Nevada Academic Content Standards for World Languages

Based on the American Council on the Teaching of Foreign Language (ACTFL) *Standards for Foreign Language Learning*

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Nevada Department of Education

Nevada Academic Content Standards for World Languages

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Introduction

Nevada students must be college and career ready in order to succeed in the global community of the 21st century. Language and communication are increasingly essential in today's changing society. The need for all learners to able to communicate appropriately with people of other countries and cultures is ever more apparent due to the proliferation of instantaneous worldwide communication networks and an economy that is globally interconnected. The Nevada Academic Content Standards for World Language offer a vision of excellence for K-12 world language education in Nevada.

The main purpose of these standards is to provide guidance for school districts as they develop high-quality world language programs throughout Nevada schools. The study of more than one language is not only essential to the core curriculum, but also imperative to the economic growth and continued prosperity of the state and the nation. World languages should be offered as part of the core curriculum, beginning at an early age and continuing through Grade 12. In order to emphasize the development of communication skills, schools must articulate long-term curricula which prioritize active listening, speaking, reading, and writing for meaningful purposes in culturally authentic contexts. Students should graduate from high school with the linguistic and cultural skills to communicate successfully in a global community.

The Nevada educators who produced the proposed revised standards agree with the following assumptions about language and culture:

- Studying another language and culture enhances one's personal education.

- Connections will be made with other disciplines through the study of world languages

- Sequential K-12 world language programs based on communicative competence will prepare our students to be successful and productive citizens.

- K-12 world language programs reflect the developmental nature of language acquisition.

- Nevada's K-12 world language learners should be held to the highest standards of communicative competence.

- Nevada's world language teachers must be suitably prepared and qualified in the target language, be knowledgeable about the target culture(s), and be skilled in language teaching strategies and assessment.

- Nevada's world language programs reflect the proposed revised standards as well as each district's curriculum.

Schools may use these standards to develop assessment tools, benchmarks for entry into upper division courses, as well as teacher and/or school wide-grading scales.

Nevada law allows students to satisfy their one-credit requirement for Arts/Humanities by successfully completing a 3rd, 4th, or 5th year of world language study.

	Previous Standards	Revised Standards	Rationale
Foundations	American Council on the Teaching of Foreign Language (ACTFL) *Standards for Foreign Language Learning: Preparing for the 21st Century* (Released 1996)	ACTFL *World-Readiness Standards for Learning Languages* (Released 2013)	The national standards for learning languages have been revised to reflect the current educational landscape.
Standards	Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Standard 1: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	The eleven Nevada State Standards for the learning of foreign language were revised to reflect the changes in the 2013 edition of the ACTFL document.

The eleven standards are common for all grade and proficiency levels (K-12). |
	Standard 2: Students understand and interpret written and spoken language on a variety of topics.	Standard 2: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	
	Standard 3: Students present information, concepts and ideas to an audience (of listeners).	Standard 3: Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	
	Standard 4: Students understand the relationship between the practices and perspectives of the culture(s) studied.	Standard 4: Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	

Standard 5: Students understand the relationship between the products and perspectives of the culture(s) studied.	Standard 5: Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.	Standard 6: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Standard 7 (High School): Students acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language.	Standard 7: Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Standard 7 (Grades K-8): Students understand the nature of language through comparisons of the foreign language with their own language.		
Standard 8 (High School): Students understand the nature of language through comparisons of the foreign language with their own language.	Standard 8: Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	
Standard 8 (K-8): Students understand the concept of culture through comparisons of the cultures		

	Standard 9 (High School): Students understand the cultural similarities and differences.	Standard 9: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
	Standard 9 (K-8): Students use the language both within and beyond the school setting studied and their own.		

	Previous Standards	Revised Standards	Rationale
	Standard 10 (High School): Students use the language in and outside of school.	Standard 10: School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	
	Standard 10 (K-8): Students show interest in continuing the study of the foreign language for personal enjoyment and enrichment.		
	Standard 11 (High school): Students develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.	Standard 11: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
	Previous Standards	Revised Standards	Rationale
Performance Indicators	Benchmarks were task oriented and focused around teaching topics. They were a set of prescribed activities rather than a proficiency level standard.	Benchmarks are now called Progress indicators based on levels of proficiency.	The revised progress indicators are adapted from the NCSSFL-ACTFL Can-Do Statements: Progress Indicators for Language Learners as well as the standards from other leading states.

	Previous Standards	Revised Standards	Rationale
Markers of Progression	Benchmarks articulated with grades and levels: • Kindergarten • Third • Fifth • Eighth • First year high school study • Second year high school study • Fourth year high school study of foreign language	The articulated benchmarks have been renamed performance indicators. Performance indicators are tied to the targeted proficiency levels: • Novice • Intermediate • Advanced	The original Nevada Academic Content Standards for Foreign Languages were designed to provide districts and teachers with benchmarks of learning for grades 3, 5, 8, and in high school first, second, and fourth year courses. The new standards provide districts and teachers with performance indicators that are based on targeted proficiency levels. Articulating standards by proficiency levels (from novice-low to advanced-high) affords greater specificity in describing the learning path across levels. The targeted proficiency levels are not tied to specific grade levels, rather they are tied to the time the learner has spent learning the language and regardless of when the learner actually began studying the language.

