying. For example, the same instructional resource, such as a culturally authentic text or video, may be used at various levels of instruction by making the linguistic task assigned to the students relevant to their language proficiency level. "Cultural competence" refers to the appropriateness of an action or response within a social context.

PROFICIENCY ORGANIZATION

The most efficient way to measure progress in language acquisition is to use a proficiency scale. The American Council on the Teaching of Foreign Languages (ACTFL) has established a national proficiency scale, which currently has 11 levels of proficiency:

1. Novice Low (NL)
2. Novice Mid (NM)
3. Novice High (NH)
4. Intermediate Low (IL)
5. Intermediate Mid (IM)
6. Intermediate High (IH)
7. Advanced Low (AL)
8. Advanced Mid (AM)
9. Advanced High (AH)
10. Superior (S)
11. Distinguished (D)

In the ACTFL K-12 Performance and Proficiency Guidelines, each proficiency level has a description of what students can do with language at each sublevel. In the 2021 *Virginia World Language Standards of Learning*, exit proficiency outcomes have been determined for each language family and program type that will show what a student should know and be able to do when they hear, speak, read, or write the language.

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Virginia World Language Proficiency Targets and Expectations of Performance

The outcomes in the table below represents reasonable expectations for traditional modern world language programs for students without a heritage language background or extended immersion experience. Proficiency targets for classical languages, visual languages, heritage language programs, dual language programs, and elementary programs are included in the introduction for each of those areas respectively. Proficiency targets are set, based on significant research, to provide informed guidance to local language programs and should not be interpreted as a state mandate.

The exit outcome expectations align to the ACTFL Proficiency Levels and are coded as follows:

NL - Novice Low	NM = Novice Mid	NH = Novice High
IL = Intermediate Low	IM = Intermediate Mid	IH = Intermediate High
AL = Advanced Low	AM = Advanced Mid	

Modern Language Exit Proficiency Expectations for levels I and II difficulty rated languages, alphabetic languages, such as French, German, Greek, Hebrew, Italian, Russian, Spanish, etc.

MODE & Skill	Level I or 140 hours	Level II or 280 hours	Level III or 420 hours	Level IV or 560 hours	Level V or 700 hours	Level VI or 840 hours	Level VII or 980 hours	Level VIII or 1,120 hours
INTERPRETIVE Listening	NM	NH	IL	IM	IH	AL	AM	AM
INTERPRETIVE Reading	NM	NH	IL	IM	IH	AL	AM	AM
INTERPERSONAL Person-to-person	NM	NH	IL	IM	IH	AL	AM	AM
PRESENTATIONAL Speaking	NM	NM	NH	IL	IM	IH	AL	AM
PRESENTATIONAL Writing	NM	NH	IL	IM	IH	AL	AM	AM

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Modern Language Exit Proficiency Expectations for Level III and IV difficulty rated languages, character-based or logographic languages, such as Arabic, Mandarin, Japanese, Korean, etc.

MODE & Skill	Level I or 140 hours	Level II or 280 hours	Level III or 420 hours	Level IV or 560 hours	Level V or 700 hours	Level VI or 840 hours	Level VII or 980 hours	Level VIII or 1,120 hours
INTERPRETIVE Listening	NL	NM	NH	IL	IM	IH	AL	AL
INTERPRETIVE Reading	NL	NM	NH	IL	IM	IH	AL	AL
INTERPERSONAL Person-to-person	NM	NH	IL	IM	IH	AL	AM	AM
PRESENTATIONAL Speaking	NL	NM	NM-NH	IL	IL	IM	IM	IH
PRESENTATIONAL Writing	NL	NM	NM-NH	IL	IL	IM	IM	IH

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PROFICIENCY BANDS NOVICE LOW TO NOVICE HIGH

WORLD LANGUAGES: NOVICE LEVELS

In novice level world language courses, students begin to develop communicative competence in the target language and expand their understanding of the culture(s) of the people who speak the language. Communicative competence is divided into three strands:

- Interpersonal speaking, writing, and signing as interactive processes in which students learn to communicate with another speaker of the target language.
- Interpretive listening, reading, and viewing as receptive processes in which students develop comprehension of the target language.
- Presentational speaking, writing, and signing as productive processes in which students focus on organization of thoughts and awareness of their audience in delivering information in the target language.

In novice level classes, students learn to communicate in real-life contexts about topics that are familiar and meaningful to them. To develop students' communicative competence, emphasis is placed on use of the target language in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to communicate. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning a modern world language is using the language in the real world beyond the classroom setting. One way this can be accomplished is through integration of technology into the classroom, as technology is an important means of accessing authentic information in the target language and in providing students the opportunity to interact with other speakers of the language.

INTERCULTURAL COMMUNICATION

BENCHMARKS
- Identify typical products and practices to help make connections to and understand perspectives in native and other cultures using the target language.
- Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors.

STANDARDS

The standards for Intercultural Communication are interwoven with the Interpretive, Interpersonal, and Presentational Communication Standards.

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INTERPRETIVE COMMUNICATION

BENCHMARKS
- Comprehend spoken, written, or signed information in very familiar, everyday contexts from authentic texts presented through a variety of media and based on familiar topics.
- Identify the general topic and basic information from words, phrases and simple sentences in authentic informational and fictional texts and overheard or observed conversations.

GOALS
- **Novice Low:** Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.
- **Novice Mid:** Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.
- **Novice High:** Identify the topic and basic related information from simple sentences.

STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)

1.NL   Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.

1.NM   Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.

1.NH   Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.

Standard 1 Progress Indicators for Modern World Languages

1.1.NL   Identify a few very familiar products and practices in native and other cultures, such as greetings and how people greet others; clothing and how people dress; holidays and celebrations; school supplies and school schedules.

1.1.NM   Identify similarities and differences between typical products and practices to help understand perspectives in native and other cultures, such as decorations, how people celebrate, and reasons for celebrations; types of houses, dining habits and size of rooms; food, mealtimes, and the importance of dining together; clothing, leisure activities, and appropriate dress.

1.1.NH   Identify and make simple comparisons between typical products and practices to help understand perspectives in native and other cultures, such as meals, grocery shopping, and food trends; rooms in a house, use of space, and size of appliances; video and cell phone use, school life, and the importance of extracurricular activities; currency, shopping, and saving vs spending.

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STANDARD 2: Compare Intercultural Behaviors

2.NL Recognize a few very simple behaviors in other cultures.

2.NM Identify familiar or everyday behaviors in other cultures.

2.NH Identify and compare familiar or everyday behaviors in native and other cultures.

STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed

3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

Standard 3 Progress Indicators for Modern World Languages

3.1 Comprehend Informational Media or Content

3.1.NL.a Recognize a few individual words in a recorded media or public announcement.

3.1.NL.b Recognize a few individual words in texts such as school schedules, menus, or headlines.

3.1.NM.a Recognize repeated words, tagline, or short quotes from sources such as commercials, travel ad, or movie trailers.

3.1.NM.b Recognize items in texts such as a shopping list, food label categories, or information from a weather forecast with symbols.

3.1.NH.a Identify individual facts from radio or video ads, such as product name, cost, and where to buy it.

3.1.NH.b Recognize the topic and a few details in texts such as a family tree or historical account.

3.2 Comprehend Fictional Media or Content

3.2.NL.a Recognize common opening and closing words in oral or video storytelling.

3.2.NL.b Recognize characters' names or a few words in texts such as a fairy tale or movie poster.

3.2.NM.a Identify simple phrases describing physical or personality traits such as of a cartoon or movie character.

3.2.NM.b Recognize simple facts or phrases from captions in texts such as an illustrated book or a character description.

3.2.NH.a Identify individual story elements in an episode of a video series, such as characters, setting, or theme.

3.2.NH.b Identify individual story elements or actions from texts such as a scene in a play, including characters, setting, or theme.

3.3   Follow Instructions

3.3NL.a   Follow simple directions for classroom tasks or routines.

3.3NL.b   Follow familiar instructions for routines such as posted directions in the classroom.

3.3NM.a   Follow two-step directions such as to pack a suitcase or fill in a graphic organizer.

3.3NM.b   Follow simple, familiar guides such as a printed schedule or simple website recipe.

3.3NH.a   Follow simple steps in an online video such as to make food or draw an image.

3.3NH.b   Follow simple directions such as to set up a new phone, or complete a scavenger hunt.

3.4   Comprehend Conversations that are Overheard, Observed, or Written

3.4.NL.a Recognize very basic information or questions from overheard or observed conversations, such as greetings, introductions, name, title, or age.

3.4.NL.b Recognize question words in texts such as a text message or email.

3.4.NM.a Recognize basic information and questions from overheard or observed conversations, such as phone number, residence, family members, and occupation.

3.4.NM.b Recognize common abbreviations in texts such as a social media thread.

3.4.NH.a Identify simple information and questions from a conversation among peers about topics such as weekend plans or preferences.

3.4.NH.b Identify basic facts such as in a group text or social media thread.

INTERPERSONAL COMMUNICATION

BENCHMARKS

- Communicate in spontaneous spoken, written, or signed conversations on very familiar, everyday topics.
- Request and provide information using a variety of practiced or familiar words, phrases, simple sentences, and questions.

GOALS

- **Novice Low:** Communicate with others by answering a few practiced questions using words and phrases and with the help of visuals or gestures.

- **Novice Mid:** Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.

- **Novice High:** Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

4.NL   Identify a few typical products and practices related to familiar, everyday life in native and other cultures.

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4.NM   Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.

4.NH   Identify products and practices related to everyday life to help understand perspectives of native and other cultures.

Standard 4 Progress Indicators for Modern World Languages

4.1.NL   Answer a few simple oral or signed questions about very familiar products and practices in native and other cultures, such as flags and flag design; days of the week and telling the date.

4.1.NM   Ask and answer a few simple oral or signed questions about typical products and practices to help understand perspectives in native and other cultures, such as invitations, special occasions, and reasons for celebrations; rooms in a house, house design, and what makes a house a home.

4.1.NH   Exchange simple oral or signed information about similarities and differences between typical products and practices to help understand perspectives in native and other cultures, such as school schedules, course selection, and the importance of academics; national parks, study of geography, and the importance of natural resources.

4.2.NL   Answer a few simple written questions about very familiar products and practices in native and other cultures, such as months and calendars; types of pets and popular pet names.

4.2.NM   Ask and answer a few simple written questions about typical products and practices to help understand perspectives in native and other cultures, such as artists, art styles, and art appreciation; school subjects, required tests, and teen attitudes toward testing.

4.2.NH   Exchange simple written information about similarities and differences between typical products and practices to help understand perspectives in native and other cultures, such as monuments, monument names, and national pride; cultural landmarks, architecture, and landmarks' popularity.

STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)

5.NL   Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.

5.NM   Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.

5.NH   Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.

Standard 5 Progress Indicators for Modern World Languages

5.1.NL   Imitate culturally appropriate behavior at a festival or holiday celebration.

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5.1.NM   Use rehearsed culturally appropriate behavior when purchasing an item.
5.1.NH   Use foreign currency with an understanding of its conversion value.

5.2.NL   Use culturally appropriate greetings or abbreviations in brief written communications, such as a text message.
5.2.NM   Use culturally appropriate word order and punctuation when exchanging written information, such as time, date, phone number or price.
5.2.NH   Use culturally appropriate formatting of contact information when purchasing an item or event ticket from an online seller.

STANDARD 6: Exchange Information and Ideas

6.NL   Provide basic oral or signed information on very familiar topics.
6.NM   Request and share simple oral or signed information on familiar or everyday topics.
6.NH   Request and share oral or signed information on familiar and everyday topics.

Standard 6 Progress Indicators for Modern World Languages

6.1.NL   Respond when asked the price of a lunch item.
6.1.NM   Ask and answer simple questions about the weather when deciding what to wear to an outdoor event.
6.1.NH   Ask and answer simple questions about an infographic on a topic of interest.

6.2.NL   Exchange simple personal or very familiar written information, such as telling what time lunch is in response to a new student's text; responding to personal questions such as name, age, or birthdate in an online forum; filling out a form to provide a class schedule.
6.2.NM   Ask and answer written questions about familiar topics, such as giving information about school, food, or hobbies in an online conversation; texting questions and answers about the type of restaurant a group will visit; responding to an e-invitation to ask questions about an event.
6.2.NH   Exchange written information about what people do, such as talking about your favorite activities with an ePal.; exchanging texts with a friend about local music venues; responding to an email about a sporting event.

