

# Connecticut K–12 World Language Standards 2024



# Contents

Acknowledgments ..... ii

Guiding Principles ..... 1

Connecticut’s World Languages: Preparing Global Citizens ..... 2

Creating Equitable Pathways to World Language Proficiency ..... 2

Introduction to the Connecticut World Language Standards ..... 3

Intercultural Competence and Intercultural Communicative Competence ..... 4

How to Use this Document ..... 5

Connecticut World Language Standards ..... 6

Goal Area 1: Communication ..... 7

Goal Area 2: Cultures ..... 10

Goal Area 3: Connections ..... 12

Goal Area 4: Comparisons ..... 14

Goal Area 5: Communities ..... 16

Appendix ..... 18

Glossary ..... 19

**State of Connecticut**

Ned Lamont, Governor  
Susan Bysiewicz, Lt. Governor

**Connecticut State Department of Education**

Charlene M. Russell-Tucker, Commissioner  
Dr. Charles E. Hewes, Deputy Commissioner

**Academic Office**

Irene Parisi, Chief Academic Officer  
Dr. Maribel Olivero, Director of Equity & Languages

**Connecticut State Board of Education**

Erin D. Benham, Vice Chairperson  
Sreenidi Bala, Student Member  
Christine Benz, Ex Officio  
Bonnie E. Burr  
Terrence Cheng, Ex Officio  
Donald F. Harris, Jr.  
Sophia Messina, Student Member  
Kristen A. Record  
Allan B. Taylor  
Kelli-Marie Vallieres, Ex Officio  
Seth D. Zimmerman

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race; color; religious creed; age; sex; pregnancy; sexual orientation; workplace hazards to reproductive systems; gender identity or expression; marital status; national origin; ancestry; retaliation for previously opposed discrimination or coercion; intellectual disability; genetic information; learning disability; physical disability (including, but not limited to, blindness); mental disability (past/present history thereof); military or veteran status; victims of domestic violence; or criminal record in state employment, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the Connecticut State Department of Education’s nondiscrimination policies should be directed to: Attorney Louis Todisco, Connecticut State Department of Education, by mail at 450 Columbus Boulevard, Hartford, CT 06103-1841; by telephone at 860-713-6594; or by email [louis.todisco@ct.gov](mailto:louis.todisco@ct.gov).

## Acknowledgments

The Connecticut State Department of Education (CSDE) would like to acknowledge and thank the following organizations and individuals for their contributions to the refreshed *Connecticut World Language Standards*:

### World Language Standards Revision Team

K-12 educators, school and district-level administrators, and other educators and specialists designated by the CSDE to guide the work of revising the Connecticut World Language Standards.

**Rebecca Aubrey**, Chair and President of the CT Council of Language Teachers and Spanish Teacher at South Windsor Public Schools

**Dr. Maribel Olivero**, Project Director and CSDE Director of Equity and Languages

---

**Amy F. Conklin**  
Spanish Teacher  
Shelton High School

**Jennifer Cowenhoven, M.A.T., M.Ed.L.**  
World Language Teacher  
Wilton Public Schools

**Dr. Teresa DeBrito**  
Director of Curriculum and Instruction  
Region 12 Schools

**Eileen D. Frankel**  
World Language Coordinator  
Grades 3-12  
Fairfield Public Schools

**Sarah Harris Breuer**  
Instructional Supervisor of Humanities (6-12)  
Milford Public Schools

**Dr. Kemen Holley**  
K-12 Director of World Languages and Multilingual Learners  
New Canaan Public Schools

**Denay Johnston**  
Spanish Teacher  
World Language Teacher Leader  
Colchester Public Schools

**Elizabeth Lapman**  
Director of Multilingual Learners and World Languages Hamden Public Schools

**Mark Pearsall**  
Latin and Ancient Greek Teacher and UConn Adjunct  
Glastonbury Public Schools

**Elizabeth Peczuh**  
Supervisor, World Language, EL and Bilingual Programs  
East Hartford Public Schools

**Allyson M. Power**  
World Language Department Chairperson  
Ridgefield High School  
Ridgefield Public Schools, Ridgefield, CT

**Jessica Ramy**  
World Language Supervisor  
Berlin Public Schools

**Dr. Evelyn Robles-Rivas**  
Supervisor of Languages and Community Partnerships  
Meriden Public Schools

**Amanda Robustelli-Price**  
Director of World Languages/ML  
Glastonbury Public Schools

**Dr. Bethany Rosin**  
World Language Department Supervisor  
West Hartford Public Schools

**Maria Gabriela Schneider**  
Spanish Teacher  
Farmington Public Schools

**Nicole S. Solís**  
French and Spanish Teacher  
Easton Public Schools

**Dr. Karen D. Stoj**  
Curriculum Specialist Multilingual and World Language Programs  
South Windsor Public Schools

**Juan José Vázquez-Caballero**  
High School Spanish Teacher  
Lyme-Old Lyme High School (Region 18)

**Christina Vázquez Mauricio**  
Chair of World Languages, Grades 6-12  
Darien Public Schools

**James Wildman**  
Head Teacher, World Language Department  
Glastonbury Public Schools

**Kazumi Yamashita-Iverson**  
Japanese Teacher  
Maloney Interdistrict Magnet School  
Waterbury Public Schools

**Maria Zachery**  
World Languages Coordinator  
K-12 Westport Public Schools

## World Language Standards Stakeholder Review Team

K-12 educators, school and district-level administrators, institutes of higher education methods and content professors, and specialists designated by the CSDE to review and provide feedback on the drafted Connecticut World Language Standards.

**Jessica Lee Haxhi**, Chair and Supervisor of World Languages at New Haven Public Schools

**Dr. Maribel Olivero**, Project Director and CSDE Director of Equity and Languages

---

### Andrea Amado

Learning Specialist and Adjunct Instructor  
Yale School of Medicine and Central  
Connecticut State University

### Marilyn Archibald

Retired High School Latin Teacher

### Dr. Michele Back

Associate Professor  
World Languages Education  
University of Connecticut

### Kim Braun

American Sign Language Teacher  
New Haven Public Schools

### Francesca Dattilo

Lower School Spanish Teacher and  
Global Studies Coordinator  
Greens Farms Academy

### Heidi Edel

World Language Teacher, French and EL/ML  
New Fairfield Public Schools

### Julia Gascoyne Fedoryk

World Language Teacher  
High School Latin and Spanish  
Fairfield Warde High School  
Fairfield, CT

### Kristofer Kelso

Educator  
Fairfield Public Schools and Western  
Connecticut State University

### Lea Graner Kennedy

Independent World Language  
Consultant and ACTFL Consultant  
Groton Public Schools

### Dr. Sarah Lindstrom

Department Coordinator and Spanish Teacher  
Bristol Public Schools

### Joseph Moller

Latin Professor and Teacher  
Holy Apostles College and Seminary and  
Queen of the Apostles Preparatory Academy

### Dr. Joseph Parodi-Brown

Academic Dean  
Modern Languages Department Chair  
Marianapolis Preparatory School  
Thompson, CT

### Lisa Patnoe

World Languages Teacher  
Moser School  
Rocky Hill, CT

### Johanna Robles

Director of Multilingual Learners, World and  
Dual Language Programs  
Hartford Public Schools

### Dr. Stephanie Sanzo

Methods Instructor and Regional Practicum  
Evaluator  
Alternate Route to Certification (ARC)

### Dr. Isabel Tapia

Spanish Teacher  
Fairfield, CT

### Paula Teixeira

World Language Team Leader  
Trumbull Public Schools

### Erica Torruellas

Spanish Teacher  
World Language Curriculum Co-Leader  
Hamden High School  
Hamden Public Schools

### Eva Maria Verduzco

Carlson Lower School Spanish Teacher and  
Global Studies Coordinator  
Greens Farms Academy, Westport, CT