Detailed Rationale of Revisions

Our purpose for updating the *Nevada Academic Content Standards for World Language* Standards (formerly referred to as the *Nevada Foreign Language Standards*) is to provide a unified vision of how to meet the needs of Nevada's World Language learners and ultimately to rally teachers, schools, and districts around common goals.

Rationale for modifying the Nevada Academic Content Standards for World Language

The last revision of the *Nevada Foreign Language Standards* was approved in 1998, based on two main documents published by the American Council on the Teaching of Foreign Languages (ACTFL): *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996), recognized as the national foreign language standards, and the *ACTFL Performance Guidelines for K-12 Learners* (1998). In 2012 ACTFL undertook a revision of these documents and published the *World-Readiness Standards for Learning Languages* (2013) and the *ACTFL Performance Descriptors for Language Learners* (2012).

The *World-Readiness Standards for Learning Languages* were revised based on more than 15 years of implementing the Standards. The guiding principle behind the revision was to clarify what language learners would do to demonstrate progress on each Standard. The revised standards include language that reflects current trends in education, namely the Common Core State Standards, College and Career Readiness expectations, and 21st century skills.

In reviewing the current Nevada Foreign Language Standards, it was decided to adopt the revisions that ACTFL made in the World-Readiness Standards. According to ACTFL leadership, all states that have published standards for foreign language learning have based them on the national standards published by ACTFL. Neighboring states such as Arizona are currently in the process of revising their state standards and are incorporating the revisions that ACTFL made in publishing the World-Readiness Standards.

Who is ACTFL?

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,000 language educators and administrators from elementary through graduate education, as well as government and industry. For more information about ACTFL, go to: http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages

Rationale for change in title from "Foreign" to "World"

In proposing a title change from *Nevada Foreign Language Standards* to *Nevada Academic Content Standards for World Language*, we are following ACTFL's lead by framing language

learning as a global skill, rather than emphasizing the foreignness of other languages and cultures. As language educators in the state of Nevada, we prefer to position languages in an inclusive manner, rather than labeling them as "foreign," since there are Nevadans who speak many of the languages we are teaching, and they should not be positioned as "foreign" or "other."

Our intention in reframing language learning as a global skill is based on this desire to be inclusive and inviting of the diversity of language and culture present in our state. For example, languages such as Spanish, American Sign Language, and Native American languages are not foreign to our state. This philosophy and wording has been adopted at the national level (ACTFL), states (California, Colorado, North Carolina, South Carolina, Utah, and Washington) and at local levels (Bishop Gorman High School, Washoe County School District).

Rationale for change from grade level bands to proficiency level indicators

Perhaps the most noticeable revision we have included in this document is the modification of language addressing specific grades in favor of a focus on proficiency levels. Language proficiency development varies according to a number of factors, including external factors such as the difficulty of the language and the length of language study provided by schools, as well as individual factors, such as learner aptitude, motivation.

First of all, proficiency development doesn't occur in all languages at the same pace. The Foreign Service Institute of the U.S. State Department has categorized languages according to the amount of time it takes in each language to achieve a certain level of proficiency. The range in classroom hours necessary to achieve the level of same level of proficiency varies from approximately 575-600 hours for Category I languages such as Spanish, to 2,200 hours for Category V languages such as Chinese. Thus, a high school Spanish language program can expect learners to achieve a higher proficiency level of proficiency after four years of study than those in a high school Chinese language program.

Furthermore, grade level, in and of itself does not determine proficiency. A high school student who began language study in elementary school and continued through middle and high school will likely reach a higher proficiency level than a high school student who begins language study in the ninth grade. Therefore, due to the variety of entry points and duration of language study among districts and schools in the state of Nevada, we find grade level to be an inadequate measure of language proficiency.

Last, standards for language learning based on grade level fail to reflect the individual differences inherent in language learning. Research in language acquisition shows that the two greatest factors in individual language proficiency development are aptitude and motivation (Dörnyei, Z. & Skehan, P., 2003). A variety of other factors contribute to individual differences in language learning, including personality, immersion experiences, exposure to language at home, and time and quality of classroom instruction provided. Since there are so

many variables inherent in language proficiency development, the committee revising these standards considers it to be more appropriate to describe the stages of this language proficiency development regardless of grade level.

Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language* (pp. 589-630). Malden, MA: Blackwell.

Language Proficiency

The most efficient way to measure proficiency is to use a well-defined and broadly accepted proficiency scale. The *Nevada Academic Standards for World Languages* are based on the *ACTFL Proficiency Guidelines 2012* developed by the American Council on the Teaching of Foreign Languages. These guidelines are organized into five levels (Novice, Intermediate, Advanced, Superior, and Distinguished). The levels of Novice, Intermediate, and Advanced are subdivided into Low, Mid, and High sublevels.