STANDARD 7: Meet Personal Needs or Address Situations

7.NL   Express a few basic personal needs in very familiar situations.
7.NM   Express basic needs in familiar or everyday situations.
7.NH   Interact with others to meet basic needs in familiar and everyday situations.

Standard 7 Progress Indicators for Modern World Languages

7.1.NL   Volunteer when the teacher asks for help in the classroom.

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7.1.NM   Interact with the waiter to ask for food at a café or restaurant.
7.1.NH   Interact with a group of friends to plan deadlines and who will do what for an upcoming event.

7.2.NL   Introduce self on an online site.
7.2.NM   Participate in an online exchange to get ready for an upcoming trip.
7.2.NH   Interact online to ask and answer questions about a homework assignment.

STANDARD 8: Express, React to and Support Preferences, Opinions, or Viewpoints

8.NL   Express a few basic preferences or feelings.
8.NM   Express basic preferences or feelings and react to those of others.
8.NH   Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.

Standard 8 Progress Indicators for Modern World Languages

8.1.NL   Tell a favorite type of animal or pet.
8.1.NM   Ask and answer simple questions with a peer about favorite singers or movies.
8.1.NH   Exchange opinions about which photo apps are more useful than others and tell why.

8.2.NL   Choose preference for clothing brands on an online survey.
8.2.NM   Post clothing photos on a social media site and ask advice about which to buy.
8.2.NH   Write to an e-pal to talk about clothing preferences from another culture.

PRESENTATIONAL COMMUNICATION

BENCHMARKS

- Present prepared or spontaneous information on very familiar, everyday topics through written, spoken, or signed language.
- Inform, narrate, and express preferences and opinions using a variety of practiced or familiar words, phrases, simple sentences, and questions.

GOALS

- **Novice Low:** Present information using practiced or familiar words and phrases with the help of gestures or visuals.
- **Novice Mid:** Present information using a mixture of practiced and familiar words, phrases and simple sentences.
- **Novice High:** Present information using mostly simple sentences and transitions.

STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)

9.NL	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.
9.NM	Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.
9.NH	Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.

Standard 9 Progress Indicators for Modern World Languages

9.1.NL	Name very familiar products and practices in native and other cultures, such as foods and portion size; sports and pastimes; titles of address and formal vs informal contexts.
9.1.NM	Identify typical products and practices to help understand perspectives in native and other cultures, such as invitations, special occasions, and rites of passage; typical games, clothing, and popular accessories.
9.1.NH	Identify similarities and differences between products and practices to help understand perspectives in native and other cultures, such as school schedules, course selection, and the importance of academics; rooms in a house, house design, and the use of rooms in a home.

9.2.NL	List very familiar products and practices in native and other cultures, such as formal and informal titles; school supplies; and back-to-school events.
9.2.NM	Identify typical products and practices to help understand perspectives in native and other cultures, such as musical genres, instruments, and popular types of performers; school subjects, telling time, and the importance of grades.
9.2.NH	Identify similarities and differences between typical products and practices to help understand perspectives in native and other cultures, such as monuments, architecture, and national pride; national parks, leisure activities, and popular parks.

STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)

10.NL	Present in very familiar intercultural situations using memorized or practiced language and behaviors.
10.NM	Present in very familiar intercultural situations using practiced or learned language and behaviors.
10.NH	Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.

Standard 10 Progress Indicators for Modern World Languages

10.1.NL	Approximate culturally appropriate language and rehearsed or imitated behavior.
10.1.NM	Replicate culturally appropriate language and rehearsed or imitated behavior.

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10.1.NH   Reproduce culturally appropriate language and learned behaviors.

10.2.NL   Use culturally appropriate punctuation when writing time, date, address, phone number, or price in an online questionnaire.

10.2.NM   Use culturally appropriate basic word order and capitalization in a report on personal preferences.

10.2.NH   Use culturally appropriate formatting of contact information when purchasing an online item or ticket to an event.

STANDARD 11: Inform, Describe, Explain, or Provide Instructions

11.NL   Name very familiar people, places, and objects.

11.NM   Give simple information about very familiar topics.

11.NH   Give simple descriptions of familiar and everyday topics.

Standard 11 Progress Indicators for Modern World Languages

11.1.NL   Give simple information in list form, such as people in the family, items needed for school, or favorite foods.

11.1.NM   Give simple information about classes or teachers when presenting a schedule.

11.1.NH   Describe simple routines, such as a school day and weekends, going places in a city, or planning a trip.

11.2.NL   Write a simple shopping list for school supplies, food, or clothes.

11.2.NM   Create a meme with a simple caption to describe oneself.

11.2.NH   Publish a simple promotional poster or video to advertise a school, sporting, or musical event.

STANDARD 12: Narrate About Life, Events, or Experiences

12.NL   Provide very basic details about self.

12.NM   Provide simple details about self, interests, and activities.

12.NH   Provide details about personal life, interests, and activities.

Standard 12 Progress Indicators for Modern World Languages

12.1.NL   Introduce oneself and share basic personal information, such as age, phone number, and email address.

12.1.NM   Give simple information about self and surroundings, such as likes and dislikes, personality and physical traits of self and other family members, or current weather.

12.1.NH   Tell a simple story about a family or vacation photo, answering who, what, where, when, and why questions.

12.2.NL   Complete an emergency contact form to include personal information such as name, email address, and list of emergency contacts.

12.2.NM   Create a Venn diagram comparing physical and personality traits of two friends, family members, or fictional characters.

12.2.NH   Compare fans of different sports or sporting events in a simple article for the school newspaper.

STANDARD 13: Support Preferences, Opinions, or Viewpoints

13.NL   Express likes and dislikes about very familiar topics from native and other cultures.

13.NM   Express likes and dislikes about familiar topics from native and other cultures.

13.NH   Express preferences on familiar and everyday topics or topics of interest from native and other cultures.

Standard 13 Progress Indicators for Modern World Languages

13.1.NL   Tell likes and dislikes such as clothing colors, music, or menu items.

13.1.NM   Articulate degree of personal preferences such as holidays, foods, or free-time activities.

13.1.NH   Recommend places to shop, eat, or vacation using simple description or details.

13.2.NL   List favorite technology devices and personal items in a classroom survey.

13.2.NM   Rank favorite and least favorite entertainment options for an online survey.

13.2.NH   Respond in a shared digital space about media platforms, listing pros and cons for each.

COMMUNICATIVE LITERACY

BENCHMARKS
- Use literacy skills to comprehend authentic texts that are spoken, written, or signed.
- Use interpersonal skills to interact, negotiate meaning, and communicate effectively.
- Use presentational skills to communicate effectively.

GOALS
- Use literacy skills to make meaning from authentic texts that are spoken, written, or signed.
- Use interpersonal skills to interact, negotiate meaning, and communicate effectively.
- Use presentational skills to communicate effectively.

STANDARD 14: Develop Interpretive Literacy

14.1   Infer Meaning and Nuances of Texts

14.1.NL   Recognize cognates and familiar or practiced words, as well as non-alphabetic characters, accents or tone marks.

14.1.NM Recognize cognates and words from context, as well as non-alphabetic characters, accents or tone marks.

14.1.NH Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.

14.2   Recognize and Use Organizational Features of Texts

14.2.NL   Recognize visual, aural, and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines, or titles.

14.2.NM Recognize visual, aural, and organizational features to identify the purpose of simple texts, such as infographics, song refrains, simple poems, or schedules.

14.2.NH Use visual, aural, and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements, or instructions.

14.3   Apply Self-Questioning Skills

14.3.NL   Use literal or factual self-questioning before, during, and after engaging with texts, such as "Who, where, when, what, or how many?"

14.3.NM Use literal or factual self-questioning before, during, and after engaging with texts, such as "What time, who is, why, or how?"

14.3.NH Use a mixture of literal and inferential self-questioning before, during, and after engaging with texts, such as "What happened or what might happen next?"

14.4   Make Text Connections

14.4.NL   Make personal connections to a text using prior knowledge or experiences.

14.4.NM Make personal connections to a text using prior knowledge or experiences.

14.4.NH Make simple text-to-text connections using information from previous texts.

14.5   Select, Use and Cite Resources

14.5.NL   Use digital and cultural resources appropriately.

14.5.NM Use digital and cultural resources appropriately.

14.5.NH Select relevant digital and cultural resources and use them appropriately.

STANDARD 15: Develop Interpersonal Literacy

15.1   Communicate, React, and Show Interest

15.1.NL   Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react, and show interest.

15.1.NM Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react, and show interest.

15.1.NH Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react, and show interest.

15.2   Continue and Extend Conversations

15.2.NL Use a few very simple verbal or nonverbal interjections, rejoinders, or requests for clarification.

15.2.NM Use very simple verbal and nonverbal interjections, rejoinders, requests for clarification, interrogatives, or transition words.

15.2.NH Use simple interjections, rejoinders, requests for clarification, interrogatives, and transition words.

15.3   Increase Comprehensibility and Clarity of Expression

15.3.NL Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, or awareness of pronunciation.

15.3.NM Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution, or awareness of pronunciation, tone, or pitch.

15.3.NH Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution, and attention to pronunciation, tone, or pitch.

15.4   Infer Meaning of Unfamiliar Language

15.4.NL Infer meaning of unfamiliar language from gestures, facial and body expressions, or context clues during simple interactions.

15.4.NM Infer meaning of unfamiliar language from gestures, facial and body expressions, or context clues during simple interactions.

15.4.NH Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues, or topic of conversation.

15.5   Select, Use and Cite Resources

15.5.NL Use digital and cultural resources appropriately.

15.5.NM Use digital and cultural resources appropriately.

15.5.NH Select relevant digital and cultural resources and use them appropriately.

STANDARD 16: Develop Presentational Literacy

16.1   Choose Relevant, Authentic Content and Concepts

16.1.NL Use authentic resources and familiar vocabulary and structures that are relevant to the topic.

16.1.NM Use authentic resources, and familiar vocabulary and structures that are relevant to the topic.

16.1.NH Use authentic resources and familiar content, structures, and syntax that are relevant to the topic.

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16.2   Organize Information

16.2.NL Organize very simple information in a logical sequence and clarify with gestures or visuals as needed by the audience.

16.2.NM Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with gestures, visuals, or words as needed by the audience.

16.2.NH Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with simple language or circumlocution as needed by the audience.

16.3   Increase Comprehensibility and Clarity of Expression

16.3.NL Communicate with emerging awareness of pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, hand shapes, non-manual markers, or signing parameters to increase comprehensibility.

16.3.NM Communicate with awareness of pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, non-manual markers, hand shapes, or signing parameters to increase comprehensibility.

16.3.NH Communicate with attention to pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, non-manual markers, hand shapes, or signing parameters to increase comprehensibility.

16.4   Maintain and Increase Audience Interest

16.4.NL Maintain audience interest via gestures, creativity, emotion, technology, or visuals.

16.4.NM Maintain audience interest via content, creativity, emotion, humor, technology, or visuals.

16.4.NH Maintain audience interest via details, creativity, emotion, humor, technology, or visuals.

16.5   Select, Use and Cite Resources

16.5.NL Use digital and cultural resources appropriately.

16.5.NM Use digital and cultural resources appropriately.

16.5.NH Select relevant digital and cultural resources and use them appropriately.

WORLD LANGUAGE STANDARDS OF LEARNING FOR VIRGINIA PUBLIC SCHOOLS

PROFICIENCY BANDS INTERMEDIATE LOW TO INTERMEDIATE HIGH

MODERN WORLD LANGUAGE: INTERMEDIATE LEVELS

In intermediate level world language courses, students continue to develop their communicative and cultural competence by interacting orally, in writing and by signing with others from the target culture; understanding oral, written and viewed messages; and making oral, written and signed presentations. They communicate on a variety of concrete topics at a level commensurate with their study, beginning to use more complex structures in a variety of time frames. They comprehend the main ideas of authentic materials and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in the target language topics related to historical and contemporary events and issues. Emphasis continues to be placed on use of the target language in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the target language and cultures.