### Jane Vigliotti

Spanish Teacher  
Fairfield Public Schools

---

## Major portions of this document were derived from publications created by the following organizations and committees:

- The American Council on the Teaching of Foreign Languages (ACTFL)
- The Delaware World Readiness Standards for Learning Languages (Delaware Department of Education, 2016)
- The Kentucky Standards for World Language Proficiency (Kentucky Department of Education, 2013)
- The National Council of State Supervisors for Languages (NCSSFL)

## Guiding Principles

**Every K-12 Connecticut student deserves to have access to the gift of language proficiency.** All learners have the right to learn languages. All learners have the ability to learn languages. Through this access, all learners can enjoy communicating with others. Language teaching and learning today is much different from 20 years ago. Language teachers engage in research-based teaching practices that support **all learners** to participate in language classes and succeed. Students develop language proficiency through high-quality instruction that focuses on real-world application of language. In this way, students develop the ability to communicate effectively in another language in order to function in a variety of situations. It includes the use of visuals and engaging texts from the communities where the language is spoken such as menus, schedules, songs, and videos. Teachers encourage students to use grammar to complete real-world language tasks using authentic texts, versus merely talking about how the grammar works. Teachers use the target language for instruction, with plenty of visual and contextual support for students, approximately 90 percent or more of class time (see ACTFL Guiding Principles, Facilitate Target Language Use). These practices ensure that students are building both language proficiency and intercultural competence; every student in Connecticut deserves this opportunity.

During the summer of 2023, a diverse group of language educators, from across Connecticut, volunteered their time to begin the process of updating the state's World Language Frameworks. To guide the work, small groups brainstormed what they saw as the essential principles of language learning, with the intent of identifying a set of principles that would serve as a foundation for language learning in Connecticut. The groups then shared their ideas with each other, and noted where there were areas of overlap, and which ideas resonated with them the most. Following in-depth discussions, these principles were then consolidated into a list that was voted on. As the educators worked with the list, they found that they could be organized by specific themes: the vision and purpose of language programs; how can we ensure that language programming in Connecticut promotes diversity, equity, and inclusion; and what is the essential content and knowledge that language programs should seek to develop in language learners. The group then reviewed and approved the edited principles. These guiding principles served to focus the standards revision process, and also ground the work of language programs in the State of Connecticut with a unified vision.

## Vision and Purpose

Effective World Language programs:

- provide learners with the knowledge and skills to communicate in more than one language with people from diverse linguistic and cultural backgrounds;
- develop global citizens who have a greater understanding of themselves and others, and are responsive to the needs of both the local and the world community; and
- cultivate learners who are prepared for the future by being intellectually curious, effective communicators, strong collaborators, and creative problem-solvers.

## Diversity and Access

Effective World Language programs:

- ensure that all K-12 students have equitable access to high-quality and rigorous World Language education;
- are articulated and sequential K-12 learning experiences that provide opportunities for on-going assessment of language proficiency, constructive feedback, self-reflection, and personal goal-setting; and
- are student-centered and connect to and build upon students' own experiences, languages, cultures, and communities.

## Content and Knowledge

Effective World Language programs:

- are proficiency-based and provide meaningful and authentic interactions in the target language, helping to develop linguistic and cultural competency;
- make interdisciplinary connections across content areas to engage students in the application of language within and beyond the World Language classroom; and
- encourage interaction and risk-taking in the target language in real-world local and global contexts to develop proficiency across the three modes of communication.



## Connecticut's World Languages: Preparing Global Citizens

The world that today's learners will live in is constantly being redefined, but there is no doubt that it will be a globalized world. To participate effectively in this world, today's learners must be prepared to live and interact in multicultural, multilingual communities. Approximately 23 percent of the population of Connecticut speaks a language other than English at home. At the same time, advances in technology have made instantaneous communication possible, from across the state, to across the country, to across the globe. Today's learners must be prepared to live and interact in multilingual and multicultural communities as they advance their education, enter the workforce, and exercise citizenship. The *Connecticut World Language Standards* prepare students to be full participants in the global workforce and citizens of the world by attaining proficiency in English and one or more other languages.

Twenty-first century lives are not lived in isolation. People live and work with others from diverse backgrounds who speak different languages. Ever-evolving advances in technology have made instantaneous global communication possible. To thrive in this global society, today's learners must be able to communicate in other languages at higher levels of proficiency and with greater cultural competence than ever before. The *Connecticut World Language Standards* prepare students not only to be full participants in the global workforce, but also to become citizens of the world. This is the essence of college, career, and world readiness.

## Creating Equitable Pathways to World Language Proficiency

**Proficiency in two or more languages is a superpower.** Students may arrive in our schools already knowing two or more languages, or having had no exposure at all to other languages. Opportunities in diverse programs, including weekend, heritage, public, private, or independent schools, provide a variety of pathways for students to build language capacity. Language proficiency opens the door to a range of advanced college and career opportunities, as well as myriad life experiences. Students who are in programs that implement the *Connecticut World Language Standards* develop intercultural communication skills that they can use to participate in multilingual communities locally and globally. The research has shown that language learning enhances students' problem-solving skills and creative thinking capacity, and improves verbal and spatial abilities, long- and short-

term memory function and attitudes toward the language and culture being learned (ACTFL Guiding Principles, [Benefits of Language Learning](#)).

**Connecticut schools and districts offer and recognize multiple pathways to proficiency.** Early language learning experiences, such as quality elementary school world language programs or dual-language programs, positively impact literacy in both students' first languages and their language(s) of study, scores on standardized tests in other subject areas, and students' comfort level with cultural differences (ACTFL Position Statement, [Early Language Learning](#)). Programs that plan for students to start as early as possible, and continue a sequence of regular language study for as long as possible, produce the highest levels of proficiency. Middle and high school students have the ability to study languages in a variety of settings, from school-year programs to weekend or heritage programs. At school, students who already have proficiency in language(s) other than English should have opportunities to maintain and enhance their skills in upper-level language classes or classes for heritage and native speakers. School districts should find ways to recognize student achievement and learning in all language programs. All learners deserve the ability to pursue their language interests and have their resulting proficiency skills recognized.

**Connecticut schools and districts encourage and celebrate language proficiency.** The Connecticut State Seal of Biliteracy has been established to recognize students who have achieved proficiency in English and at least one other language. As the Seal of Biliteracy Guidelines (2017) explain:

The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st-century global citizens in a multicultural, multilingual world. The Seal of Biliteracy acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. Also, the Seal of Biliteracy provides recognition to English Language/Multilingual Learners (EL/MLs) for the great value of developing English and maintaining their primary language ([Connecticut Seal of Biliteracy Guidelines](#), September 2017).

Students receive the Seal of Biliteracy by completing all English requirements for graduation and passing a standardized test of language proficiency at the “Intermediate–Mid” level across skill levels (See [ACTFL Proficiency Guidelines](#)), which may include speaking, signing, reading, writing, and listening, according to the national ACTFL Proficiency Guidelines. To achieve a score of Intermediate–Mid level of proficiency, all learners need to have equitable access to an articulated, sequential, multiyear program of study. Districts offering the Seal of Biliteracy must make every effort to encourage learners of all languages to test for and receive this award.

Nationwide, colleges and universities are recognizing the value of the Seal of Biliteracy, with some offering credits and advanced class placement to recipients. Many colleges and universities prefer to see three or more years of language study on students’ transcripts. Districts are also encouraged to develop “Pathways to the Seal” awards to recognize students at younger grades who have shown progress toward the proficiency levels necessary to achieve the Seal of Biliteracy in high school. Currently, all 50 states and the District of Columbia recognize the Seal of Biliteracy ([www.sealofbiliteracy.org](http://www.sealofbiliteracy.org)).

## Introduction to the Connecticut World Language Standards

The 2024 Connecticut World Language Standards should be used by K–12 school districts and teachers to create curriculum, inform unit design, and provide a common language between World Language teachers and their administrators about the goals and purposes of World Language instruction. The standards are also critical for guiding districts in developing communication with community stakeholders, such as local boards of education, students, and families, about the role, purpose, and scope of language learning in Connecticut.