According to ACTFL, these levels "describe the continuum of proficiency from that of a highly articulate, well-educated language user to a level of little or no functional ability." The Guidelines describe what students can and cannot do with the target language at each level and with each skill. Skills progress at different levels due to a number of factors such as: language program type; student motivation; continuity and quality of instruction; exposure to the language through travel, study abroad, etc.
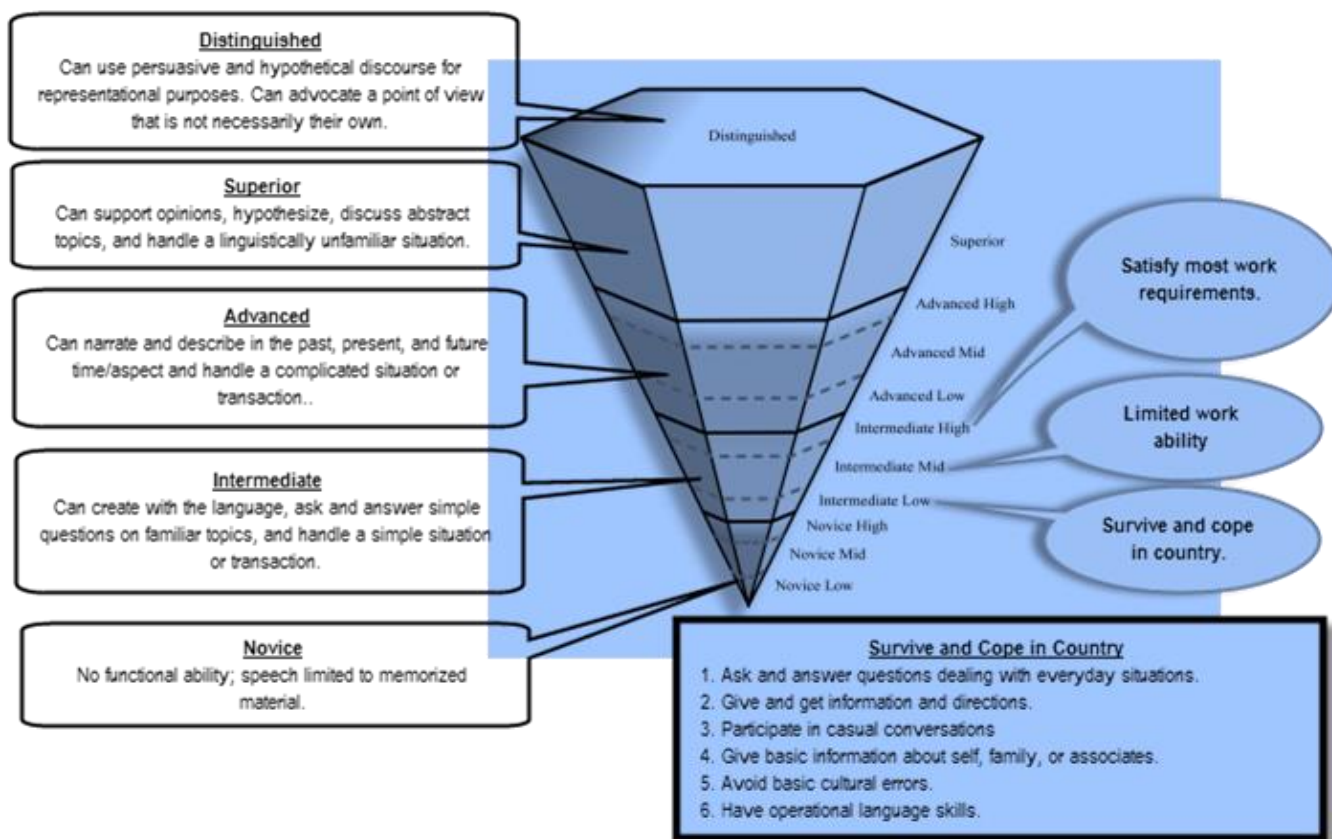
In order to account for these variations, as well as to embed multiple entry points, it was decided that the *Nevada Academic Standards for World Languages* would be organized by proficiency level, rather than grade level. For each program, exit proficiency expectations or proficiency targets have been determined that will show what a student should know and be able to do when they hear, speak, read, or write the language.

According to the descriptors for the superior and distinguished levels, it is apparent that students in a K–12 setting will not have the necessary cognitive abilities or linguistic exposure to reach those levels even in their native language. These levels are reserved for individuals who have completed university level studies. For this reason, the *Nevada Academic Standards for World Languages* do not address these levels.

For a more thorough description of the Performance Guidelines see,
http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

Language Proficiency
Learning any world language involves the development of the skills discussed above, but language programs vary, based on the type of learning environment and the unique aspects of the languages themselves. There is value in studying any of the world languages, and the decision of which language to study is made by the student, based on interest and available offerings.

Classical Language programs involve the study of languages such as Latin and Ancient Greek, which are sometimes considered "dead" languages, since they are no longer a native or first language for any population. The study of Classical Languages builds skills in reading, writing, reciting, and translating. There is no conversational component to Classical Languages, because they are not used routinely by a society, so Interpersonal Communication is not a focus of study for these courses.