INTERCULTURAL COMMUNICATION AND CONNECTIONS

BENCHMARKS

- Make comparisons between products and practices to help make connections to and understand perspectives in native and other cultures using the target language.
- Interact at a functional level in familiar contexts with people in and from other cultures using the target language and appropriate learned behaviors.

STANDARDS

The standards for Intercultural Communication are interwoven with the Interpretive, Interpersonal, and Presentational Communication Standards.

INTERPRETIVE COMMUNICATION

BENCHMARKS

- Comprehend information in a variety of familiar contexts from authentic texts that are spoken, written or signed.
- Understand the main idea and related information from connected sentences and short paragraphs in authentic informational and fictional texts and overheard or observed conversations.

GOALS

- **Intermediate Low:** Identify the topic and related information from simple and connected sentences.

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- **Intermediate Mid:** Understand the main idea and key information from connected sentences and short paragraphs.
- **Intermediate High:** Follow the main message or flow of events from paragraphs across various time frames.

STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)

1.IL   Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures.

1.IM   Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures.

1.IH   Relate products and practices from concrete researched topics or personal studies to perspectives in native and other cultures.

Standard 1 Progress Indicators for Modern World Languages

1.1.IL   Compare and contrast everyday products, practices and perspectives in native and other cultures, such as professions, work hours, and attitudes toward vacation time; TV channels, prime time programming, and popularity of various shows; reading and the role of literacy in learning and life; landmarks, behavior at landmarks, and how landmarks represent national identity.

1.1.IM   Compare and contrast the relationships among everyday products, practices and perspectives in native and other cultures, such as arts, dancing, and ideas of beauty; literature, cultural events, and importance of traditions; invitations, special occasions, and cultural value of celebrations; ancient architecture, religious ceremonies, and the impact of mythology.

1.1.IH   Compare and contrast the relationships among familiar and unfamiliar products, practices and perspectives in native and other cultures, such as green products, recycling, and earth friendly beliefs; historical events, social norms, and value of demonstrations; family structures, weddings, and the treatment of elders; obituaries, funerals, and attitudes toward death.

STANDARD 2: Compare Intercultural Behaviors

2.1.IL   Identify appropriate and inappropriate everyday behaviors in native and other cultures.

2.1.IM   Compare appropriate and inappropriate behaviors in native and other cultures.

2.1.IH   Relate significant differences in behavior to cultural norms in native and other cultures.

STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed

3.IL   Understand the topic and relevant information in complex authentic informational texts; complex authentic fictional texts; and complex overheard or observed conversations.

3.IM   Understand the main idea and supporting information in complex authentic informational texts; complex authentic fictional texts; and complex overheard or observed conversations.

3.IH   Relate components of complex authentic informational texts; complex authentic fictional texts; and complex overheard or observed conversations.

Standard 3 Progress Indicators for Modern World Languages

3.1   Comprehend Informational Media or Content

3.1.IL.a Identify the general topic and basic facts or information from a cultural product, such as a documentary or vlog.

3.1.IL.b Identify the position and key components in more complex texts, such as a job posting or product review.

3.1.IM.a Determine the targeted age group and demographics from publicity for several newly released or recorded media, such as social media feeds, film, or commercials.

3.1.IM.b Understand the differences and nuances from full texts, such as job descriptions and product reviews in order to choose a best option.

3.1.IH.a Determine and break down the elements of two products, such as marketing strategies in video ads or bias in election coverage.

3.1.IH.b Determine and break down information from complex texts, such as articles or organizational websites.

3.2   Comprehend Fictional Media or Content

3.2.IL.a Compare events in a fictional video series, such as connections, sequencing or importance to the storyline.

3.2.IL.b Compare events in two fictional short stories or poems, such as theme, connections, sequencing or importance to the storyline.

3.2.IM.a Compare two short literary or fictional films, such as characters or genre.

3.2.IM.b Compare short literary works from different genres, determining key components, such as plot points, points of view, or conflicts.

3.2.IH.a Analyze a fictional film to determine abstract story elements, such as the moral of the story or relationships among characters.

3.2.IH.b Determine and break down the moral or sequence of events in texts, such as a folktale, play, or poem.

3.3   Follow Instructions

3.3IL.a Follow oral or signed multistep instructions, such as to create a craft or take medication.

3.3IL.b Follow written multistep directions, such as to create an outfit for a cultural event.

3.3IM.a Follow a series of oral or signed directions, such as to a destination or to build a model from a kit.

3.3IM.b   Follow complex written multistep instructions to complete a task, such as getting to a destination.
3.3IH.a   Follow an online video tutorial, such as to change a tire or redecorate a bedroom.
3.3IH.b   Follow written multistep instructions to complete a task, such as to submit an online job application

3.4   Comprehend Conversations that are Overheard, Observed, or Written
3.4.IL.a   Identify details from a planning session, such as what people should wear to a dance or a server's questions about someone's food order.
3.4.IL.b   Understand the main idea or opinions expressed in written texts, such as a social media thread.
3.4.IM.a   Identify storyline and details from a conversation, such as events from a bad date or questions between team members about a collaborative project.
3.4.IM.b   Compare opinions and perspectives, such as of individuals participating in a written online discussion or social media thread.
3.4.IH.a   Determine the cause of an argument or dialog, such as a conversation between people in a public place or an interview of a celebrity.
3.4.IH.b   Determine the main points of a debate between people in a blog post or article comments.

INTERPERSONAL COMMUNICATION

BENCHMARKS
- Communicate in spontaneous spoken, written or signed conversations on familiar topics.
- Exchange information using connected sentences and a variety of questions.

GOALS
- **Intermediate Low:** Exchange information and ask appropriate follow-up questions using simple created sentences.
- **Intermediate Mid:** Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.
- **Intermediate High:** Negotiate meaning while exchanging information in extended conversations and ask a variety of questions using connected sentences that may form paragraphs across various time frames.

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)
4.IL   Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.

4.IM   Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.

4.IH   Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.

Standard 4 Progress Indicators for Modern World Languages

4.1.IL   Exchange oral or signed information to make simple comparisons between everyday products and practices to help understand perspectives in native and other cultures, such as monuments, traditional events, and national identity; daily routines, leisure activities, and the value of free time. 4.1.IM   Exchange oral or signed information to compare everyday products, practices and perspectives in native and other cultures, such as fashion houses, clothing trends, and attitudes toward thrift shops; social media, ways people communicate, and technology's effects on socializing.

4.1.IH   Exchange oral or signed information to compare the relationships among familiar and some unfamiliar products, practices and perspectives in native and other cultures, such as commercials, advertising, and what sells a product; buildings, neighborhoods, and how city design affects lifestyles.

4.2.IL   Exchange written information to make simple comparisons between everyday products and practices to help understand perspectives in native and other cultures, such as youth hostels, sightseeing, and sense of personal space; transportation options, how people travel, and global exploration.

4.2.IM   Exchange written information to compare everyday products, practices and perspectives in native and other cultures, such as reusable bags, recycling, and environmental responsibility; food pyramid, exercise routines, and trends in dieting.

4.2.IH   Exchange written information to compare the relationships among familiar and unfamiliar products, practices and perspectives in native and other cultures, such as curriculum vitae, applying for a job, and employer expectations; postsecondary education, applying for university, and societal value of various professions.

STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)

5.IL   Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders.

5.IM   Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders.

5.IH   Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures.

Standard 5 Progress Indicators for Modern World Languages

5.1.IL   Demonstrate culturally appropriate greeting and leave-taking behaviors when visiting a business.

5.1.IM   Demonstrate respect through culturally appropriate dress and voice volume when visiting historical sites.

5.1.IH   Demonstrate culturally appropriate reactions and behaviors when trying unfamiliar food or drink.

5.2.IL   Use culturally appropriate salutation, title and signature lines in a simple email exchange.

5.2.IM   Use culturally appropriate formatting, salutation, title and closing in a formal email exchange.

5.2.IH   Use culturally appropriate formatting and writing conventions when exchanging formal or informal emails.

STANDARD 6: Exchange Information and Ideas

6.IL   Converse on a variety of familiar topics.

6.IM   Converse on a variety of familiar topics and some concrete researched topics.

6.IH   Converse on a variety of familiar and concrete researched topics.

STANDARD 6: Progress Indicators for Modern World Languages

6.1.IL   Exchange oral or signed information with a friend about work schedule and weekend availability.

6.1.IM   Discuss plans with a friend to go to a concert, such as how much to spend on tickets, merchandise for sale, transportation, and how to dress.

6.1.IH   Research and discuss the school or healthcare systems in various cultures and how they reflect societal attitudes.

6.2.IL   Create a Venn diagram with a peer comparing the way holidays are celebrated in various cultures.

6.2.IM   Discuss and compare academic testing requirements and purposes in a written response to a blog post.

6.2.IH   Communicate online in writing with peers in another culture to support a service-learning project.

STANDARD 7: Meet Personal Needs or Address Situations

7.IL   Interact with others to meet needs in familiar and everyday situations.

7.IM   Interact with others to meet needs in a variety of familiar and everyday situations.

7.IH   Meet needs in a variety of familiar and everyday situations, sometimes involving a complication.

STANDARD 7: Progress Indicators for Modern World Languages

7.1.IL   Interact with a pharmacist to describe a simple ailment and agree upon treatment.

7.1.IM   Interact with the waiter to substitute vegan or gluten-free ingredients for menu items.

7.1.IH   Exchange ideas for postsecondary options with representatives at a college and career fair.

7.2.IL   Interact with potential buyers to answer questions about an item being sold online.

7.2.IM   Text a friend to explain why weekend plans were canceled and what the alternative plans will be.

7.2.IH   Exchange written messages with a colleague or friend to discuss a difficult situation of a mutual friend.

STANDARD 8: Express, React to and Support Preferences, Opinions, or Viewpoints

8.IL   Express, ask about and react with some detail to preferences, feelings, or opinions on familiar topics.

8.IM   Exchange and react to preferences, feelings, opinions, and simple advice on a variety of familiar topics.

8.IH   Explain and react to viewpoints, emotions, and advice on a variety of familiar topics and some concrete researched topics.

STANDARD 8: Progress Indicators for Modern World Languages

8.1.IL   Compare the importance of sports with peers from another culture via video chat.

8.1.IM   Exchange opinions about movies in cinema clubs and argue whether the book or movie is better.

8.1.IH   Interact via social media or live podcast to exchange and support personal viewpoints on an upcoming election.

8.2.IL   Craft a written response to a blog post about fashion trends.

8.2.IM   Exchange written personal reactions to a blog post in the comments section and respond to others' comments.

8.2.IH   Participate in an online consumer survey to share preferences in designer and ready-to-wear fashion.

PRESENTATIONAL COMMUNICATION

BENCHMARKS

- Present prepared or spontaneous information on familiar topics through written, spoken, or signed language.
- Explain, narrate and express viewpoints using sentences and series of connected sentences.

GOALS

- **Intermediate Low:** Present information using simple sentences and transitions.
- **Intermediate Mid:** Present information using organized connected sentences and series of connected sentences.
- **Intermediate High:** Present information using organized connected sentences that may form paragraphs across various time frames.

STANDARD 9: Investigate Intercultural Products, Practices, and Perspectives (Presentational Mode)

9.IL   Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.

9.IM   Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.

9.IH   Compare products and practices of personal interest and researched topics to help understand perspectives of native and other cultures.

STANDARD 9: Progress Indicators for Modern World Languages

9.1.IL   Compare everyday products, practices and perspectives in native and other cultures, such as clothing, personal style, and appropriate attire; dining, dietary habits, and attitudes toward body image.

9.1.IM   Compare everyday products, practices and perspectives in native and other cultures, such as ways people communicate, social media, and levels of formality in relationships; artists, museums, works of art, and art movements.

9.1.IH   Compare the relationships among familiar and unfamiliar products, practices and perspectives in native and other cultures, such as commercials, advertising, and what sells a product; buildings, architectural styles, and how city design affects lifestyles.

9.2.IL   Make simple comparisons between everyday products and practices to help understand perspectives in native and other cultures, such as youth hostels, sightseeing, and sense of personal space; literary works, value of literature, and literary trends.

9.2.IM   Compare everyday products, practices and perspectives in native and other cultures, such as reusable bags, recycling, and environmental responsibility; food pyramid, exercise frequency, and trends in dieting.