The *Connecticut World Language Standards* mirror the [ACTFL World Readiness Standards for Learning Languages](#) in content and organization. These standards provide a roadmap to the knowledge and skills students need to develop as they learn another language. These refreshed standards maintain the five main standards, or Goal Areas, of language learning, which offer the “what” of language education. These Goal Areas are often referred to as the “5Cs”: Communication, Cultures, Connections, Comparisons, and Communities. These standards are intended to be interrelated and interdependent, and thus cannot and should not be taught or assessed in isolation from each other.

**The Communication Goal (Standards 1.1 – 1.3)** represents how learners communicate effectively in more than one language to function in a variety of situations and for multiple purposes, across three modes of communication: interpersonal, interpretive, and presentational. The interpersonal mode involves spontaneous, unrehearsed conversations, with questions and answers, between two or more people. In the interpretive mode, learners demonstrate an understanding of information that they have viewed, heard, or read in the target language by drawing conclusions or applying what they have understood, without direct translation. Finally, the presentational mode is one-way, often rehearsed communication of information that may be written, signed, or spoken.

**The Cultures Goal (Standards 2.1 – 2.2)** addresses how learners communicate and interact with cultural competence to participate in multilingual communities at home and around the world. Learners use the language to explore, explain, and reflect upon the interrelationships between the products, practices, and perspectives of the culture(s) studied. Learners use this knowledge and their language skills to interact with cultural competence and understanding when communicating with others.

**The Connections Goal (Standards 3.1 – 3.2)** addresses how learners connect with other disciplines and acquire information and diverse perspectives to use the language to function in a variety of situations. Learners draw connections to other disciplines while using the language to further develop both critical thinking and problem-solving skills. Learners can access and evaluate information and diverse perspectives that are available through the language and its culture(s).

**The Comparisons Goal (Standards 4.1 – 4.2)** addresses how learners develop insight into the nature of language and culture to interact with cultural competence. Learners use the language to investigate, explain, and reflect on the nature of language and culture through comparisons of the language and cultures studied and their own.

**The Communities Goal (Standards 5.1 – 5.2)** addresses how learners interact with cultural competence and understanding to participate in multilingual communities both at home and around the world. Through this goal, learners use their language skills both within and beyond the classroom to participate within their local community and the larger globalized world. To demonstrate success, learners should set goals and reflect on their progress in using languages for a variety of purposes.

Through these five Goal Areas, the *Connecticut World Language Standards* provide a roadmap for developing learners' proficiency in another language. "Proficiency" is defined as the ability to use the language in real-world, spontaneous interactions, in a manner that is appropriate to the culture where the language is spoken. "Performance" refers to the ability to use the language that has been learned and rehearsed in a classroom setting. In language classrooms, teachers guide students in their progress toward proficiency by providing opportunities to demonstrate what they can do with language through a variety of performance tasks. For this reason, language educators should create lessons to help students recognize the characteristics of each proficiency level and consider what they need to do to improve from one level to the next.

Learners' progress toward proficiency is measured according to five main levels: novice, intermediate, advanced, superior, and distinguished. At the novice level, learners can use memorized language on very familiar topics within the classroom setting. As learners progress through the intermediate level, they develop a survival level ability to function in the target language and create with language. Advanced level learners can communicate about a variety of topics across various time frames and handle unexpected complications that might occur in everyday life. Superior level communicators can fully function in careers and life in the communities where the language is spoken. Each level of the Communications Standard, except for the superior and distinguished levels, is further broken down into low, mid, and high sublevels. At the low sublevel, a learner demonstrates baseline performance at the level; at the mid sublevel they demonstrate solid performance at the level; and at the high sublevel they demonstrate movement toward the next major level, often peaking into the next level without being able to sustain it. The sublevels for the Communications standard are provided to support educators and language learners in understanding what they can do with language and setting goals for how to continue to grow. All learners progress through these levels regardless of the age or grade level that they begin studying language. Learners may progress through the proficiency levels at different rates in each skill area: listening, reading, speaking, and writing. Students may develop skills in some areas more quickly than others.

## Intercultural Competence and Intercultural Communicative Competence

Intercultural competence focuses on the attitudes, knowledge, and skills necessary to understand, appreciate, and respond to cultural differences between and amongst people. Intercultural communicative competence (ICC), focuses not only on the attitudes, knowledge, and skills to understand, appreciate, and respond to cultural differences, but places a focus on communicating with others. To do so, individuals must navigate both language use and appropriate behavior within diverse cultural contexts. Language educators are tasked with providing opportunities for students to engage with both language and culture simultaneously, recognizing the inseparability of the two. Although the Communications and Cultures Goal Areas may be most closely tied to intercultural communicative competence, the other three Goal Areas (Connections, Comparisons and Communities) provide a critical context for developing global citizenship. The intertwining of language and cultural proficiencies culminates in interculturality, wherein learners showcase a deep understanding of diverse perspectives alongside their language skills, emphasizing the holistic nature of language learning and cultural understanding, helping to develop students that are globally minded and culturally sensitive to others.

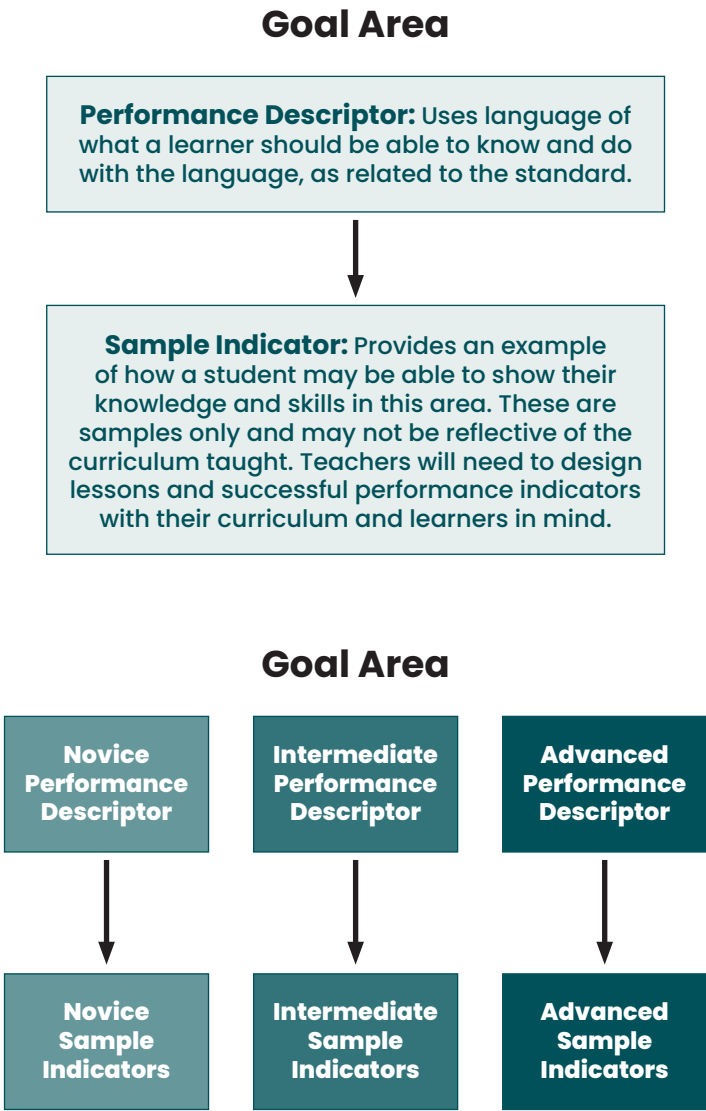
The importance of language competence in today's global society spans various aspects of life such as career readiness, citizen diplomacy, and social interactions. Effective communication across cultures is crucial, requiring learners to not only possess linguistic skills across a variety of topics and contexts, but also cultural insights, curiosity, empathy, and adaptability to interacting with people from diverse backgrounds. The integration of learning targets, commonly called can-do statements, based on language proficiency levels, guide learners in developing both linguistic and intercultural competences, emphasizing how they are interwoven. Intercultural communicative competence is defined as the ability to effectively utilize language skills in conjunction with an understanding of cultural norms and values, underscoring the symbiotic relationship between language and culture.