Dual Language/Immersion programs include programs where students are taught academic content in two languages, English and the target language. In dual language/immersion programs, students are learning math, science, social studies, etc., in two languages and become bilingual and biliterate as a result.

Heritage Language programs are designed for students, such as those who come to a classroom setting with some level of proficiency in a language other than English because they speak the language at home. In many cases, students in Heritage Language programs may have high levels of proficiency in speaking and listening and significantly lower proficiency in the skills of reading and writing. The purpose of Heritage Language programs is to help build literacy skills in reading and writing, so students can bridge into advanced language courses.

Modern Language programs involve the study of languages that are a first or native language for a population somewhere in the world. These programs are the most common and are often what comes to mind when world language or foreign language classes are mentioned. In Nevada, the following languages are taught as modern languages: American Sign Language (ASL), Arabic, Chinese (Mandarin), Filipino (Tagalog), French, German, Hebrew, Italian, Japanese, Korean, Paiute, Russian, and Spanish.

Additional modern languages could be added to this list at any time and would use the same set of academic standards.

Measuring Proficiency in Communication Skills

Mastering a language focuses on developing competency or proficiency in communication skills. The proficiency level achieved is directly linked to the amount of time spent learning the language. Taking a language course means that time is measured in instructional hours.

For example, If Student A takes a French I course in a block schedule that meets for 90 minutes every other day throughout a year, then he accumulates 135 hours of formal instructional time: 90 minutes per day × 90 school days in a semester = 8,100 minutes in a school year or 135 hours total.

If Student B takes a Latin I course that meets for 50 minutes each day throughout the school year, then he accumulates 150 hours of formal instructional time: 50 minutes per day × 180 school days = 9,000 minutes in a school year or 150 hours total for the school year.

As students progress through a language program and accumulate 135 or 150 hours for each course, this instructional time adds up.

- Level I: 135–150 (total hours for a block schedule or a traditional schedule)
- Level II: 270–300 (total hours including Level I time)
- Level III: 405–450 (total hours including Levels I and II)
- Level IV: 540–600 (total hours including Levels I through III)

The examples above focus on the most prevalent type of world language program at the high school level, but students can begin to study a world language at any point, K–12. Elementary school programs allow students to start the study of a language as early as kindergarten, though formal instructional time is somewhat harder to gauge because of the variety of programs and the students' developmental level. Middle school programs also vary widely, from exploratory programs that do not build proficiency in communication skills to proficiency-based programs that earn students high school graduation credit.

In addition, the type of writing system used by a language impacts the amount of time needed to reach different levels of proficiency. Learning an alphabetic language, or one that uses a system in which each letter is linked to a particular sound, is different than learning a logographic language that uses a character writing system. For native English speaking students, a logographic language will require more time to master the writing system, which also impacts reading skills.

Language Types:

Alphabetic Languages	Logographic Languages
Filipino (Tagalog)	Arabic
French	Chinese (Mandarin)
German	Japanese
Hebrew	Korean
Italian	
Paiute	
Russian	
Spanish	

The program introductions that follow describe each type of program and outline proficiency expectations for the different variations, including alphabetic and logographic languages.

Introduction to Classical Language programs
Classical Language programs involve the study of Latin or other languages that are no longer a native or first language for any population. These languages, however, are accessible to 21st Century students through literature and have a significant impact on learning in other disciplines, such as modern languages, art, law, government, medicine, and so on. The primary focus in Classical Language learning is the development of Interpretive Reading skills. Interpretive Listening, as well as Presentational Speaking and Writing, are ancillary skills that support language learning. These modalities are of particular value for students with different learning styles and of various ages.

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

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

Classical Language Exit Proficiency Expectations

Years (Hours of study)	One Year (135–150)	Two Years (270–300)	Three Years (405–450)	Four Years (540–600)	Five Years (675–750)	Six Years (810–900)
Proficiency Target	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low

Introduction to Dual Language/Immersion Programs

The focus of dual language/immersion programs is to help students become proficient in a target language in addition to English. These students master subject content from other disciplines, using the both English and the target language.

Research shows that students in these types of programs:
- Develop high levels of proficiency in the target language and English.
- Perform academically at or above grade level.
- Demonstrate positive cross-cultural attitudes and behaviors.

Different models of dual language/immersion programs can exist for students to become bilingual, biliterate, and bicultural. Specific program models vary, based on how instruction is scheduled between the target language and English, with varying levels of proficiency upon completion of the program(s):

Two-Way programs group native speakers of English with native speakers of the target language. The mix is approximately 50% of each group. Content is delivered in the target language and in English.

Full Immersion programs primarily serve native speakers of English in an environment where the target language is used exclusively. Content is delivered in the target language. English Language Arts are typically introduced around second grade.

Partial Immersion programs primarily serve native speakers of English in an environment where the target language is used for some portion of the day. Content is delivered in the target language and in English.