9.2.IH   Compare the relationships among familiar and unfamiliar products, practices and perspectives in native and other cultures, such as curriculum vitae, applying for a job, and employer expectations; postsecondary education, applying for university, and societal value of professions.

STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)

10.IL	Present in familiar situations using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures.
10.IM	Present in familiar situations using appropriate learned behaviors and avoiding common social blunders, recognizing that significant differences exist among cultures.
10.IH	Present to an audience using appropriate learned behaviors and show some understanding of cultural differences by adjusting behavior as needed in familiar contexts.

STANDARD 10: Progress Indicators for Modern World Languages

10.1.IL	Demonstrate culturally appropriate language and learned behaviors.
10.1.IM	Demonstrate culturally appropriate language and learned behaviors.
10.1.IH	Show awareness of basic differences in culturally appropriate language and begin to adjust behaviors as needed.

10.2.IL	Use culturally appropriate salutation, titles, and signature line in a cover letter or email or a job application letter or email.
10.2.IM	Use culturally appropriate formatting, salutation, titles, and closing in a formal cover letter, email, or job application.
10.2.IH	Use culturally appropriate formatting, syntax, punctuation and capitalization in an essay or brochure.

STANDARD 11: Inform, Describe, Explain, or Provide Instructions

11.IL	Inform on, describe, and explain familiar and everyday topics.
11.IM	Inform on, describe, and explain a variety of familiar topics and some concrete researched topics.
11.IH	Inform on, describe, and explain a variety of familiar and concrete researched topics.

STANDARD 11: Progress Indicators for Modern World Languages

11.1.IL	Give directions on how to navigate a city.
11.1.IM	Give a peer instructions on how to accomplish a task, such as obtaining a driver's permit, using the subway system, or signing up for an online class.
11.1.IH	Explain postsecondary and career options from a college and job fair to your peers.

11.2.IL	Create a brochure or flyer on local attractions for prospective students or tourists.
11.2.IM	Write a blog entry summarizing an interview with a personal role model or a review of a book.
11.2.IH	Summarize in writing personal or professional knowledge gained from an internship.

STANDARD 12: Narrate About Life, Events, or Experiences

12.IL   Narrate about personal life, activities, events, and experiences.

12.IM   Narrate about some past, present, or future personal and social events and experiences.

12.IH   Narrate about past, present, and future personal experiences and school and community events.

STANDARD 12: Progress Indicators for Modern World Languages

12.1.IL   Give details about what happened or will happen during a long weekend.

12.1.IM   Dramatize a literary work, creating a surprise ending, or changing the author's point of view.

12.1.IH   Describe the benefits of volunteering for a recent or upcoming community event based on personal experience.

12.2.IL   Create a trip review for an ecotourism website on traveling abroad in an environmentally friendly manner.

12.2.IM   Write an essay about an impactful childhood experience for a semester abroad application.

12.2.IH   Write an editorial explaining how marketing strategies affected a recent purchase or entertainment choice.

STANDARD 13: Support Preferences, Opinions, or Viewpoints

13.IL   Express preferences and opinions with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.

13.IM   State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.

13.IH   State a viewpoint with supporting evidence on a variety of familiar and personal studies topics from native and other cultures.

STANDARD 13: Progress Indicators for Modern World Languages

13.1.IL   Justify preferences for social media platforms for contacting friends, sharing photos, video chats, or other purposes.

13.1.IM   Defend a personal opinion about school cell phone policy.

13.1.IH   Argue to change a controversial school policy based on current research or societal norms.

13.2.IL   Write a book or film review, including specific details to encourage or discourage reading this book or viewing this film.

13.2.IM   Prepare speaking points for participation in a debate about the value of technology in class.

13.2.IH   Write a blog post about a dream career path and how to achieve this goal.

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COMMUNICATIVE LITERACY

GOALS

- Use literacy skills to deepen understanding of authentic texts that are spoken, written, or signed.
- Use interpersonal skills to interact, negotiate meaning, and communicate effectively.
- Use presentational skills to communicate effectively.

STANDARD 14: Develop Interpretive Literacy

14.1   Infer Meaning and Nuances of Texts

14.IL   Infer meaning of unfamiliar phrases using context clues, background knowledge, and related word families.

14.IM   Infer meaning of unfamiliar phrases using context clues, background knowledge, and related word families.

14.IH   Infer underlying message of text via literary devices used, such as anecdotes, satire, or suspense.

14.2   Recognize and Use Organizational Features of Texts

14.2.IL Use visual, aural and organizational features to identify the author's purpose and point of view in straightforward texts, such as poetry, short stories, charts, or pros and cons infographics.

14.2.IM Use visual, aural and organizational features to compare the points of view of various authors on similar topics in straightforward texts, such as short novels, survey results, recommendations, or cause and effect articles.

14.2.IH Use visual, aural, and organizational features to compare and relate the points of view of various authors on similar topics in complex texts, such as novels, descriptions, song lyrics, or problem and solution data reports.

14.3   Apply Self-Questioning Skills

14.3.IL Use inferential self-questioning before, during and after engaging with texts, such as "Why did the character do this or what can I conclude about the actions of a character?"

14.3.IM Use analytical self-questioning before, during and after engaging with texts, such as "What evidence is provided or what is confusing?"

14.3.IH Use evaluative self-questioning before, during and after engaging with texts, such as "What would I change or do I agree with the author?"

14.4   Make Text Connections

14.4.IL Make text-to-text connections using information from previous texts.

14.4.IM Make text-to-world connections using information from previous texts, research and diverse sources.

14.4.IH Make in-depth connections among various texts using researched information from diverse sources.

14.5 Select, Use and Cite Resources

14.5.IL Select relevant digital and cultural resources, use appropriately and cite accurately.

14.5.IM Select relevant digital and cultural resources, use appropriately and cite accurately.

14.5.IH Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

STANDARD 15: Develop Interpersonal Literacy

15.1 Communicate, React and Show Interest

15.IL Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest.

15.IM Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest.

15.IH Use culturally appropriate and relevant content and syntax and begin to adjust language or behaviors as needed to communicate, react and show interest.

15.2 Continue and Extend Conversations

15.2.IL Use a variety of simple interjections, rejoinders, interrogatives and transitions.

15.2.IM Use some complex interjections, rejoinders, interrogatives and transitions.

15.2.IH Use a variety of complex interjections, rejoinders, interrogatives and transitions.

15.3 Increase Comprehensibility and Clarity of Expression

15.3.IL Enhance comprehensibility and clarify information using simple explanations, rephrasing, circumlocution and some consistency in pronunciation, tone or pitch.

15.3.IM Enhance comprehensibility and clarity using simple explanations, rephrasing, circumlocution, self-correction and mostly consistent pronunciation, tone or pitch.

15.3.IH Enhance comprehensibility and clarity using self-correction, paraphrasing, and mostly consistent pronunciation, tone or pitch, register, and rate of speech.

15.4 Infer Meaning of Unfamiliar Language

15.4.IL Infer meaning of unfamiliar language from context or topic of conversation.

15.4.IM Infer meaning of unfamiliar language from context or topic of conversation.

15.4.IH Infer meaning of unfamiliar language from context or topic of discussion.

15.5 Select, Use and Cite Resources

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15.5.IL   Select relevant digital and cultural resources, use appropriately and cite accurately.

15.5.IM   Select relevant digital and cultural resources, use appropriately and cite accurately.

15.5.IH   Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

STANDARD 16: Develop Presentational Literacy

16.1   Choose Relevant, Authentic Content and Concepts

16.1.IL   Use authentic resources, content, structures and syntax that are relevant to the topic.

16.1.IM   Use authentic resources, content, syntax and concepts that are relevant to the topic.

16.1.IH   Use authentic resources, content, syntax, concepts and cultural references that are relevant to the topic.

16.2   Organize Information

16.2.IL   Organize information in a cohesive format with transitions and clarify with simple language or explanations as needed by the audience.

16.2.IM   Organize information in a cohesive format with complex transitions and clarify with simple explanations as needed by the audience.

16.2.IH   Organize information in a cohesive format and explain or clarify as needed by the audience.

16.3   Increase Comprehensibility and Clarity of Expression

16.3.IL   Communicate with attention to accuracy of spoken, written, or signed components of language to increase comprehensibility.

16.3.IM   Communicate with attention to accuracy of spoken, written, or signed components of language to increase comprehensibility.

16.3.IH   Approximate native pronunciation and syntax or signed production, to increase comprehensibility.

16.4   Maintain and Increase Audience Interest

16.4.IL   Maintain audience interest via description, style, technology or visuals.

16.4.IM   Increase audience interest via elaboration, style, technology or visuals.

16.4.IH   Increase audience interest via elaboration, style, technology or visuals.

16.5   Select, Use and Cite Resources

16.5.IL   Select relevant digital and cultural resources, use appropriately and cite accurately.

16.5.IM   Select relevant digital and cultural resources, use appropriately and cite accurately.

16.5.IH   Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

WORLD LANGUAGE STANDARDS OF LEARNING FOR VIRGINIA PUBLIC SCHOOLS

PROFICIENCY BANDS ADVANCED LOW TO ADVANCED MID

MODERN WORLD LANGUAGE: ADVANCED LEVELS

In advanced level world language courses, students continue to develop their communicative and intercultural competence by interacting orally, in writing, and by signing with others from the target culture; understanding oral, written and viewed messages; and making oral, written and signed presentations. They communicate on a variety of familiar, unfamiliar and researched topics, using complex structures and moving from concrete to more abstract concepts in a variety of time frames. They understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts. They maintain spontaneous conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics connected sentences and probing questions. They deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics in paragraphs and using various time frames. Emphasis continues to be placed on use of the target language in the classroom as exclusively as possible as well as on use of authentic materials to learn about the target language and cultures.

INTERCULTURAL COMMUNICATION AND CONNECTIONS

BENCHMARKS

- Explain some diversity among products and practices and how it relates to perspectives in native and other cultures using the target language.
- Interact at a competent level in familiar and some unfamiliar contexts with people in and from other cultures using the target language and adjusting behaviors as needed.

STANDARDS

The standards for Intercultural Communication and Connections are interwoven with the Interpretive, Interpersonal, and Presentational Communication Standards.

INTERPRETIVE COMMUNICATION

BENCHMARKS

- Comprehend information in a wide variety of familiar and general interest contexts from authentic texts that are spoken, written or signed.
- Understand the main message and supporting details from paragraphs across various time frames in complex, organized authentic texts and overheard or observed conversations.

GOALS

- **Advanced Low:** Understand the underlying message and some supporting details across major time frames.
- **Advanced Mid:** Understand the underlying message and most supporting details across major time frames.

STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)

1.AL   Analyze how products and practices of public and personal interest are related to perspectives in native and other cultures.

1.AM   Analyze how global products and practices are related to perspectives in native and other cultures.

Standard 1 Progress Indicators for Modern World Languages

1.1.AL   Analyze the relationships among products, practices and perspectives of public and personal interest in native and other cultures, such as pharmaceuticals, use of antibiotics, and attitudes toward vaccinations; national identity, globalized social media, and perspectives on use of foreign words.

1.1.AM   Analyze the relationships among global products, practices and perspectives in native and other cultures, such as housing, gentrification, and accessibility of social services; minimum wage, unemployment support, and accessibility of leave of absence.

STANDARD 2: Compare Intercultural Behaviors

2.1.AL   Analyze how to adjust behavior according to cultural norms in familiar situations in native and other cultures.

2.1.AM   Analyze how to adjust behavior according to cultural norms in familiar and some unfamiliar situations in native and other cultures.

STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed

3.AL   Analyze components of complex authentic informational texts; complex authentic fictional texts; complex overheard or observed conversations.

3.AM   Analyze the diversity of components of complex authentic informational texts; complex authentic fictional texts; complex overheard or observed conversations.

STANDARD 3: Progress Indicators for Modern World Languages

3.1   Comprehend Informational Media or Content

3.1.AL.a Analyze the elements of a modern-day product, service, or global issue and compare to prior strategies used to promote or inform about it.

3.1.AL.b Connect the effects of influential articles on organized or spontaneous events.

3.1.AM.a Analyze the effects of different types of marketing on demographic groups.

3.1.AM.b Analyze the impact of sequential historical events on modern-day happenings.