# How to Use this Document

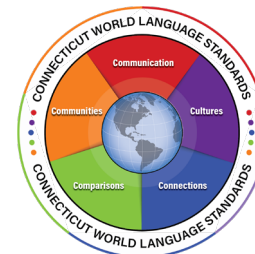
The *Connecticut World Language Standards* are organized by the five Goal Areas: **Communication, Cultures, Connections, Comparisons, and Communities**. The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level. To provide more clarity for educators, each performance descriptor is accompanied by sample performance indicators that provide examples of some of the things that learners can do at that level. *These sample performance indicators are not intended to be a complete list, nor are they intended to dictate what the curriculum should look like, which may be shaped by a variety of local contextual variables.* Instead, they serve as examples to help guide teachers and administrators as they design curriculum and assess learners’ progress toward proficiency. Novice level performance, for example, will look different in elementary, middle, and high schools, so educators should consider what is developmentally appropriate for the proficiency level and age level of their students.

For learners of classical languages, reading ancient texts and interacting with the physical remains of the Greek and Roman world are the main ways that modern students encounter the ancient world. Other modes of communication besides interpretive reading are included within these standards for teachers and students who use these modes.





## Connecticut World Language Standards



GOAL AREAS	STANDARDS		
<b>1. COMMUNICATION</b> Communicate effectively in more than one language to function in a variety of situations and for multiple purposes.	<b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
<b>2. CULTURES</b> Interact with cultural competence and understanding.	<b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
<b>3. CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.	<b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	<b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
<b>4. COMPARISONS</b> Develop insight into the nature of language and culture to interact with cultural competence.	<b>4.1 Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	<b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
<b>5. COMMUNITIES</b> Communicate and interact with cultural competence to participate in multilingual communities at home and around the world.	<b>5.1 School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	<b>5.2 Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication Performance Descriptors: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
<b>Novice Low learners can</b> communicate on some very familiar topics using simple and memorized words and phrases with support of gestures and visuals.	<b>Novice Mid learners can</b> communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.	<b>Novice High learners can</b> communicate and exchange information about familiar topics using phrases and simple memorized sentences. They can usually handle short social interactions in everyday situations by asking and answering simple, sometimes original questions.	<b>Intermediate Low learners can</b> participate in conversations on a number of familiar topics using simple sentences and sometimes creating original sentences. They can handle short social interactions in everyday situations by asking and answering simple questions.	<b>Intermediate Mid learners can</b> participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday lives.	<b>Intermediate High learners can</b> participate with ease and confidence in conversations on familiar or researched topics. They can usually talk about events and experiences in various time frames. They can usually describe people, places, and things. They can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	<b>Advanced Low learners can</b> participate in conversations about familiar topics that go beyond their everyday lives. They can talk in an organized way with some detail about events and experiences in various time frames. They can describe people, places, and things in an organized way with some detail. They can handle a familiar situation with an unexpected complication.	<b>Advanced Mid learners can</b> express themselves fully not only on familiar topics but also on some concrete social, academic, and professional topics. They can talk in detail and in an organized way about events and experiences in various time frames, and share their points of view on complex issues. They can confidently handle routine situations with an unexpected complication.	<b>Advanced High learners can</b> express themselves freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. They can usually support their opinion and develop hypotheses on topics of particular interest or personal expertise.

1.1 Interpersonal Communication: Sample Performance Indicators

These are intended to provide users with some examples of what performance toward the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
<ul style="list-style-type: none"><li>• Greet peers.</li><li>• Have a conversation to introduce self to someone in a culturally appropriate way.</li><li>• Express basic preferences, needs, and feelings with a classmate.</li><li>• Answer a few simple questions.</li></ul>	<ul style="list-style-type: none"><li>• Greet and leave people in a culturally appropriate way.</li><li>• Express basic preferences and feelings.</li><li>• Ask and answer some simple questions.</li><li>• Make some simple statements in a conversation.</li><li>• Communicate some basic information about their everyday lives.</li></ul>	<ul style="list-style-type: none"><li>• Ask and answer questions with a peer to compare a celebration in the communities where the language is spoken with their own.</li><li>• Exchange information using texts, graphs, or pictures.</li><li>• Express simple opinions about foods from the communities where the language is spoken.</li><li>• Interact with others in everyday situations.</li></ul>	<ul style="list-style-type: none"><li>• Have a simple conversation on an everyday topic.</li><li>• Ask and answer questions on factual information that is familiar to them.</li><li>• Use the language to meet their basic needs in familiar situations.</li><li>• Ask and answer questions with a peer from a partner school in the target language community.</li></ul>	<ul style="list-style-type: none"><li>• Start, maintain, and end a conversation on a variety of familiar topics.</li><li>• Exchange information with a peer from a partner school about activities and personal preferences.</li><li>• Use their language to handle tasks related to their personal needs, preferences, and opinions.</li><li>• Exchange information about subjects of special interest to them.</li></ul>	<ul style="list-style-type: none"><li>• Have a conversation with a classmate about a genre of music in the target language from the communities where the language is spoken and how it makes them feel and why.</li><li>• Use their language to do a task that requires multiple steps.</li><li>• Use their language to handle a situation that may have a complication.</li></ul>	<ul style="list-style-type: none"><li>• Participate in conversations on a wide variety of topics that go beyond their everyday lives.</li><li>• Compare and contrast life in different locations and in different times.</li><li>• Resolve an unexpected complication that arises in a familiar situation.</li><li>• Conduct or participate in interviews.</li></ul>	<ul style="list-style-type: none"><li>• Communicate effectively on a wide variety of present, past, and future events</li><li>• Exchange general information on topics outside their fields of interest.</li><li>• Handle a complication or unexpected turn of events.</li><li>• Engage in conversations with native speakers in a culturally respectful way.</li></ul>	<ul style="list-style-type: none"><li>• Exchange complex information about academic and professional tasks.</li><li>• Exchange detailed information on topics within and beyond their fields of interest</li><li>• Support their opinions and construct hypotheses.</li><li>• Discuss how musical preferences of teenagers have changed from generation to generation.</li></ul>

1.2 Interpretive Communication Performance Descriptors: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
<b>Novice Low learners can</b> identify memorized or familiar words that are supported by gestures or visuals related to everyday life that they hear, read, and view.	<b>Novice Mid learners can</b> identify some basic facts from memorized words or phrases that are supported by gestures or visuals on topics related to everyday life that they hear, read, and view.	<b>Novice High learners can</b> identify the topic and some facts from simple sentences, and understand simple questions on familiar topics that they hear, read, and view.	<b>Intermediate Low learners can</b> understand the main idea and details in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea of simple conversations, and understand the main idea of short and simple texts when the topic is familiar.	<b>Intermediate Mid learners can</b> understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea in conversations, and understand the main idea of texts related to everyday life and personal interests or studies.	<b>Intermediate High learners can</b> easily understand the main idea in messages, texts, and presentations on a variety of topics related to everyday life, personal interests, and their studies. They can understand some details of what they hear, even when something unexpected is expressed.	<b>Advanced Low learners can</b> understand the main idea and some supporting details on a variety of topics of personal and general interest. They can follow stories and descriptions in various time frames. They can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.	<b>Advanced Mid learners can</b> understand the main idea and most supporting detail on a variety of topics of personal and general interest, as well as some topics of professional interest. They can follow stories and descriptions in various time frames. They can understand information presented in most genres, even when not familiar with the topic.	<b>Advanced High learners can</b> understand, with ease, narrative, informational, and descriptive speech and texts. They can understand most topics that deal with special interests, unfamiliar situations, and abstract concepts. They can sometimes follow extended arguments and different points of view.