Developmental Bilingual programs are designed to help non-English speakers learn English, as well as to maintain and improve their native or heritage language skills. Content is delivered in English and in the heritage language. Proficiency expectations are presented as ranges to accommodate the different models of dual language/immersion programs and the varying amounts of time spent learning content in the target language. It is recommended that proficiency be assessed at the end of each grade span.

Dual Language/Immersion Exit Proficiency Expectations for Alphabetic Languages

Grade span	Kindergarten–2nd Grade	3rd–5th Grade	6th–8th Grade
Proficiency Target	Novice-High	Intermediate–Mid	Intermediate-High

Dual Language/Immersion Exit Proficiency Expectations for Logographic Languages

Grade span	Kindergarten–2nd Grade	3rd–5th Grade	6th–8th Grade
Proficiency Target	Novice-Mid	Intermediate-Low	Intermediate–Mid

Introduction to Heritage Language programs

Heritage language students are those who have home backgrounds in a language other than English or come from other immersion experiences, formal or informal.

These students need instruction that allows them to maintain strengths in their heritage language, while developing new ones, particularly in academic vocabulary and literacy skills or the areas of reading and writing. With such support, they will become knowledgeable global citizens with the skills to be multilingual and multi-literate in a way that honors their need to simultaneously identify and communicate with their heritage, home, or immersion culture(s) and; the culture(s) in which they live and work.

The expansion of the global community and workplace challenges the United States to produce a workforce that not only communicates in many languages, but that also understands the nuances of the many cultures. The educated heritage speaker is an essential resource that will have expanded career opportunities in the 21st Century.

Heritage Language courses are designed to serve as a bridge into advanced modern language courses.

Heritage Language Exit Proficiency Expectations

Years (Hours of study)	One Year (135–150)	Two Years (270–300)	Three Years (405–450)	Four Years (540–600)	Five Years (675–750)	Six Years (810–900)
Proficiency Target	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low	Advanced-Mid	Advanced-High

Introduction to Modern Language programs
Modern Language programs involve the study of languages that are a first or native language in use today somewhere in the world. In Nevada, the following languages are studied as modern languages: American Sign Language (ASL), Arabic, Chinese (Mandarin), Filipino (Tagalog), French, German, Hebrew, Italian, Japanese, Korean, Paiute, Russian and Spanish. Additional languages can be added at any time.

Modern language instruction is a vital part of a global-ready curriculum. Proficiency-based instruction is aligned with the characteristics of a 21st Century learner, in that it acknowledges that the student may progress from one level to another, independent of the course in which he or she is enrolled, and that proficiency may vary in each of the four skill areas: listening, speaking, reading, and writing.
The focus of proficiency-based curriculum is on day-to-day communication that accommodates learners who begin learning a language at any age. There are four different models of modern language programs offered in Nevada, depending on the age of the beginning learner:

Elementary School:

Elementary curricula may include language-focused and/or content-enriched Foreign Language Elementary School (FLES) programs focus on developing oral proficiency and can involve reinforcing core content knowledge. Therefore, emphasis is placed on Interpersonal Skills, along with Interpretive Listening and Presentational Speaking.

Modern Language Exit Proficiency Expectations for FLES Alphabetic and Logographic Programs of 50 minutes or more per week

Years of Study	One Year (33 hours)	Two Years (66 hours)	Three Years (99 hours)	Four Years (132 hours)	Five Years (165 hours)	Six Years (198 hours)
Proficiency Target	Novice-Low	Novice-Low	Novice-Low	Novice-Mid	Novice-Mid	Novice-Mid

Middle School:

Middle School curricula may include language exploration programs called FLEX programs, which are not designed to build proficiency (no exit proficiency expectations have been established). These programs are designed to lay the foundation for future interest in proficiency-based language study. FLEX programs are focused on goals such as introducing basic vocabulary for one or more languages and teaching students about different cultures. Middle schools which offer world language courses for high school credit should refer to the high school section below for exit proficiency expectations.

High School:

High school curricula may include language-focused programs. These are intended to develop proficiency in the modern language, to articulate to college-level language courses, and to provide the credits students need to meet and exceed college entrance requirements. In addition, there are middle schools that offer high school credit bearing courses.

Modern Language Exit Proficiency Expectations for Alphabetic Languages

Years (Hours of Study)	One Year (135–150)	Two Years (270–300)	Three Years (405–450)	Four Years (540–600)	Five Years (675–750)	Six Years (810–900)
Proficiency Target	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low

Modern Language Exit Proficiency Expectations for Logographic Languages

Years (Hours of Study)	One Year (135–150)	Two Years (270–300)	Three Years (405–450)	Four Years (540–600)	Five Years (675–750)	Six Years (810–900)
Proficiency Target	Novice-Low	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High

Introduction to Modern Language Programs –Visual
American Sign Language (ASL) is a vibrant language used by people of all ages to communicate everyday life experiences, needs, thoughts, and abstract ideas but in a visual way. ASL has a rich culture and heritage. ASL is the predominant language most commonly used by the Deaf community in the United States and Canada. In addition, other countries have their own signed languages, like Mexican Sign Language and French Sign Language (LSF).
Since ASL is a visual language, the communication modes involve different skills:
- Interpretive Listening is labeled Interpretive Receptive, meaning that information is received visually, not aurally.
- Interpretive Reading is finger spelling, which is a series of individual hand shapes that represent the alphabet and letter combinations.
- Presentational Speaking is Presentational Expressive, because information is being conveyed visually through signs, not verbally.
- Presentational Writing is now Presentational Glossing or writing ASL on paper. Glossing is a written system to indicate which signs and other non-manual makers, such as facial expressions and body movements, should be used.