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3.2   Comprehend Fictional Media or Content

3.2.AL.a Connect elements such as causes, outcomes or impact of an event in a fictional film to a similar historical or current event.

3.2.AL.b Compare fictional texts such as folktales, plays, or poems to determine culturally ingrained messages and perspectives.

3.2.AM.a Analyze the differences in a fictional film from the facts of the historical event upon which it is based.

3.2.AM.b Analyze the effects of literary movements on societal cultural shifts and vice versa.

3.3   Follow Instructions

3.3AL.a   Follow how-to videos for gamers or job interviews.

3.3AL.b   Follow a multi-step print guide to complete a task such as writing an argumentative essay.

3.3AM.a   Follow procedural changes introduced at the beginning of a board or council meeting.

3.3AM.b   Follow complex instructions, such as the logistics for renting a place through a home-sharing website.

3.4   Comprehend Conversations that are Overheard, Observed, or Written

3.4.AL.a Analyze points of view from a discussion about such topics as room remodeling between designer and customer or debates on candidates' platform and record.

3.4.AL.b Compare cultural perspectives that influence the opinions of participants in a written online thread, such as the definition of family.

3.4.AM.a Analyze the results of a celebrity's personal and professional choices during their rise to fame.

3.4.AM.b Analyze the role of emotions in social media threads or online editorials.

INTERPERSONAL COMMUNICATION

BENCHMARKS

- Sustain spontaneous spoken, written, or signed conversations and discussions on familiar and unfamiliar concrete topics.
- Discuss and explain information, incorporating various time frames, series of connected sentences, paragraphs, and probing questions.

GOALS

- **Advanced Low:** Exchange information and ideas in discussions using a few simple paragraphs across major time frames.
- **Advanced Mid:** Maintain discussions using probing questions and providing detailed responses across major time frames.

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

4.AL	Share how products and practices of public and personal interest are related to perspectives of native and other cultures.
4.AM	Share how global products and practices are related to perspectives of native and other cultures.

STANDARD 4: Progress Indicators for Modern World Languages

4.1.AL	Exchange oral or signed information to compare the relationships among a variety of unfamiliar products, practices and perspectives in native and other cultures, such as migrant workers, seasonal hiring, and acculturation; public schools, educational testing, and the role of education in quality of life.
4.1.AM	Exchange oral or signed information to compare the relationships among global products, practices and perspectives in native and other cultures, such as or professional or social schedules, influence of time on scheduling, and cultural concepts of time; environmental problems, solutions to such problems, and respect for such solutions.
4.2.AL	Exchange written information to compare the relationships among a variety of unfamiliar products, practices and perspectives in native and other cultures, such as material comforts, lifestyles, and value of efficiency; exports, trade practices, and disaster relief efforts.
4.2.AM	Exchange written information to compare the relationships among global products, practices and perspectives in native and other cultures, such as globalized products, prevalence of such products, and impact of such products on society and individual lifestyles; environmentally friendly transportation options, use of such options, and priority of such options.

STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)

5.AL	Converse in familiar and some unfamiliar situations showing some awareness of subtle cultural differences by adjusting behavior accordingly.
5.AM	Converse comfortably in familiar and unfamiliar situations showing some awareness of subtle cultural differences by adjusting behavior accordingly.

STANDARD 5: Progress Indicators for Modern World Languages

5.1AL	Offer culturally appropriate gifts in a socially conventional manner as a guest at a celebration.
5.1.AM	Maintain the lifestyle of the host family as an exchange student.
5.2.AL	Use culturally appropriate personal details, academic information, terminology and formatting when corresponding with references from a job application.

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5.2.AM   Use culturally appropriate writing conventions when interacting with colleagues to create a formal business proposal.

STANDARD 6: Exchange Information and Ideas

6.AL   Discuss a variety of familiar and some unfamiliar concrete researched topics.

6.AM   Maintain discussions on a variety of familiar and unfamiliar concrete topics and some academic, social or professional topics.

STANDARD 6: Progress Indicators for Modern World Languages

6.1.AL   Research and discuss various political systems, including political parties, form of government and voting process.

6.1.AM   Discuss the advisability of requiring all incoming students to be vaccinated.

6.2.AL   Provide feedback through online collaborative peer editing on a classmate's research paper.

6.2.AM   Provide relevant data to support a research project when collaborating with colleagues.

STANDARD 7: Meet Personal Needs or Address Situations

7.AL   Resolve an unexpected complication in a familiar or everyday situation.

7.AM   Resolve an unexpected complication in some unfamiliar situations.

STANDARD 7: Progress Indicators for Modern World Languages

7.1.AL   Negotiate a refund for an item that broke after the warranty expired.

7.1.AM   Provide details while negotiating with an airline employee to locate lost luggage.

7.2.AL   Exchange written messages with a colleague or friend to discuss a difficult situation of a mutual friend.

7.2.AM   Email an employer to express interest in a job and ask for more details about desired experience.

STANDARD 8: Express, React to and Support Preferences, Opinions or Viewpoints

8.AL   Explain, react to and compare viewpoints, emotions and advice on a variety of familiar and unfamiliar concrete researched topics

8.AM   Support, react to, and compare viewpoints and emotions, and advice on a variety of familiar and unfamiliar concrete researched topics.

STANDARD 8: Progress Indicators for Modern World Languages

8.1.AL   Discuss and compare the pros and cons of university entrance requirements in various cultures with a teacher or advisor.

8.1.AM   Discuss with international visitors state-funded benefits for education such as meals and after-school programs.

8.2.AL   Write a rebuttal to an editorial that criticizes today's youth in comparison to past generations and request further evidence to support the point of view.

8.2.AM   Advocate for supporting veterans by citing examples from other countries in posts and responses in an online forum.

PRESENTATIONAL COMMUNICATION

BENCHMARKS

- Present detailed and organized presentations on familiar as well as unfamiliar concrete researched topics.
- Analyze, narrate and convey persuasive arguments using various time frames and paragraphs.

GOALS

- **Advanced Low:** Present information using a few simple paragraphs across major time frames.
- **Advanced Mid:** Present information using organized paragraphs across major time frames.

STANDARD 9: Investigate Intercultural Products, Practices, and Perspectives (Presentational Mode)

9.AL   Explain how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures

9.AM   Explain how global products and practices are related to perspectives of native and other cultures

STANDARD 9: Progress Indicators for Modern World Languages

9.1.AL   Compare the relationships among a variety of unfamiliar products, practices and perspectives of public and personal interest in native and other cultures, such as migrant workers, seasonal hiring, and acculturation; public schools, educational testing, and the role of education in quality of life.

9.1.AM   Compare the relationships among global products, practices and perspectives in native and other cultures, such as professional or social schedules, influence of time on scheduling, and cultural concepts of time; environmental problems, solutions to such problems, and respect for such solutions.

9.2.AL   Compare the relationships among a variety of unfamiliar products, practices and perspectives in native and other cultures, such as material comforts, lifestyles, and materialism; exports, trade practices, and natural disasters and disaster relief efforts.

9.2.AM   Compare the relationships among global products, practices and perspectives in native and other cultures, such as globalized products, prevalence of such products, and impact of such products on society and individual lifestyles; environmentally friendly transportation options, use of such options, and priority of such options.

STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)

10.AL   Present confidently to an audience and show some understanding of cultural differences by adjusting behavior as needed in familiar and some unfamiliar contexts.

10.AM   Present confidently to an audience and show understanding of cultural differences by adjusting behavior as needed in familiar and unfamiliar contexts.

STANDARD 10: Progress Indicators for Modern World Languages

10.1.AL   Show awareness of some subtle differences among cultural behaviors and adjust accordingly.

10.1.AM Show awareness of subtle differences among cultural behaviors and adjust accordingly.

10.2.AL   Use culturally appropriate personal details, academic information, terminology and formatting when writing curriculum vitae.

10.2.AM Use culturally appropriate writing conventions when creating a formal academic or business proposal.

STANDARD 11: Inform, Describe, Explain or Provide Instructions

11.AL   Inform on, describe and explain some concrete academic, social and career-related topics of interest.

11.AM   Inform on, describe and explain a variety of concrete academic, social and career-related topics of interest from native and other cultures.

STANDARD 11: Progress Indicators for Modern World Languages

11.1.AL   Explain the significance of a historical event and its impact on present-day society.

11.1.AM Present a summative project such as a capstone, thesis, or research project.

11.2.AL   Write a comparison of family roles, structures and challenges across cultures, and the impact on future generations.

11.2.AM Write a research paper on a topic related to personal studies or area of specialization.

STANDARD 12: Narrate About Life, Events or Experiences

12.AL   Narrate about personal, community, and career-related experiences.

12.AM   Narrate based on concrete experiences in academic, social and career-related topics.

STANDARD 12: Progress Indicators for Modern World Languages

12.1.AL   Chronicle a series of related events in one's family ancestry.

12.1.AM Explain the impact of and provide solutions for a community issue from personal experience, such as drug addiction or equity in education.

12.2.AL   Create a presentation on how social media has influenced a culturally ingrained business perspective.

12.2.AM Write in detail about a personal experience in a study abroad program and reflect on how the experience may impact one's future life.

STANDARD 13: Support Preferences, Opinions or Viewpoints

13.AL   Present an argument with supporting evidence on some researched academic, social and career-related topics of interest from native and other cultures.

13.AM   Present an argument with supporting evidence on a variety of concrete academic, social and career-related topics of interest from native and other cultures.

STANDARD 13: Progress Indicators for Modern World Languages

13.1.AL   Convince an audience of the importance of a historical, literary or current event, with reasoning to support this position.

13.1.AM Advocate for new ideas or innovative approaches related to school, work or career.

13.2.AL   Create an announcement for a fundraiser for a health care cause, or a human or animal rights cause that has had a personal impact.

13.2.AM Write a cover letter for a job application.

COMMUNICATIVE LITERACY

GOALS

- Use literacy skills to integrate understanding of authentic texts that are spoken, written or signed.
- Use interpersonal skills to interact, negotiate meaning and communicate effectively.
- Use presentational skills to communicate effectively.

STANDARD 14: Develop Interpretive Literacy

14.1   Infer Meaning and Nuances of Texts

14.1.AL   Infer nuances of text via literary devices used, such as alliteration, juxtaposition, or symbolism.

14.1.AM Infer nuances of complex texts via a variety of literary devices used.

14.2   Recognize and Use Organizational Features of Texts

14.2.AL   Use visual, aural, and organizational features to analyze the points of view of various authors in complex texts, such as novels, reports, rationales, or editorials.

14.2.AM   Use visual, aural, and organizational features to evaluate the points of view or information in a variety of complex texts.

14.3   Apply Self-Questioning Skills

14.3.AL   Use critical self-questioning before, during and after engaging with texts, such as "Who is affected by this" or "how is this similar to a certain group of people?"

14.3.AM   Use critical self-questioning before, during and after engaging with a variety of complex texts.

14.4   Make Text Connections

14.4.AL   Make in-depth connections among various texts using researched information from diverse sources.

14.4.AM   Integrate information from a variety of complex texts and sources.

14.5   Select, Use and Cite Resources

14.5.AL   Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

14.5.AM   Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

STANDARD 15: Develop Interpersonal Literacy

15.1   Communicate, React and Show Interest

15.1.AL   Use culturally appropriate and relevant content and syntax and adjust language or behaviors as needed to communicate, react, and show interest.

15.1.AM   Use culturally appropriate and relevant content and syntax and adjust language or behaviors as needed to communicate, react, and show interest.

15.2   Continue and Extend Conversations

15.2.AL   Use a variety of complex interjections, rejoinders, interrogatives, and transitions.

15.2.AM   Use a variety of complex interjections, rejoinders, interrogatives, and transitions.

15.3   Increase Comprehensibility and Clarity of Expression

15.3.AL   Enhance comprehensibility and clarity using paraphrasing, elaboration, consistent pronunciation, tone or pitch, register, and rate of speech.

15.3.AM   Enhance comprehensibility and clarity using paraphrasing, elaboration, consistent pronunciation, tone or pitch, register, and rate of speech.

15.4   Infer Meaning of Unfamiliar Language

15.4.AL   Infer meaning of unfamiliar language from context or topic of discussion.

15.4.AM Infer meaning of unfamiliar language from context or topic of discussion.