1.2 Interpretive Communication: Sample Performance Indicators

These are intended to provide users with some examples of what performance towards the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
<ul style="list-style-type: none"><li>Occasionally identify the sound of a character or a word.</li><li>Occasionally understand isolated words that have been memorized, when accompanied by gestures or pictures.</li></ul>	<ul style="list-style-type: none"><li>Understand a few courtesy phrases from the communities where the language is spoken.</li><li>Follow simple, familiar instructions when supported by gestures and visuals.</li><li>Understand basic information in infographics or videos from the communities where the language is spoken using familiar words, phrases, and characters.</li></ul>	<ul style="list-style-type: none"><li>Understand simple information when presented with pictures and graphs from the communities where the language is spoken.</li><li>Understand the main topic of familiar conversations that they hear.</li><li>Understand the main topic of a simple social media post from the communities where the language is spoken.</li></ul>	<ul style="list-style-type: none"><li>Understand messages about their basic needs and topics of personal interest.</li><li>Understand questions and simple statements on everyday topics.</li><li>Understand the main idea and supporting details in fictional and nonfictional text from the communities where the language is spoken.</li><li>Identify some information from news media.</li></ul>	<ul style="list-style-type: none"><li>Understand announcements, and other simple recordings and texts from the communities where the language is spoken.</li><li>Understand the main idea of what they listen to and read for personal enjoyment.</li><li>Understand messages related to their everyday life.</li><li>Understand simple personal questions.</li></ul>	<ul style="list-style-type: none"><li>Understand a few details in ads, announcements, and other simple recordings.</li><li>Sometimes understand situations with complicating factors.</li><li>Understand accounts of personal events or experiences.</li><li>Understand the main idea and some supporting details in fictional and nonfictional texts.</li></ul>	<ul style="list-style-type: none"><li>Understand descriptions and stories of events that have happened or will happen.</li><li>Understand the main idea of popular genres of literature and media in communities where the language is spoken.</li><li>Find and use information for practical purposes.</li><li>Read texts that compare and contrast information to draw conclusions.</li></ul>	<ul style="list-style-type: none"><li>Understand the main idea and details of texts or interviews.</li><li>Understand accounts of events.</li><li>Understand general information on unfamiliar topics.</li><li>Understand messages on a wide variety of past, present, and future events.</li><li>Identify and analyze the role and importance of cultural products, such as literature, news stories, social media, and film.</li></ul>	<ul style="list-style-type: none"><li>Understand detailed reports and exposés.</li><li>Understand narrative, descriptive, and informational texts.</li><li>Often understand various viewpoints in extended arguments.</li><li>Understand discussions and presentations on many concrete and abstract topics.</li><li>Read about most topics of special interest.</li><li>Read most general fiction and nonfiction.</li></ul>

1.3 Presentational Communication Performance Descriptors: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
<b>Novice Low learners can</b> present information about themselves and some other very familiar topics using practiced words or memorized phrases with the help of gestures or visuals.	<b>Novice Mid learners can</b> present information about themselves and some other very familiar topics using practiced words, phrases, and memorized expressions.	<b>Novice High learners can</b> present basic information about themselves and familiar topics using language they have practiced using memorized phrases, simple sentences, and sometimes creating meaning with language they know.	<b>Intermediate Low learners can</b> present information in a written, spoken, or signed format on most familiar topics using a series of self-created sentences with some detail.	<b>Intermediate Mid learners can</b> make written, spoken or signed presentations on a wide variety of familiar topics using connected sentences with detail.	<b>Intermediate High learners can</b> present information in a generally organized way on school, work, and community topics, and on topics they have researched. They can make presentations on some events and experiences in various time frames.	<b>Advanced Low learners can</b> deliver organized written or spoken presentations appropriate to their audience on a variety of topics. They can present information about events and experiences in various time frames.	<b>Advanced Mid learners can</b> deliver well-organized written or spoken presentations on concrete social, academic, and professional topics. They can present detailed information about events and experiences in various time frames.	<b>Advanced High learners can</b> deliver detailed written or spoken presentations, with accuracy, clarity, and precision on a variety of topics and issues related to community interests and some special fields of expertise.

1.3 Presentational Communication: Sample Performance Indicators

These are intended to provide users with some examples of what performance toward the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
<ul style="list-style-type: none"><li>Recite words and phrases that they have learned.</li><li>State the names of familiar people, places, and objects in pictures and posters.</li><li>Introduce themselves in a culturally appropriate way.</li><li>Recite short, memorized phrases, parts of poems, and rhymes from the communities where the language is spoken.</li><li>Label familiar people, places, and objects in pictures and posters.</li></ul>	<ul style="list-style-type: none"><li>Present simple information about themselves in a culturally appropriate way.</li><li>Express their likes and dislikes.</li><li>Identify familiar items in their immediate environment.</li><li>Share their daily activities.</li><li>Present simple information about a topic they learned about.</li></ul>	<ul style="list-style-type: none"><li>Tell about a familiar experience or event.</li><li>Express preferences on familiar and everyday topics.</li><li>Present basic information about a familiar person, place, or thing.</li><li>Give simple recommendations about familiar topics from the communities where the language is spoken.</li><li>Describe a favorite character, movie, or activity from the communities where the language is spoken.</li></ul>	<ul style="list-style-type: none"><li>Tell about people, activities, events, and experiences with some details.</li><li>Inform about plans, instructions, and directions.</li><li>Perform songs, short skits, or dramatic readings from the communities where the language is spoken.</li><li>Provide basic instructions on how to make or do something.</li><li>Compare the roles of family members in their own family and in other cultures.</li></ul>	<ul style="list-style-type: none"><li>Describe personal and social experiences with detail.</li><li>Present on something they have learned or researched.</li><li>Share their viewpoint about common interests and issues and write short reports about something they have learned or researched.</li><li>Compose communications for public distribution.</li><li>Summarize cultural practices from authentic materials such as videos and news articles.</li></ul>	<ul style="list-style-type: none"><li>Present information on academic and general interest topics.</li><li>Present about events, activities, and topics of particular interest.</li><li>Share their points of view and provide reasons to support them.</li><li>Deliver information about community topics with detail.</li><li>Present the function of products of the communities where the language is spoken and make comparisons to their function within the learners’ communities.</li></ul>	<ul style="list-style-type: none"><li>Present about a variety of academic and workplace topics.</li><li>Deliver short presentations on social and cultural topics.</li><li>Explain issues of public and community interest, including different viewpoints.</li><li>Meet basic school, workplace, social, and civic writing needs.</li><li>Explain practices in the communities where the language is spoken, like volunteer opportunities and events</li></ul>	<ul style="list-style-type: none"><li>Present information about events of public or personal interest.</li><li>Convey their ideas and elaborate on a variety of academic topics.</li><li>Give presentations with ease and detail on a wide variety of topics related to professional interests.</li><li>Write well-organized texts for a variety of academic, professional and general interest purposes.</li></ul>	<ul style="list-style-type: none"><li>Present complex information on concrete topics and related issues.</li><li>Persuade others about complex issues with supporting evidence.</li><li>Present information and elaborate a point of view for formal purposes.</li><li>Present information, with evidence, to develop an argument about the historical, social, economic, and/or political significance of a product from communities where the language is spoken.</li></ul>



GOAL AREA 2: CULTURES

Learners interact with cultural competence and understanding.

2.1 Relating Cultural Practices to Perspectives Performance Descriptors: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

**Note:** As learners progress through the continuum, their ability to communicate about the relationship between cultural practices and perspectives will be intertwined with their communicative proficiency. Novice learners may speak of these relationships with simple sentences or memorized phrases, while intermediate learners can share more details in longer, more elaborate sentences, and advanced learners can do so with specific details across multiple time frames.

NOVICE	INTERMEDIATE	ADVANCED
<b>Novice learners can</b> identify practices to help them understand perspectives in their own and other cultures.	<b>Intermediate learners can</b> identify and compare practices to help them understand perspectives in their own and other cultures.	<b>Advanced learners can</b> identify, compare, and explain practices to help them understand perspectives in their own and other cultures.