American Sign Language Exit Proficiency Expectations

Years (Hours of Study)	One Year (135–150)	Two Years (270–300)	Three Years (405–450)	Four Years (540–600)	Five Years (675–750)	Six Years (810–900)
Proficiency Target	Novice-Low	Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High

Novice-Mid

Learners at the Novice-Mid sublevel communicate minimally by using a number of isolated   words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice-Mid Learners may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, learners frequently resort to repetition, words from their native language, or silence.

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	• Greet and leave people in a polite way • Introduce self and others • Answer a variety of simple questions • Make simple statements in a conversation • Ask simple questions
	2. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	• Understand a few courtesy phrases • Recognize and understand basic information • Recognize and understand words for a specific purpose • Recognize and understand words, phrases, and characters with visuals, guidance, or through association with what learners already know
	3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	• Present information using words or phrases about self, daily activities, likes, and dislikes • Fill out a simple form with basic information • Write about self, using learned phrases as well as memorized expressions • List daily activities and write lists that help in day-to-day life

CULTURES	4. *Relating Cultural Practices to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	• Initiate greetings and use appropriate gestures • Identify some common social practices • Describe some aspects of major traditions and celebrations
	5. *Relating Cultural Products to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	• Identify culture-specific products and their uses • Identify similarities and differences of common expressive products between learners' culture and the target culture(s)
CONNECTIONS	6. *Making Connections*: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	• Describe and situate geographic locations relative to each other on a map • Use basic math functions in target language • Compare and contrast, and discuss and retell aspects of authentic texts • Identify dates, figures, or events of historical importance
	7. *Acquiring Information* and *Diverse Perspectives*: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	• Identify measurement systems • Describe cultural products • Recognize and interact with simple authentic resources
COMPARISONS	8. *Language Comparisons*: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	• Recognize cognates, word families, and language patterns • Demonstrate that languages have important sound distinctions • Analyze the writing system of the target language • Identify language patterns and grammatical functions
	9. *Cultural Comparisons*: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	• Identify cultural differences about traditions, celebrations and customs • Recognize various uses of language register

COMMUNITIES	10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	• Identify settings where the target language can be used
	11. *Lifelong Learning*: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	• Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

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Novice-High

Learners at the Novice-High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High Learners respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	• Exchange some personal information • Exchange information using texts, graphs, or pictures • Ask for and give simple directions • Make plans with others • Interact with others in everyday situations
	2. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	• Understand simple questions or statements on familiar topics • Understand simple information via pictures and graphs • Usually understand short simple messages on familiar topics • Understand short simple descriptions • Understand the main idea of published materials
	3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	• Present and write information using phrases and simple sentences about one´s life and familiar experiences or about a familiar person, place, or thing • Write short notes about things learned, and request information
CULTURES	4. *Relating Cultural Practices to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	• Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations • Investigate common social practices in relevant situations • Examine major traditions and celebrations and the practices associated with them

	5. *Relating Cultural Products to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	• Examine how the contributions of people from the target culture(s) have impacted areas such as science, technology, and the arts
CONNECTIONS	6. *Making Connections*: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	• Describe and identify geographic locations, terms, and features • Use basic math functions in target language • Compare, contrast, and discuss or retell aspects of authentic texts • Identify dates, figures, or events of historical importance
	7. *Acquiring Information* and *Diverse Perspectives*: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	• Compare and contrast measurement systems • Describe cultural products • Recognize authentic resources • Interact with authentic resources
COMPARISONS	8. *Language Comparisons*: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	• Recognize cognates, word families, and language patterns • Demonstrate that languages have important sound distinctions • Analyze the writing system of the target language • Identify language patterns and grammatical functions
	9. *Cultural Comparisons*: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	• Identify cultural differences about traditions, celebrations, and customs • Recognize various language registers and their uses
COMMUNITIES	10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	• Identify settings where the target language can be used
	11. *Lifelong Learning*: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	• Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

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Intermediate-Low

Learners at the Intermediate-Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low sublevel, Learners are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low Learners manage to sustain the functions of the Intermediate level, although just barely.