15.5   Select, Use and Cite Resources

15.5.AL   Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

15.5.AM Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

STANDARD 16: Develop Presentational Literacy

16.1   Choose Relevant, Authentic Content and Concepts

16.1.AL   Use a variety of authentic resources, content, syntax, concepts and cultural references that are relevant to the topic.

16.1.AM Use a variety of authentic resources, content, syntax, concepts and cultural references that are relevant to the topic.

16.2   Organize Information

16.2.AL   Organize information in a cohesive format and explain or elaborate as needed by the audience.

16.2.AM Organize information in a cohesive format and explain or elaborate as needed by the audience.

16.3   Increase Comprehensibility and Clarity of Expression

16.3.AL   Approximate native pronunciation and syntax or signed production to increase comprehensibility.

16.3.AM Approximate native pronunciation and syntax or signed production to increase comprehensibility.

16.4   Maintain and Increase Audience Interest

16.4.AL   Increase audience interest via elaboration, style, technology, or visuals.

16.4.AM Increase audience interest via cultural references, elaboration, style, technology, or visuals.

16.5   Select, Use and Cite Resources

16.5.AL   Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

16.5.AM Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

WORLD LANGUAGE STANDARDS OF LEARNING

PROGRESS INDICATORS FOR CLASSICAL LANGUAGES

INTRODUCTION TO CLASSICAL LANGUAGES

Classical Language programs involve the study of Latin and Ancient Greek, languages that are no longer a native or first language for any population. However, both languages are accessible through literature and have a significant impact on learning in other disciplines, such as modern languages, art, law, government, and medicine. The primary focus in Classical Language learning is the development of Interpretive reading skills. Interpretive listening, as well as Interpersonal and Presentational speaking and writing, are ancillary skills that support language learning. These modalities are of particular value for students with different learning styles and of various ages.

Since the focus of Classical Languages is on the written and not the spoken word, the following differences appear in the way the exit proficiency expectations are written:

- Most Classics students will spend little time on Presentational Speaking beyond the Novice Level. While it is important that students appreciate the fact that Classical Languages were once used to communicate orally, most programs use oral language as a pedagogical tool rather than a proficiency expectation.
- An increased use of oral techniques appears in the Intermediate Levels in the study of poetry and oratory, where sound adds to the meaning of the literature.
- Since the primary focus is Interpretive Reading, students progress more quickly in their reading skills, and, if they continue to study the language, they will be able to read original authors such as Caesar, Vergil, Ovid, Catullus and others.

The exit proficiency expectations in the chart below are set, based on significant research, to provide informed guidance to local language programs and should not be interpreted as a state mandate.

MODE & Skill	Level I or 140 hours	Level II or 280 hours	Level III or 420 hours	Level IV or 560 hours	Level V or 700 hours	Level VI or 840 hours
INTERPRETIVE Listening	NM	NM	NH	IL	IL	IL
INTERPRETIVE Reading	NH	IL	IM	IH	AL	AM

MODE & Skill	Level I or 140 hours	Level II or 280 hours	Level III or 420 hours	Level IV or 560 hours	Level V or 700 hours	Level VI or 840 hours
INTERPERSONAL Person-to-person	NM	NM	NM	NM/NH	NM/NH	NM/NH
PRESENTATIONAL Speaking	NM	NM	NM	NH	NH	NH
PRESENTATIONAL Writing	NM	NM	NH	IL	IM	IH

Key: NM = Novice Mid; NH = Novice High; IL = Intermediate Low; IM = Intermediate Mid; IH = Intermediate High; AL = Advanced Low; AM = Advanced Mid

INTERPRETIVE COMMUNICATION

CL1. 1 Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)

Novice

CL1.1.NL: Identify a few products and practices in ancient civilizations, such as foods; holidays; clothing; Roman numerals; Greek alphabet; family; education; human beings and the gods; Roman identity across social classes.

CL1.1.NM: Identify similarities and differences between typical products and practices to help understand perspectives in cultures of ancient civilizations, such as celebrating holidays; manner of dress; dining posture; types and rooms of Roman or Greek homes; importance of mythology; war and empire.

CL1.1.NH: Identify similarities and differences in familiar products and practices to help understand perspectives in cultures of ancient civilizations, such as tombstones; political graffiti; mile markers; use and importance of Roman baths; influence of legendary and historical figures and events; role of all members of society; views of non-Romans or non-Greeks.

Intermediate

CL1.1.IL: Make simple comparisons between everyday products and practices to help understand perspectives in native and other cultures, such as public entertainment; virtual exploration of archaeological sites; artifacts, architecture and art forms;

elements of identity across society; role of poets and poetry; role of prose, text and authors; history and cultural memory.

CL1.1.IM: Compare everyday products, practices and perspectives in native and other cultures, such as historic events; work skills or trading practices; elements of idealization vs. reality; multicultural aspects of the roman world; leadership.

CL1.1.IH: Compare the relationships among familiar and unfamiliar products, practices and perspectives in native and other cultures, such as social norms; patricians/plebeians; lives of women in Classical Rome; diverse perspectives on identity; literary genres and nonliterary examples, styles and authors.

Advanced

CL1.1.AL: Compare the relationships among a variety of unfamiliar products, practices and perspectives in native and other cultures, such as political structures; ethical concepts in literature; ethical concepts in society at large; cultural and social identity influences; Roman concept of the other.

CL1.1.AM: Analyze the relationships among global products, practices, and perspectives of Roman or ancient Greek culture, such as within social, economic, and political institutions.

CL1.2 Comprehend Authentic Texts

Novice

CL1.2.NL: Recognize a few simple words, such as greetings, foods, clothing, and family.
CL1.2.NM: Identify simple facts from a caption on a photo.
CL1.2.NH: Identify the main idea of a sentence.

Intermediate

CL1.2.IL: Compare content and perspective of simple texts or spoken exchanges.
CL1.2.IM: Understand the main idea of written or spoken exchanges.
CL1.2.IH: Identify main point of debates, dialogues, or historical or mythological descriptions.

Advanced

CL1.2.AL: Analyze complex texts to determine diverse perspectives.
CL1.2.AM: Analyze complex texts to determine culturally ingrained messages or perspectives.

CL1.3 Follow Instructions (Novice only)

Novice

CL1.3.NL: Respond appropriately to simple commands and follow simple spoken directions for classroom tasks or routines.
CL1.3.NM: Respond appropriately to yes or no questions.

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CL1.3.NH: Respond appropriately to simple written or spoken questions.

INTERPERSONAL COMMUNICATION

Novice

CL2.1.NL: Greet others or introduce oneself.

CL2.1.NM: Ask and answer simple questions related to the current topic or content.

CL2.1.NH: Create a simple cultural skit or reenactment with a peer.

CL2.2.NL: Respond to simple questions about familiar topics.

CL2.2.NM: Share simple facts from a lesson.

CL2.2.NH: Create a graphic organizer with a peer comparing Roman or Greek and native products, practices, and perspectives.

Intermediate

CL2.1.IL: Exchange opinions about the importance of typical events in Roman or Greek culture.

CL2.1.IM: Discuss and compare aspects of Roman or Greek culture, such as daily or social life, with those of other cultures.

CL2.1.IH: Participate in discussions about topics such as philosophy or historical events.

CL2.2.IL: Create a Venn diagram with a peer comparing Roman and U.S. houses.

CL2.2.IM: Exchange information about the importance of typical events in Roman or Greek cultures.

CL2.2.IH: Work with a peer to paraphrase or summarize elements of texts to prepare talking points for a debate.

Advanced

CL2.1.AL: Compare life in the ancient world with modern life using supporting evidence or details.

CL2.1.AM: Discuss themes and meaning within a work of literature in Latin or Greek.

CL2.2.AL: Present a personal viewpoint on a Roman or Greek event, using evidence from texts for support.

CL2.2.AM: Discuss how literary themes, syntax and rhetorical figures enhance a text's meaning.

PRESENTATIONAL COMMUNICATION

Novice

CL3.1.NL: Participate in a reenactment of a Roman or Greek ceremony.
CL3.1.NM: Recite short phrases or common expressions.
CL3.1.NH: Create simple products, such as tombstones or advertisements.

CL3.2.NL: Name, label or share people, places, things or events.
CL3.2.NM: Create a meme with a simple caption.
CL3.2.NH: Recreate a scene from a myth or historical event.

Intermediate
CL3.1.IL: Create a shareable presentation on various forms of public entertainment.
CL3.1.IM: Summarize the effect of class on education, work, and interpersonal relationships.
CL3.1.IH: Summarize personal learning from research on topics of interest, such as philosophy, religion, mythology or personal conduct.

CL3.2.IL: Write an explanation for a non-Roman about a common Roman object.
CL3.2.IM: Explain the importance of geography on the development of a region's culture.
CL3.2.IH: Explain root causes of historical events.

Advanced
CL3.1.AL: Explain the development and transitions from ancient to current forms of government.
CL3.1.AM: Present a summative project, such as a thesis, research paper or capstone.

CL3.2.AL: Explain the influence of a piece of literature on modern media.
CL3.2.AM: Design a written production that analyzes perspectives of the culture, literary genres or the fine arts.

WORLD LANGUAGE STANDARDS OF LEARNING

PROGRESS INDICATORS FOR VISUAL LANGUAGES

INTRODUCTION TO VISUAL LANGUAGES

American Sign Language (ASL) has a rich culture and heritage and is the language most commonly used by the Deaf community in the United States and Canada. In addition, other countries have their own signed languages, like Mexican Sign Language and French Sign Language.

Since ASL is a visual language, the communication modes involve different skills:

- Interpretive Listening is labeled Interpretive Receptive, meaning that information is received visually, not auditorily.
- Presentational Speaking is Presentational Expressive, because information is being conveyed visually through signs, not verbally.

The exit proficiency expectations in the chart below are set, based on significant research, to provide informed guidance to local language programs and should not be interpreted as a state mandate.

MODE & Skill	Level I or 140 hours	Level II or 280 hours	Level III or 420 hours	Level IV or 560 hours	Level V or 700 hours	Level VI or 840 hours	Level VII or 980 hours	Level VIII or 1,120 hours
INTERPRETIVE Receptive	NH	IL	IM	IM	IH	AL	AM	AM
INTERPRETIVE Receptive-Fingerspelling	NM	NH	IL	IL	IM	IH	IH	AL
INTERPERSONAL Interactive	NM	NH	IL	IL	IM	IH	AL	AL
PRESENTATIONAL Expressive	NM	NH	IL	IL	IM	IH	AL	AM
PRESENTATIONAL Glossing	NL	NM	NH	IL	IM	IH	AL	AL

Key: NM = Novice Mid; NH = Novice High; IL = Intermediate Low; IM = Intermediate Mid; IH = Intermediate High; AL = Advanced Low; AM = Advanced Mid

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INVESTIGATE INTERCULTURAL PRODUCTS, PRACTICES AND PERSPECTIVES

Novice

VL1.1.NL: Identify a few very familiar products and practices in native and Deaf cultures, such as assistive devices; landmarks; traditional and popular ASL literatures; greetings and leave-takings.

VL1.1.NM: Identify similarities and differences in typical products and practices to help understand perspectives in native and Deaf cultures, such as house design; support clubs, agencies and organizations; common table settings.

VL1.1.NH: Identify similarities and differences in simple products and practices to help understand perspectives in native and Deaf cultures, such as regional differences in languages; storytelling traditions; use of technology to communicate.

Intermediate

VL1.1.IL: Make simple comparisons between everyday products and practices to help understand perspectives in native and Deaf cultures, such as movie clips and documentaries; educational options; popular entertainment options.

VL1.1.IM: Compare everyday products, practices and perspectives in native and Deaf cultures, such as how people socialize; characteristics of social norms; stereotypes or exaggerated views of people or groups.

VL1.1.IH: Compare the relationships among familiar and unfamiliar products, practices and perspectives in native and Deaf cultures, such as symbolism in literature or works of art; impact of elections; contributions and impact of historical figures on modern day society.

Advanced

VL1.1.AL: Compare the relationships among global products, practices, and perspectives in native and Deaf cultures, such as political policies affecting daily lives, the hearing and Deaf in American society; differences in cultural viewpoints of global events.