2.1 Relating Cultural Practices to Perspectives: Sample Performance Indicators

These are intended to provide users with some examples of what performance toward the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"><li>• Greet others and say goodbye in a manner that is culturally respectful, using both formal and informal forms of address as appropriate.</li><li>• Identify important dates and times in a schedule from the communities where the language is spoken.</li><li>• List practices observed in a video of a celebration in the communities where the language is spoken.</li><li>• Ask memorized who/what/when questions about traditions, celebrations, or daily life in a target language community, and make comparisons to their own community.</li><li>• Role-play simple interactions in stores and restaurants in the communities where the language is spoken.</li><li>• Identify clothing that aligns with the cultural expectations of the communities where the language is spoken.</li><li>• Follow a YouTube video on how to participate in a simple game or activity.</li></ul>	<ul style="list-style-type: none"><li>• Identify and compare information on patterns of behavior typical of their peer group in the communities where the language is spoken.</li><li>• Interact appropriately with others about how to celebrate a holiday or important event.</li><li>• Summarize cultural practices from authentic materials such as videos and news articles.</li><li>• Role-play culturally appropriate interactions with customer service personnel (e.g., shopkeepers, restaurant workers, etc.) in the communities where the language is spoken.</li><li>• Interact appropriately with peers in another culture to learn about daily life.</li><li>• Present a comparison between the roles of family members in their own family and in other cultures.</li><li>• Compare school or learning environments to determine what is valued in their own and other cultures.</li></ul>	<ul style="list-style-type: none"><li>• Engage in conversations with native speakers in a culturally respectful way around a variety of concrete, researched, and academic topics.</li><li>• Use culturally appropriate behaviors in a variety of situations in the communities where the language is spoken.</li><li>• Adjust language, behaviors, and messages to acknowledge audiences with different cultural backgrounds.</li><li>• Hypothesize about the connection between practices and associated products by giving evidence-based reasons for the perspectives proposed.</li><li>• Explain practices in the communities where the language is spoken, like volunteer opportunities and events.</li><li>• Provide advice about the roles of family members and how they might differ from our own to prepare someone for visiting a family in the communities where the language is spoken.</li><li>• Explain how the school and university systems work in the communities where the language is spoken and develop an argument about the benefits and drawbacks of each system.</li></ul>

2.2 Relating Cultural Products to Perspectives Performance Descriptors: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

**Note:** As learners progress through the continuum, their ability to communicate about the relationship between cultural products and perspectives will be intertwined with their communicative proficiency. Novice learners may speak of these relationships with simple sentences or memorize phrases, while intermediate learners can share more details in longer, more elaborate sentences, and advanced learners can do so with specific details across multiple time frames.

NOVICE	INTERMEDIATE	ADVANCED
Novice learners can identify products to help them understand perspectives in their own and other cultures.	Intermediate learners can identify and compare products to help them understand perspectives in their own and other cultures.	Advanced learners can identify, compare, and explain products to help them understand perspectives in their own and other cultures.

2.2 Relating Cultural Products to Perspectives: Sample Performance Indicators

These are intended to provide users with some examples of what performance toward the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"><li>• Provide information from a menu and indicate what ingredients they like and don’t like.</li><li>• Label a few famous people and places in images/posters from the communities where the language is spoken.</li><li>• Identify tangible products of the communities where the language is spoken such as toys, dress, homes, monuments, currency, famous people, technology and art and tell the purpose of them.</li><li>• Describe and classify genres of music from the communities where the language is spoken.</li><li>• Listen to and/or read short poems, stories, or plays from the communities where the language is spoken and identify key perspectives.</li><li>• Understand repetitive messages in simple songs or stories from the communities where the language is spoken.</li></ul>	<ul style="list-style-type: none"><li>• Experience (read, listen to, observe, perform) products and practices of the communities where the language is spoken (e.g., stories, poetry, music, paintings, dance, drama) and provide simple comparisons of their significance for the communities where the language is spoken.</li><li>• Discuss with a peer the basic message of a news broadcast to show an understanding of current events in the target language community.</li><li>• Summarize the main message in the lyrics of a song and how it relates to the perspectives of the communities where the language is spoken.</li><li>• Identify the characteristics of a hero in a story and how it relates to the perspectives of the communities where the language is spoken.</li><li>• Compare and discuss various cultural products found in literature, news stories, and films from the communities where the language is spoken with a classmate.</li><li>• Investigate and present the purpose of products of the communities where the language is spoken and make comparisons to their purpose within the learners’ communities.</li></ul>	<ul style="list-style-type: none"><li>• Research and explain in detail the role and importance of products from the communities where the language is spoken.</li><li>• Identify and analyze the role and importance of cultural products, such as literature, news stories, social media, and film.</li><li>• Describe and explain how and why some cultural products have changed or disappeared over time.</li><li>• Evaluate the historic values expressed in an epic poem or other piece of literature.</li><li>• Discuss how musical preferences of teenagers have changed from generation to generation.</li><li>• Present information using evidence-based details to develop an argument about the historical, social, economic, and/or political significance of a product from the communities where the language is spoken.</li></ul>

## GOAL AREA 3: CONNECTIONS

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

### 3.1 Making Connections Performance Descriptors: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

**Note:** As learners progress through the continuum, their ability to communicate about the connections between and among other disciplines will be intertwined with their communicative proficiency. Novice learners may speak of these relationships with simple sentences or memorize phrases, while intermediate learners can share more details in longer, more elaborate sentences, and advanced learners can do so with specific details across multiple time frames.

NOVICE	INTERMEDIATE	ADVANCED
<b>Novice learners</b> can acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.	<b>Intermediate learners can</b> acquire, exchange, and present information in the target language on topics related to self and the immediate environment and age-appropriate academic content across disciplines.	<b>Advanced learners can</b> acquire, exchange, and present information in the target language on factual topics of public interest and general academic content across disciplines.

### 3.1: Making Connections to Other Disciplines Sample Performance Indicators

These are intended to provide users with some examples of what performance toward the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"><li>• Draw on knowledge from social studies to use geography skills to draw and mark maps of their cities, states, regions, and of communities where the target language is used.</li><li>• Use a target language source to extend learning from science class to present information in the target language.</li><li>• Identify literary elements in stories or dramas from the communities where the language is spoken by applying learning from English language arts and fine arts.</li><li>• Use skills acquired in math class to convert currencies from countries in the communities where the language is spoken to understand prices of products from the communities where the language is spoken.</li><li>• Use science and math skills to convert Celsius to Fahrenheit and graph weather patterns in the communities where the language is spoken.</li><li>• Exchange healthy eating recommendations with a peer using knowledge from health and science class to compare healthy-eating recommendations.</li></ul>	<ul style="list-style-type: none"><li>• Create timelines of historic events in the communities where the language is spoken using their knowledge of history.</li><li>• Write original poems, stories, and plays in the target language applying their understanding of different writing genres from English language arts.</li><li>• Present short biographical sketches of famous people using skills from social studies and English language arts.</li><li>• Have a conversation with a classmate about a genre of music in the target language from the communities where the language is spoken and how it makes them feel.</li><li>• Exchange information with a peer about the benefits or drawbacks of the school system in the communities where the language is spoken.</li><li>• Report on and evaluate environmental issues in communities.</li><li>• Maintain a blog summarizing public opinion about current events of global importance in communities where the target language is spoken.</li></ul>	<ul style="list-style-type: none"><li>• Write a critical analysis of a target language movie.</li><li>• Compare how world leaders are chosen or elected using their knowledge of different forms of government.</li><li>• Deliver a detailed and persuasive presentation about an innovation/invention to improve the quality of life of people around the world.</li><li>• Write and produce an original play, song, public service announcement, etc., to highlight a challenge facing people in communities where the target language is spoken.</li><li>• Engage in an informed debate about international responsibilities for responding to natural disasters, conflicts, or environmental issues.</li><li>• Provide advice to a peer about how to seek help for a personal or academic issue.</li><li>• Research and explain the use of art, graffiti, or music as a form of political or social protest.</li></ul>

3.2 Acquiring Information and Diverse Perspectives Performance Descriptors:  
Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

**Note:** As learners progress through the continuum, their ability to communicate about information and diverse perspectives offered through the target language and/or culture will be intertwined with their communicative proficiency. Novice learners may speak of these relationships with simple sentences or memorize phrases, while intermediate learners can share more details in longer, more elaborate sentences, and advanced learners can do so with specific details across multiple time frames.