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	• Hold a simple conversation on a number of everyday topics • Use the language to meet basic needs in familiar situations • Ask and answer questions on factual information that is familiar
	2. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	• Understand the basic purpose of a message and messages related to basic needs • Understand questions and simple statements on everyday topics when part of a conversation • Identify some simple information on forms • Identify some information from news media
	3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	• Talk and write about people, activities, and experiences • Talk and write about needs and wants • Exchange information about plans • Present songs, short skits, or dramatic readings • Talk and write about topics of interest • Give basic instructions • Prepare materials for a presentation

CULTURES	4. *Relating Cultural Practices to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	• Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal situations • Compare daily practices of people in the target culture(s) with those of the learner • Interpret and explain the cultural relevance or historical context of traditions and celebrations
	5. *Relating Cultural Products to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	• Analyze and assess factors that impact cultural products
CONNECTIONS	6. *Making Connections*: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	• Discuss how geographic locations affect practices, perspectives, and products • Analyze and evaluate aspects of authentic texts with some details • Analyze historic contributions of the target culture
	7. *Acquiring Information* and *Diverse Perspectives*: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	• Recognize authentic resources • Interact with authentic resources • Analyze, examine, and evaluate cultural products • Interpret perspectives unique to the target culture(s)

COMPARISONS	8. *Language Comparisons*: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	• Recognize the equivalent meanings of idiomatic expressions and other linguistic concepts • Employ language patterns and grammatical functions
	9. *Cultural Comparisons*: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	• Analyze cultural differences in traditions, celebrations, and customs • Describe examples of cultural(s) diversity and the contributions of the target culture that exist in the learners' community
COMMUNITIES	10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	• Identify settings where the language can be used • Demonstrate the ability to find resources that relate to use and understanding of the language • Demonstrate the ability to find resources that relate to the target culture(s) • Communicate and reflect on interactions with members of the target culture(s)
	11. *Lifelong Learning*: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	• Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

Intermediate-Mid

Intermediate-Mid Learners are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate-Mid Learners are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	• Start, maintain, and end a conversation on a variety of familiar topics • Talk about daily activities and personal preferences • Use language to handle tasks related to personal needs • Exchange information about topics of personal interest to the learners
	2. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	• Understand basic information in ads and recordings • Understand messages related to everyday life • Understand simple written exchanges between other people
	3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	• Present and write about personal and social experiences • Present and write about something learned or researched • Present and write about common interests and issues and • Take a critical stance on a topic of interest • Write messages, announcements, and communications for distribution

CULTURES	4. *Relating Cultural Practices to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	• Analyze social interactions typical of the culture(s) studied • Analyze behavior patterns in the target culture(s) • Connect and relate the cultural relevance and historical context of traditions and celebrations to current events
	5. *Relating Cultural Products to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	• Investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of a culture
CONNECTIONS	6. *Making Connections*: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	• Discuss how geographic locations affect practices, perspectives, and products • Analyze and evaluate aspects of authentic texts with some details • Analyze historic contributions and controversies
	7. *Acquiring Information* and *Diverse Perspectives*: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	• Recognize authentic resources • Interact with authentic resources • Analyze, examine, and evaluate cultural products • Interpret perspectives unique to the target culture(s)
COMPARISONS	8. *Language Comparisons*: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	• Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts • Employ language patterns and grammatical functions
	9. *Cultural Comparisons*: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	• Analyze cultural differences in traditions, celebrations, and customs • Describe examples of cultural diversity and the contributions of the target culture(s) that exist in the learner's community

COMMUNITIES	10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	• Identify settings where the language can be used • Demonstrate the ability to find resources that relate to use and understanding of the language • Demonstrate the ability to find resources that relate to the target culture(s) • Communicate and reflect on interactions with members of the target culture(s)
	11. *Lifelong Learning*: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	• Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

Intermediate-High

Intermediate-High Learners can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate-High Learners can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate-High Learners attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	• Exchange information related to areas of mutual interests • Use language to do a task that requires multiples steps • Use language to handle a situation that may have a complication
	2. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	• Easily understand straightforward information or interactions • Understand situations with complicating factors • Understand accounts of personal events • Follow short, written instructions when supported by visuals
	3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	• Present information on: academic and work topics, events, activities, and topics of particular interests. • Present a point of view with reasons to support • Write about: school and academic topics, community topics, entertainment events, and work and career topics •
CULTURES	4. *Relating Cultural Practices to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	• Evaluate texts and presentations for cultural viewpoints, values, and bias

	5. *Relating Cultural Products to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	• Explain the influence of the target culture(s) on literature, media, and global concerns
CONNECTIONS	6. *Making Connections*: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	• Discuss how geographic locations affect practices, perspectives, and products • Cultivate personal perspectives in relation to historic contributions or controversies
	7. *Acquiring Information* and *Diverse Perspectives*: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	• Recognize authentic resources • Interact with authentic resources • Analyze, examine, and evaluate cultural products • Interpret perspectives unique to the target culture(s)
COMPARISONS	8. *Language Comparisons*: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	• Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts • Employ language patterns and grammatical functions
	9. *Cultural Comparisons*: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	• Analyze cultural differences in traditions, celebrations and customs • Describe examples of cultural diversity and the contributions of the target culture that exist in the learner's community
COMMUNITIES	10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	• Identify settings where the language can be used. • Demonstrate the ability to find resources that relate to use and understanding of the language • Demonstrate the ability to find resources that relate to the target culture(s)