VL1.1.AM: Explain the relationships among global products, practices and perspectives in native and Deaf cultures, such as inclusive globalized products, prevalence of such products, and impact of such products on society and individual lifestyles; accessible transportation options, use of such options, and priority of such options.

INTERPRETIVE VIEWING

Novice

VL2.1.NL: Identify a few numbers, food items, or survival signs.

VL2.1.NM: Identify days of the week and time.

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VL2.1.NH: Recognize the difference between a question and statement about age, activities, or family.

VL2.2.NL: Recognize a few short fingerspelled words or names.

VL2.2.NM: Recognize some common weather expressions, locations, or feelings.

VL2.2.NH: Follow a simple math problem with figures.

Intermediate

VL2.1.IL: Recognize the theme in short stories or poems by Deaf authors.

VL2.1.IM: Understand principle elements of fictional or nonfiction topics from recorded materials of current and historical importance to members of Deaf culture.

VL2.1.IH: Relate the impact of sequential historical events to modern-day happenings.

VL2.2.IL: Identify the topic and simple information from a documentary on Deaf history.

VL2.2.IM: Compare the roles of family members who are deaf and those who are hearing.

VL2.1.IH: Determine the main point of debates, dialogues or historical descriptions related to Deaf culture.

Advanced

VL2.1.AL: Compare aspects of Deaf minority communities with hearing minority communities in the United States, both historically and in modern society.

VL2.1.AM: Compare cultural perspectives that influence the opinions of Deaf and hearing populations on accessibility options.

VL2.2.AL: Compare aspects of Deaf communities with hearing communities, related to equity in education.

VL2.2.AM: Compare cultural perspectives that influence the opinions of Deaf and hearing populations on professional equity.

INTERPERSONAL COMMUNICATION

Novice

VL3.1.NL: Exchange greetings and introductions with a peer.

VL3.1.NM: Exchange both formal and informal greetings.

VL3.1.NH: Ask and answer simple questions about dates, times, places and events on posters or tickets.

VL3.2.NL: Fingerspell name.

VL3.2.NM: Ask and answer simple questions about family, friends, activities, or school.

VL3.2.NH: Ask for and give simple directions to a location.

Intermediate

VL3.1.IL: Exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.

VL3.1.IM: Discuss and compare news and vlogs related to Deaf life and perspectives.

VL3.1.IH: Paraphrase or summarize elements of works of art, performances or literature to participate in discussions or debates about familiar, researched or personal interest topics.

VL3.2.IL: Exchange opinions about the importance of typical events in Deaf culture and what is needed to participate fully in these events.

VL3.2.IM: Interact with members of the Deaf community about contemporary issues related to daily life.

VL3.2.IH: Interact with members of the Deaf community about accessibility issues they face in daily life.

Advanced

VL3.1.AL: Discuss the impact of the institutionalization of deaf people that took place in the past, how it was similar to other groups, and how and why it has changed in current society.

VL3.1.AM: Discuss the evolution in cultural perspectives in both the Deaf and hearing communities due to historical or societal cultural shifts.

VL3.2.AL: Discuss the pros and cons of attending educational institutes for Deaf populations vs educational institutes for all populations.

VL3.2.AM: Discuss how internship opportunities for the Deaf have historically changed and the reasons for this evolution among businesses.

PRESENTATIONAL SIGNING

Novice

VL4.1.NL: Sign numbers from 1-10.

VL4.1.NM: Sign the main cities on a map.

VL4.1.NH: State biographical facts.

VL4.2.NL: Sign name, age, phone number and email address.

VL4.2.NM: Sign daily schedule of activities with times.

VL4.2.NH: Describe how to prepare food or follow a simple routine.

Intermediate

VL4.1.IL: Explain rules or customs in various settings such as games, culture or way of life.

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VL4.1.IM: Summarize a current event that impacts the Deaf community.

VL4.1.IH: Explain the effect of political or social policies on the private and public life of the Deaf community.

VL4.2.IL: Present information on volunteer opportunities within the Deaf community.

VL4.2.IM: Summarize personal learning from research on topics such as deaf athletes, historical figures or technology advances.

VL4.2.IH: Explain healthy lifestyles such as daily exercise, adequate rest, or healthy eating.

Advanced

VL4.1.AL: Analyze and explain the impact of the oralism movement in educating students who are deaf.

VL4.1.AM: Present a platform of social justice such as audism, racism, ableism, or ageism.

VL4.2.AL: Analyze and explain the impact of inclusive and exclusionary practices throughout society.

VL4.2.AM: Present a detailed proposal for a project or research study related to issues of social justice.

WORLD LANGUAGE STANDARDS OF LEARNING

PROGRESS INDICATORS FOR
HERITAGE LANGUAGE PROGRAMS

INTRODUCTION TO HERITAGE LANGUAGE COURSES

Heritage Language courses are designed to meet the needs of students who have home backgrounds in a language other than English and can serve as a bridge into advanced modern language courses. Heritage language learners need instruction that allows them to maintain strengths in their heritage language, while developing new skills, particularly in academic vocabulary and literacy or the areas of reading and writing.

Because heritage learners have some background in the language of study, the progress indicators for some strands will have varying starting points and may not include the lower sublevels. The exit proficiency expectations for heritage language courses in the chart below are set, based on significant research, to provide informed guidance to local language programs and should not be interpreted as a state mandate.

	Level I or II difficulty languages, alphabetic languages such as French, German, Spanish, etc.			Level III or IV difficulty languages, character-based, or logographic languages such as Arabic, Chinese, Korean, etc.		
MODE & Skill	Level I or 140 hours	Level II or 280 hours	Level III or 420 hours	Level I or 140 hours	Level II or 280 hours	Level III or 420 hours
INTERPRETIVE Listening	IL	IM	IH	NH	IL	IM
INTERPRETIVE Reading	NH	IL	IM	NM	NH	IL
INTERPERSONAL Person-to-person	IL	IM	IH	NH	IL	IM
PRESENTATIONAL Speaking	NH	IL	IM	NH	IL	IM
PRESENTATIONAL Writing	NM	NH	IL	NM	NH	IL

Key: NM = Novice Mid; NH = Novice High; IL = Intermediate Low; IM = Intermediate Mid; IH = Intermediate High; AL = Advanced Low; AM = Advanced Mid

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INVESTIGATE INTERCULTURAL PRODUCTS, PRACTICES AND PERSPECTIVES

Novice

HL1.1.NM: Identify typical products and practices to help understand perspectives of the heritage culture and the predominant culture, such as formal and informal greetings; holidays and celebrations; regionalisms and colloquialisms; customs and traditions across cultures.

HL1.1.NH: Identify similarities and differences between products and practices to help understand perspectives of the heritage culture and the predominant culture, such as hobbies and pastimes; family structure-family life; school systems; myths and legends of the countries where the heritage language is spoken.

Intermediate

HL1.1.IL: Compare everyday products, practices and perspectives of the heritage culture and the predominant culture, such as important civilizations of the countries where the heritage language is spoken; ethnic groups in the countries where the heritage language is spoken; short historical or literary texts.

HL1.1.IM: Compare everyday products, practices, and perspectives of the heritage culture and the predominant culture, such as war and peace; historic events; culture and immigration.

HL1.1.IH: Compare the relationships among familiar and unfamiliar products, practices and perspectives of the heritage culture and the predominant culture, such as the role of women in society; social consciousness; art movements in the 21st century.

Advanced

HL1.1.AL: Compare the relationships among global products, practices, and perspectives of the heritage culture and the predominant culture, such as ecotourism; environmental problems; impact of contemporary media on society.

HL1.1.AM: Analyze the relationships among global products, practices, and perspectives of the heritage culture and the predominant culture, such as innovations; ethics and science; effects of technology on self and society.

INTERPRETIVE COMMUNICATION

Novice

HL2.1.NM: Identify some basic facts from memorized or familiar words and phrases related to traditions and cultural events.

HL2.1.NH: Identify the topic or basic facts or details from podcasts, videos, or excerpts from texts or letters.

Intermediate

HL2.1.IL: Understand and summarize information from videos about different civilizations and their contribution to society.

HL2.1.IM: Compare the opinions and perspectives of individuals participating in an online discussion about the impact of war.

HL2.1.IH: Relate an event in a historical fiction film to a similar historical or current event, including causes, outcomes, or impact of the events.

HL2.2.IL: Determine the main idea of short and simple texts when the topic is familiar and in the heritage language.

HL2.2.IM: Examine and analyze similes, metaphors, imagery, and other literary devices.

HL2.2.IH: Recognize word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning.**Advanced**

HL2.1.AL: Analyze a film to determine the moral of the story or relationship among characters.

HL2.1.AM: Understand the underlying message and text nuances in a biographical or historical film.

INTERPERSONAL COMMUNICATION

Novice

HL3.1.NM: Exchange specific information about family origin.

HL3.1.NH: Ask and answer simple questions about an infographic on a familiar topic.

Intermediate

HL3.1.IL: Exchange information with a friend about how individuals feel in difficult situations.

HL3.1.IM: Exchange information in conversations on immigration and its effects on society.

HL3.1.IH: Research and discuss the school or healthcare systems in various cultures and how they reflect societal attitudes.

HL3.2.IL: Create a Venn diagram with a peer comparing the way holidays are celebrated in various cultures.

HL3.2.IM: Exchange personal reactions to a blog post about war and peace and respond to others' comments.

HL3.1.IH: Interact via social media to exchange and support personal viewpoints on the role of women in society.

Advanced

HL3.1.AL: Research and discuss various political systems, including political parties, form of government and voting process.

HL3.1.AM: Discuss the advisability of requiring all incoming students to be vaccinated.

PRESENTATIONAL COMMUNICATION

Novice

HL4.1.NH: Present regionalisms and colloquialism from different countries where the heritage language is spoken.

HL4.2.NM: Create an avatar of oneself providing personal information.

HL4.2.NH: Present information about family and activities.

Intermediate

HL4.1.IL: Express and explain my preferences on pastimes, hobbies, and personal interests.

HL4.1.IM: Make a video or live dramatization of a literary work, creating a surprise ending or changing the author's point of view.

HL4.1.IH: Tell stories about school and community events and personal experiences.

HL4.2.IL: Create a simple brochure on ethnic groups in the countries where the heritage language is spoken.

HL4.2.IM: Write a short essay on a famous artist from a country where the heritage language is spoken and their contributions to society.

HL4.2.IH: Write a blog post explaining how media use can improve or limit students' learning process.

Advanced

HL4.1.AL: Explain the significance of a historical event in a country where the heritage language is spoken and its impact on present-day society.

HL4.1.AM: Present a summative project such as a capstone, thesis, or research project.

WORLD LANGUAGE STANDARDS OF LEARNING

PROGRESS INDICATORS FOR DUAL LANGUAGE /IMMERSION PROGRAMS K-12

INTRODUCTION TO DUAL LANGUAGE / IMMERSION PROGRAMS

In Dual Language/Immersion (DL/I) programs students are taught academic content in two languages, English and the target language. Students learn math, science, social studies and other content in two languages, becoming bilingual and biliterate as a result. In DL/I programs, intercultural competencies are integrated into each of the content areas taught at a particular time. Students' cultural knowledge and skills are developed by comparing products and practices through the content matter to develop perspectives on students' native and target culture. Culturally responsive instructional practices are embedded throughout the learning process.

DL/I programs are most common in elementary schools, however programs may continue into middle and high school. In long sequences of study in DL/I programs, students may achieve significantly higher language proficiency levels in both English and the target language than their peers in traditional language arts programs.

The exit DL/I proficiency expectations in the chart below are set, based on significant research, to provide informed guidance to local language programs and should not be interpreted as a state mandate. The target represents the expectation for the end of the listed grade band and assumes participation in the program for each of the preceding grades.

Dual Language/Immersion Exit Proficiency Expectations for levels I and II difficulty rated languages, alphabetic languages, such as; French, German, Greek, Hebrew, Italian, Russian, Spanish, etc.