NOVICE	INTERMEDIATE	ADVANCED
<b>Novice learners can</b> recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the communities where the language is spoken.	<b>Intermediate learners can</b> identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the communities where the language is spoken.	<b>Advanced learners can</b> research and explain diverse perspectives and distinctive viewpoints on topics of public interest and general academic content in the target language through authentic materials from the communities where the language is spoken.

3.2 Acquiring Information and Diverse Perspectives: Sample Performance Indicators

These are intended to provide users with some examples of what performance toward the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"><li>Expand vocabulary on a topic using an infographic from the communities where the language is spoken.</li><li>Interpret the main idea(s) from infographics, stories, or cartoons from the communities where the language is spoken on familiar topics.</li><li>Identify and categorize ways that the people in the communities where the language is spoken protect the environment after viewing video clips.</li><li>Identify the main problem of a current event reported in the news or on the internet from communities where the target language is spoken with visual support.</li><li>Explore and respond to simple questions about websites of schools in communities where the target language is spoken.</li></ul>	<ul style="list-style-type: none"><li>Access sources intended for same-age speakers of the target language.</li><li>Chart how a current event article or broadcast in the target language compares with how the same event is reported in the United States.</li><li>Research how a major figure from history, science, or the arts is described in the target language to state a viewpoint on that figure.</li><li>Access survey results about preferences related to daily life of people in communities where the target language is spoken.</li><li>Evaluate marketing and/or advertisements for products sold in communities where the target language is spoken to express preferences about the products.</li><li>Compare listings of houses for sale in communities where the target language is spoken in terms of what features are showcased, cost, size, and location.</li></ul>	<ul style="list-style-type: none"><li>Investigate and present an issue of global importance to provide insights from the perspective of a community where the target language is spoken.</li><li>Research and use a variety of sources related to a social justice topic in order to discuss and debate.</li><li>Read a piece of literature in the target language and analyze the universality of the message.</li><li>Prepare a virtual exhibit of artwork from a community where the target language is spoken and explain the historical importance of the artwork in the community of origin.</li><li>Interview someone from the communities where the language is spoken about perspectives on environmental policies and the impact they have on the world.</li></ul>

GOAL AREA 4: COMPARISONS

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

4.1 Language Comparisons Performance Descriptors: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.

The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

***Note:** As learners progress through the continuum, their ability to communicate about comparisons between the language studied and their own will be intertwined with their communicative proficiency. Novice learners may speak of these relationships with simple sentences or memorize phrases, while intermediate learners can share more details in longer, more elaborate sentences, and advanced learners can do so with specific details across multiple time frames.*

NOVICE	INTERMEDIATE	ADVANCED
<b>Novice learners can</b> investigate the nature and structure of lan- guage through comparisons of the language studied and their own.	<b>Intermediate learners can</b> investigate and reflect on the nature and structure of language through comparisons of the language studied and their own.	<b>Advanced learners can</b> investigate, reflect on, and explain the nature and structure of language through comparisons of the language studied and their own.

4.1 Language Comparisons: Sample Performance Indicators

These are intended to provide users with some examples of what performance toward the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"><li>• Identify cognates between the target language and their native language, notice the patterns that connect them, and detect false cognates when the context suggests a familiar context.</li><li>• Report differences and similarities between the sound, parts of speech, or writing systems of their own language and the target language.</li><li>• Notice and compare common idiomatic expressions in both their native language and the target language.</li><li>• Compare word order in items such as the date and placement of descriptors.</li><li>• Observe formal and informal forms of language in greetings and leave-takings and try out expressions of politeness in other languages and their own.</li></ul>	<ul style="list-style-type: none"><li>• Match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning.</li><li>• Identify idioms in the target language that have no translation in English and vice versa.</li><li>• Compare the flexibility in word order in the target language to English, such as object pronoun placement or verb placement in a sentence.</li><li>• Notice how different time frames are expressed in the target language using context clues and time indicators.</li><li>• Hypothesize about the similarities of languages based on their awareness of cognates and similar idioms.</li></ul>	<ul style="list-style-type: none"><li>• Recognize that cognates have the same as well as different meanings among languages and speculate about the evolution of language.</li><li>• Reflect on phrases and idioms that do not translate directly from one language to another.</li><li>• Analyze elements of the target language, such as time and tense and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships.</li><li>• Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.</li><li>• Compare the writing system of the target language and their own. They also examine other writing systems and report about the nature of those writing systems, for example about the structure of written discourse (e.g., linear v. circular, forming an argument), or about writing styles (e.g., persuasive/academic writing), and how they differ from language to language.</li></ul>



4.2 Cultural Comparisons Performance Descriptors: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

**Note:** As learners progress through the continuum, their ability to communicate about the connections between the culture studied and their own will be intertwined with their communicative proficiency. Novice learners may speak of these relationships with simple sentences or memorize phrases, while intermediate learners can share more details in longer, more elaborate sentences, and advanced learners can do so with specific details across multiple time frames.

NOVICE	INTERMEDIATE	ADVANCED
Novice learners can investigate the concept of culture through comparisons of the language culture(s) and their own.	Intermediate learners can investigate and explain the concept of culture through comparisons of the language culture(s) and their own.	Advanced learners can investigate, explain, and reflect on the concept of culture through comparisons of the language culture(s) and their own.

4.2 Cultural Comparisons: Sample Performance Indicators

These are intended to provide users with some examples of what performance toward the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"><li>• Use gestures to greet friends, family, or new acquaintances in a culturally appropriate way.</li><li>• Experience how tangible products of the communities where the language is spoken and their own are similar or different, like technology, toys, and food.</li><li>• Compare simple patterns of behavior or interaction in various cultural settings, like transportation to school and eating habits.</li><li>• Use a diagram to compare celebrations in the communities where the language is spoken to their own.</li><li>• Compare places in a city where the target language is spoken to places in the city where they live.</li></ul>	<ul style="list-style-type: none"><li>• Brainstorm why certain products originate in and/or are important to particular cultures by comparing selected products from the communities where the language is spoken and their own.</li><li>• Hypothesize about the relationship between cultural perspectives and practices by analyzing celebrations in the communities where the language is spoken and their own.</li><li>• Give opinions about the relationship between cultural perspectives and music by analyzing selected products from the communities where the language is spoken and their own.</li><li>• Evaluate the role and importance of family in the communities where the language is spoken as compared to their own.</li><li>• Identify and discuss similarities and differences in school schedules, course offerings, and attitudes toward school in the communities where the language is spoken to their own.</li><li>• Compare and contrast the role of social networking in the communities where the language is spoken to their own.</li></ul>	<ul style="list-style-type: none"><li>• Analyze and contrast the value placed on work and leisure time in the communities where the language is spoken and their own.</li><li>• Hypothesize about behaviors related to health and wellness in the communities where the language is spoken and their own, and use research to confirm and/or alter hypotheses.</li><li>• Compare and contrast attitudes toward youth and aging in the communities where the language is spoken and their own.</li><li>• Evaluate and discuss the importance placed on individual needs versus community/global needs in the communities where the language is spoken and their own.</li><li>• Discuss possibilities in technological advancements or inventions, their evolution over time, or how they solve particular problems.</li></ul>

GOAL AREA 5: COMMUNITIES

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

5.1 School and Global Communities Performance Descriptors

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

**Note:** As learners progress through the continuum, their ability to use the language within and beyond the classroom will be intertwined with their communicative proficiency. Novice learners may speak of these relationships with simple sentences or memorize phrases, while intermediate learners can share more details in longer, more elaborate sentences, and advanced learners can do so with specific details across multiple time frames.

NOVICE	INTERMEDIATE	ADVANCED
<b>Novice learners can</b> use the target language, with support and scaffolding, to connect and interact with members of their local and global community on topics related to themselves, with cultural competence and understanding.	<b>Intermediate learners can</b> use the target language to connect and interact with members of their local, state, national, and global communities on topics related to themselves and familiar topics with cultural competence and understanding in order to participate in multilingual communities at home.	<b>Advanced learners can</b> use the target language to connect and interact with members of their local, state, national, and global communities on topics of general public interest with cultural competence and understanding in order to participate in multilingual communities at home and around the world.

5.1 School and Global Communities: Sample Performance Indicators

These are intended to provide users with some examples of what performance toward the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"><li>• Read a simple story in the target language to younger students who are beginning to learn the language.</li><li>• Identify places where another language is used and attempt to interact with the language in some way, like ordering off a menu in a restaurant from the communities where the language is spoken.</li><li>• Perform a simple song or dance for school, campus, or community celebrations.</li><li>• Engage with a social media post from a target language community by expressing their like or dislike.</li><li>• Identify professions that require proficiency in another language and some key words or expressions they might need for that profession.</li></ul>	<ul style="list-style-type: none"><li>• Participate in language club activities that benefit the school or community.</li><li>• Prepare short videos in the target language to share with novice level students in their school community.</li><li>• Use their knowledge of the target language to interact with community members in a part-time job.</li><li>• Prepare a flier to be used in the school community or locally based organization.</li><li>• Communicate with a person in a community where the target language is spoken to make simple plans for study abroad or tourism.</li><li>• Participate in a virtual or in-person exchange through a partner school relationship, nonprofit organization, or study abroad.</li></ul>	<ul style="list-style-type: none"><li>• Design and lead club activities that use technology to engage the local target language community.</li><li>• Participate in community service and school-sponsored initiatives by engaging with the community in the target language.</li><li>• Participate in a letter writing campaign about a global challenge.</li><li>• Participate in a career exploration or school-to-work project that requires proficiency in the target language and culture.</li><li>• Read, add information, and monitor edits on web-based platforms in the target language.</li><li>• Collaborate with peers from a target language community to research and discuss some contemporary community issues.</li></ul>

5.2 Lifelong Learning Performance Descriptors

Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement. The performance descriptors are intended to guide curriculum planning and instruction that is targeted to the students’ proficiency level.

**Note:** Learners may set goals and reflect on their language learning journey in their first language, as they may not yet have the language proficiency to do so in the language studied.

NOVICE	INTERMEDIATE	ADVANCED
<b>Novice learners can</b> set language learning goals appropriate to their proficiency level and reflect upon their progress toward meeting their goal.	<b>Intermediate learners can</b> set language learning goals appropriate to their proficiency level, and goals for personal enjoyment and enrichment, and reflect on their progress toward meeting their goal(s).	<b>Advanced learners can</b> set goals appropriate to their proficiency level, for personal enjoyment and enrichment, and reflect upon their journey and how the language has enriched and enlivened their life.

5.2 Lifelong Learning: Sample Performance Indicators

These are intended to provide users with some examples of what performance towards the standard might look like in the target language. They are not intended to tell educators what to teach, but instead serve as a guide for educators in designing their own indicators according to their curriculum. Sample indicators will look different depending on the curriculum and developmental level of students.

NOVICE	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"><li>• Create can-do statements with the help of their teachers of what they want to communicate in the target language for each unit of instruction.</li><li>• Use a simple checklist to self-reflect on what they can do with language.</li><li>• Conference with their teacher to review results from a standardized proficiency assessment, like AAPPL or STAMP, to set personal goals for how to continue to grow.</li><li>• Explore websites of personal interest where they can use the target language to maintain and increase their communication skills.</li><li>• Challenge a family member or friend to a competition in a language learning app.</li></ul>	<ul style="list-style-type: none"><li>• Use a proficiency rubric to self-reflect on their progress toward proficiency.</li><li>• Conference with their teacher to review results from a standardized proficiency assessment, like AAPPL or STAMP, to set personal goals for how to continue to grow.</li><li>• Explore the internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills.</li><li>• Consider school’s course offerings and a language learning pathway that will support advancement in proficiency.</li></ul>	<ul style="list-style-type: none"><li>• Conference with their teacher to review results from a standardized proficiency assessment, like AAPPL or STAMP, to set personal goals for how to continue to grow.</li><li>• Participate in a career exploration or school-to-work project that requires proficiency in the target language and culture.</li><li>• Design and organize a multimedia presentation about the target language and culture to present to others.</li><li>• Complete a capstone project demonstrating personal language growth and goals for the future.</li></ul>

## Appendix

[Can-Do Statements](#) (NCSSFL-ACTFL)

[Connecticut Seal of Biliteracy Guidelines](#) (Connecticut State Department of Education)

[Guiding Principles for Language Learning](#) (ACTFL)

[Proficiency Guidelines 2024](#) (ACTFL)

[Reflections on Intercultural Communication](#) (ACTFL)

[ACTFL World Readiness Standards for Learning Languages](#) (ACTFL)

[World Readiness Standards Overview Video](#) (ACTFL)

## Glossary

**authentic resources:** materials created by native speakers for native speakers, intended for use in real-world contexts rather than for instructional purposes.

**comprehensible input:** language input that is understandable to learners despite being slightly above their current proficiency level.

**global competence:** the ability of individuals to understand and interact effectively with people from diverse linguistic and cultural backgrounds.

**heritage language learners:** individuals who have a personal or familial connection to a particular language due to their family background, cultural heritage, or ancestral roots.

**immersion:** a method of language education where learners are fully immersed in the target language. This approach aims to create an environment where the language being learned is the primary or exclusive medium of communication.

**intercultural competence:** the attitudes, knowledge, and skills necessary to understand, appreciate, and respond to cultural differences between and among people.

**intercultural communicative competence:** focuses not only on the attitudes, knowledge, and skills to understand, appreciate, and respond to cultural differences, but places a focus on communicating with others. To do so, individuals must navigate both language use and appropriate behavior within diverse cultural contexts.

**interpersonal communication:** direct, two-way communication between individuals. This mode emphasizes interactive and spontaneous exchanges, where speakers actively negotiate meaning and engage in dialogue.

**interpretive communication:** the ability to understand and interpret spoken, written, or visual messages without direct interaction with the creator. This mode emphasizes comprehension and interpretation skills, focusing on the ability to extract meaning from various forms of communication.

**modes of communication:** the various ways people use to convey and receive information. For language learning purposes, there are three modes of communication: interpersonal, presentational, and interpretive.

**performance:** the ability to use the language that has been learned and rehearsed in a classroom setting.

**performance descriptor:** description of what students can do at a given proficiency level for a given goal area. These help to guide curriculum planning and instruction that is targeted to the student's proficiency level.

**perspectives:** the attitudes, values, and worldviews that underlie a culture. They provide insight into how people within that culture see the world and their place in it.

**practices:** the behaviors and actions that people perform in a particular cultural or linguistic community. These practices are the ways in which language is used in daily life, social interactions, and cultural rituals.

**presentational communication:** the creation of spoken or written communication for an audience where interaction is typically one-way and not immediate. This mode focuses on the ability to present information, concepts, and ideas to an audience using the target language.

**proficiency:** the ability to use the language in real-world, spontaneous interactions, in a manner that is appropriate to the culture where the language is spoken.

**products:** the tangible and intangible artifacts, creations, and cultural elements associated with a particular language and its speakers.

**sample indicator:** indicators that provide examples of some of the things that learners can do at that level. They are not intended to dictate what the curriculum should look like, but instead serve as examples to help guide teachers and administrators as they design curriculum and assess learners' progress toward proficiency.

**Seal of Biliteracy:** established to recognize students who have achieved proficiency in English and at least one other language. Students receive the Seal of Biliteracy by completing all English requirements for graduation and passing a standardized test of language proficiency at the "Intermediate-Mid" level across skill levels.

**target language:** term used to refer to the language students are learning. It is the language of instruction, practice, and assessment in the language learning process.

**various time frames:** the ability to use and understand the target language across different temporal contexts. This involves comprehending and producing language that pertains to the past, present, and future.