MODE & Skill	Grade Band K-2 Exit grade 2	Grade Band 3-5 Exit grade 5	Grade Band 6-8 Exit grade 8	Grade Band 9-12 Exit grade 12
INTERPRETIVE Listening	NH	IL-IM	IM-IH	AL-AM
INTERPRETIVE Reading	NH	IL-IM	IM-IH	AL-AM
INTERPERSONAL Person-to-person	NH	IL-IM	IM-IH	IH-AM
PRESENTATIONAL Speaking	NM	IL-IM	IM-IH	AL-AM

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MODE & Skill	Grade Band K-2 Exit grade 2	Grade Band 3-5 Exit grade 5	Grade Band 6-8 Exit grade 8	Grade Band 9-12 Exit grade 12
PRESENTATIONAL Writing	NM	IL-IM	IM-IH	AL-AM

Dual Language/Immersion Exit Proficiency Expectations for levels III and IV difficulty rated languages, character-based or logographic languages, such as Arabic, Mandarin Chinese, Japanese, Korean, etc.

MODE & Skill	Grade Band K-2 Exit grade 2	Grade Band 3-5 Exit grade 5	Grade Band 6-8 Exit grade 8	Grade Band 9-12 Exit grade 12
INTERPRETIVE Listening	NH	IL-IM	IM-IH	AL-AM
INTERPRETIVE Reading	NM	NH-IL	IL-IM	IH-AL
INTERPERSONAL Person-to-person	NH	IL-IM	IM-IH	IH-AL
PRESENTATIONAL Speaking	NH	IL-IM	IM-IH	AL-AM
PRESENTATIONAL Writing	NM	NH-IL	IL-IM	IH-AL

Key: NM = Novice Mid; NH = Novice High; IL = Intermediate Low; IM = Intermediate Mid; IH = Intermediate High; AL = Advanced Low; AM = Advanced Mid

INTERPRETIVE COMMUNICATION

Novice

DL1.1.NL   Recognize sounds, letters, characters, numbers, shapes, and words in children's songs, simple rhymes, poems, chants, or books.

DL1.1.NM: Recognize words, phrases or simple facts related to content taught within readers or videos.

DL1.1.NH: Identify words, phrases or basic information related to personal everyday life and content taught from familiar texts, such as an advertisement or diagram.

DL1.2.NL: Identify tangible products of native and other cultures such as currency, communities, clothing, toys, famous people, or art.

DL1.2.NM: Identify practices of native and other cultures, such as how people eat or how they celebrate holidays.

DL1.2.NH: Identify similarities and differences in everyday products and practices of native and other cultures, such as sports or popularity of events.

Intermediate

DL1.1.IL: Identify the general topic from simple sentences and familiar texts, such as a story, conversation, or cartoon.

DL1.1.IM: Identify the main ideas from a variety of short, familiar texts such as fictional stories or factual documents.DL1.1.IH:Identify the main idea or key details of texts with unfamiliar vocabulary or topics, such as fictional or historical novels.

DL1.2.IL: Identify similarities and differences in familiar products, practices and perspectives of native and other cultures, such as famous monuments or television programming, recognizing that ideas and expressions may be presented differently.

DL1.2.IM: Make simple comparisons between familiar and some unfamiliar products, practices and perspectives of native and other cultures, such as traditions, school schedules or films.

DL1.2.IH: Extrapolate information about familiar and unfamiliar practices, products, and perspectives of native and other cultures presented in various types of texts and media, such as infomercials or travel ads.

Advanced

DL1.1.AL: Determine the main points of informational media, such as videos, podcasts, or TV shows that support the content areas studied.

DL1.1.AM: Summarize detailed information from academic topics, such as current events or science articles.

DL1.1.AH: Analyze the main idea and supporting arguments from multiple viewpoints in complex texts on unfamiliar academic topics or current events.

DL1.2.AL: Understand short presentations on unfamiliar topics.

DL1.2.AM: Follow the main story and most supporting details across major time frames in fictional texts, and compare literary and writing styles to one's own culture.

DL1.2.AH: Analyze and interpret meaning behind summaries and reports such as news and science journals.

INTERPERSONAL COMMUNICATION

Novice

DL2.1.NL: Imitate and rehearse simple greetings and emotional expressions.

DL2.1.NM: Ask and answer a few simple questions about personal everyday life, such as name, birthday or address.

DL2.1.NH: Exchange some personal information, such as about family or hobbies.

DL2.2.NL: Respond to a simple question, such as what game to play at recess.

DL2.2.NM: Interact with the cafeteria staff to ask for food at lunch.

DL2.2.NH: Exchange information, directions, or plans with a peer using texts, graphs, or pictures.

Intermediate

DL2.1.IL: Exchange information on a variety of everyday topics, such as plans for the weekend or academic content.

DL2.1.IM: Exchange information about familiar content topics, such as art projects, number talks, or items of personal need. DL2.1.IH: Exchange information using cultural triangles to show the relationship among products, practices, and perspectives.

DL2.2.IL: Meet basic needs in familiar situations, such as working with a peer on a math problem.

DL2.2.IM: Interact with a peer in familiar situations, such as performing a science experiment.

DL2.1.IH: Resolve a familiar situation that may have a complication, such as explaining why homework was not completed.

Advanced

DL2.1.AL: Exchange information on a wide variety of personal interest topics that go beyond everyday life, such as career aspirations or travel itineraries.

DL2.1.AM: Exchange general information on topics outside of one's fields of interest, such as a research project.

DL2.1.AH: Exchange detailed information on topics within and beyond one's fields of interest or specialization, such as a thesis or capstone project.

DL2.2.AL: Resolve an unfamiliar situation, such as returning or exchanging an item at a store.

DL2.2.AM: Handle a complication or unexpected turn of events, such as rescheduling a trip that was canceled due to bad weather.

DL.2.2.AH: Handle a complicated situation, such as recommending to a peer how to earn money for an unexpected expense.

PRESENTATIONAL COMMUNICATION

Novice

DL3.1.NL: Identify and repeat names of items related to content lessons and topics, such as calendar and weather, foods, or plants and wildlife, and compare them to other cultures.

DL3.1.NM: Present very simple information related to content topics, such as currency, seasons, habitats, weather forecasts, or healthy food options, and compare them to other cultures.

DL3.1.NH: Present simple information with some details related to a content topic, such as a timeline of historical events in other cultures or an outline for a paper.

DL3.2.NL: List favorite toys or holidays and compare them to other cultures.

DL3.2.NM: Rank favorite cartoon characters or movies and compare them to other cultures.

DL3.2.NH: Describe favorite activities during the school week, weekend, or vacation for oneself and for peers in other cultures.

Intermediate

DL3.1.IL: Create an oral, written, or visual presentation on a content-related topic, such as a biography of a famous musician or artist from another culture.

DL3.1.IM: Present detailed information on a learned or researched topic from another class or subject, such as the scope and results of a science experiment from another culture.

DL3.1.IH: Present detailed information on an unfamiliar researched topic of interest, such as potential careers involving a second language.

DL3.2.IL: Express preferences with details on topics of interest, such as a favorite online video game played with international peers.

DL3.2.IM: Advise peers about the best apps to help learn languages outside of class and why they work.

DL3.1.IH: Prepare speaking points for a debate about the value of technology in cross-cultural communications.

Advanced

DL3.1.AL: Present information with supporting evidence on an academic topic of interest, such as how advertising differs across cultures.

DL3.1.AM: Present an explanation for a social or community project or policy and relate it to similar policies in other cultures.

DL3.1.AH: Advocate for new ideas or innovative approaches related to school, work, or training, including supporting evidence from native and other cultures.

DL3.2.AL: State a viewpoint with supporting evidence on the influence of social media on cultural behaviors.

DL3.2.AM: Present an argument with supporting evidence for or against a school policy or political issue.

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DL3.2.AH: Support an argument and counterargument using a variety of evidence such as statistics, data, or polls.

WORLD LANGUAGE STANDARDS OF LEARNING

PROGRESS INDICATORS FOR ELEMENTARY FLES PROGRAMS

INTRODUCTION TO FOREIGN LANGUAGE ELEMENTARY SCHOOL (FLES) PROGRAMS

FLES programs are most common in elementary schools; however, programs may continue into middle school and can include any middle school courses that are not offered for high school credit. Elementary grades K-6 may include both language-focused and content-enriched FLES programs. FLES programs focus on developing oral proficiency and can involve reinforcing core content knowledge. Emphasis is placed on Interpersonal skills, along with Interpretive listening and Presentational speaking. Middle school programs are usually designed to build skills that prepare students for credit-bearing courses.

The FLES exit proficiency expectations are based on programs that meet a minimum of 90 minutes per week of language study. Language programs that do not meet the 90 minutes per week minimum are considered exploratory or FLEX programs, which are not designed to build proficiency. Exploratory programs are focused on goals, such as introducing basic vocabulary for one or more languages and teaching students about different cultures.

The FLES exit proficiency expectations in the chart below are set, based on significant research, to provide informed guidance to local language programs and should not be interpreted as a state mandate.

Exit Proficiency Expectations for FLES programs of 90 minutes or more per week

MODE & Skill	End of 2nd year of study	End of 3rd year of study	End of 4th year of study	End of 5th year of study	End of 6th year of study
INTERPRETIVE Listening	NM	NH	IL	IL	IM
INTERPRETIVE Reading	NL-NM	NM-NH	NM-NH	NM-NH	IL
INTERPERSONAL Person-to-person	NM	NH	NH-IL	IL	IM
PRESENTATIONAL Speaking	NL-NM	NM-NH	NH-IL	IL	IL-IM

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MODE & Skill	End of 2nd year of study	End of 3rd year of study	End of 4th year of study	End of 5th year of study	End of 6th year of study
PRESENTATIONAL Writing	NL-NM	NM-NH	NM-NH	NH-IL	NH-IL

Key: NM = Novice Mid; NH = Novice High; IL = Intermediate Low; IM = Intermediate Mid; IH = Intermediate High; AL = Advanced Low; AM = Advanced Mid

INVESTIGATE INTERCULTURAL PRODUCTS, PRACTICES AND PERSPECTIVES

Novice

EL1.1.NL: Identify and repeat names of typical products from native and other cultures, such as flags, foods, and animals.

EL1.1.NM: Identify and name typical products and practices from native and other cultures, such as seasons, rooms in a house, or school schedules.

EL1.1.NH: Identify similarities and differences in everyday products and practices of native and other cultures, such as currency, sports or activities.

Intermediate

EL1.1.IL: Compare products and practices related to everyday life to help understand perspectives of native and other cultures, such as monuments or TV programming.

INTERPRETIVE COMMUNICATION

Novice

EL2.1.NL: Recognize a few individual words in children's songs, simple rhymes, poems, chants, or book titles.

EL2.1.NM: Recognize repeated words, taglines or short quotes from jingles, ads, movies, songs, rhymes, chants, or poems.

EL2.1.NH: Draw images as they are described in a story.

EL2.2.NL: Follow simple classroom instructions or routines.

EL2.2.NM: Follow classroom instructions, routines, and schedules.

EL2.2.NH: Follow simple steps to create an object, play a game, solve a puzzle, or follow a scavenger hunt.

Intermediate

EL2.1.IL: Summarize the main idea of a cartoon or TV commercial.
EL2.2.IL: Follow multistep instructions to complete a craft or play a game.

INTERPERSONAL COMMUNICATION

Novice

EL3.1.NL: Greet peers and teachers.
EL3.1.NM: Greet and leave people in a polite way.
EL3.1.NH: Exchange simple information using texts, graphs, or pictures.

EL3.2.NL: Answer a few simple questions, such as name and age.
EL3.2.NM: Ask and answer some simple questions, such as favorite foods or television shows.
EL3.2.NH: Ask for and give simple directions for games or destinations.

Intermediate

EL3.1.IL: Exchange information in familiar situations, such as plans for the weekend.
EL3.2.IL: Exchange information when solving a math problem with a peer.

PRESENTATIONAL COMMUNICATION

Novice

EL4.1.NL: Tell favorite places to eat, visit, vacation, or play.
EL4.1.NM: Rank favorite cartoon characters or movies.
EL4.1.NH: Describe favorite activities during the school week, weekend, or vacation.

EL4.2.NL: Name or write letters of the alphabet, simple words or numbers related to content in other classes.
EL4.2.NM: Give simple information related to content in other classes using a Venn diagram.
EL4.2.NH: Give simple information related to content in other classes using graphic organizers or simple sentences.

Intermediate

EL4.1.IL: Express preference on topics of interest with some detail, such as a favorite video game.
EL4.2.IL: Present information learned or researched in another class, such as the results of a science project.