		• Communicate and reflect on interactions with members of the target culture(s)
	11. *Lifelong Learning*: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	• Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

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Advanced-Low	
Advanced-Low Learners demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced-Low Learners combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.	
STANDARD	**PERFORMANCE INDICATORS**

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	• Participate in conversations on a wide variety of topics that go beyond everyday life • Compare and contrast life in different settings • Resolve an unexpected complication that arises in familiar situations • Conduct or participate in interviews
	2. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	• Understand descriptions and stories of events that have/will happen • Understand the main idea of popular genres • Find and use information for practical purposes • Read texts that are compare and contrast information • Follow written instructions
	3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	• Present and write about academic and workplace topics to a specific audience • Present and write about social and cultural topics to a specific audience • Present and write about community interests to a specific audience
CULTURES	4. *Relating Cultural Practices to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	• Explain some of the factors that contribute to why products and practices vary across cultures • Analyze how peoples' practices and behaviors reflect their cultures and belief systems • Explore topics of personal and professional interest

	5. *Relating Cultural Products to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	• Identify examples of the target culture(s)' influence in both historic and contemporary media and entertainment • Critique the influence of the target culture(s) in literature, media, and global concerns • Explain how social, political, religious, and economic institutions reflect cultural beliefs
CONNECTIONS	6. *Making Connections*: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	• Analyze and evaluate how geographic locations affect practices, perspectives, and products • Use supporting evidence to cultivate personal perspectives in relation to historic contributions and controversies
	7. *Acquiring Information* and *Diverse Perspectives*: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	• Recognize authentic resources • Interact with authentic resources • Analyze, examine, and evaluate cultural products • Interpret perspectives unique to the target culture(s)
COMPARISONS	8. *Language Comparisons*: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	• Use complex idiomatic expressions and language structures with increasing accuracy • Identify or recognize dialects and register use from different regions, cultures, and contexts
	9. *Cultural Comparisons*: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	• Analyze the perspectives of the culture(s) studied as they are reflected in art and literature • Explain the development of traditions, celebrations, and customs in the target culture(s)
COMMUNITIES	10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	• Identify settings where the language can be used • Demonstrate the ability to find resources that relate to use and understanding of the language • Demonstrate the ability to find resources that relate to the target culture(s)

		• Communicate and reflect on interactions with members of the target culture(s)
	11. *Lifelong Learning*: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	• Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

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Advanced-Mid	
Advanced-Mid Learners can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid Learners performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.	

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	• Communicate effectively on a wide variety of present, past, and future events • Exchange general information on topics beyond personal fields of interest • Handle a complication or unexpected turn of events
	2. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	• Understand the main idea and many details of descriptions or interviews, accounts of events, and directions on everyday tasks. • Follow the general idea and some details of what is written in a story, details of past, present, and future events, and topics beyond personal fields of interest
	3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	• Present and write about public and personal information • Convey ideas and elaborate on variety of academic topics • Present and write with ease and detail on a wide variety of topics • Write well organized texts about academic, professional, and general interest topics

CULTURES	4. *Relating Cultural Practices to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	• Explain some of the factors that contribute to why products and practices vary across cultures • Analyze how peoples' practices and behaviors reflect their cultures and belief systems • Explore topics of personal and professional interest
	5. *Relating Cultural Products to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	• Identify examples of the target culture(s)' influence in both historic and contemporary media and entertainment • Critique the influence of the target culture(s) in literature, media, and global concerns • Explain how social, political, religious, and economic institutions reflect cultural beliefs
CONNECTIONS	6. *Making Connections*: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	• Analyze and evaluate how geographic locations affect practices, perspectives, and products • Use supporting evidence to cultivate personal perspectives in relation to historic contributions and controversies
	7. *Acquiring Information* and *Diverse Perspectives*: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	• Recognize authentic resources • Interact with authentic resources • Analyze, examine, and evaluate cultural products and goods • Interpret perspectives unique to the target culture(s)
COMPARISONS	8. *Language Comparisons*: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	• Use complex idiomatic expressions and language structures with increasing accuracy • Identify or recognize dialects and register use from different regions, cultures, and contexts
	9. *Cultural Comparisons*: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	• Analyze the perspectives of the target culture(s) studied as they are reflected in art and literature • Explain the development of traditions, celebrations, and customs in the target culture(s)

COMMUNITIES	10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	• Identify settings where the language can be used • Demonstrate the ability to find resources that relate to use and understanding of the language • Demonstrate the ability to find resources that relate to the target culture(s) • Communicate and reflect on interactions with members of the target culture(s)
	11. *Lifelong Learning*: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	• Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

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Advanced-High

Advanced-High Learners may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	• Exchange complex information about academic and professional tasks • Exchange detailed information on topics within and beyond personal fields of interest • Support personal opinions and construct hypotheses
	2. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	• Easily understand detailed reports, and various viewpoints in extended arguments • Understand narrative, descriptive, and informational texts of any length
	3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	• Present and write about complex information on concrete topics • Present and write about a viewpoint with supporting arguments • Use appropriate presentational conventions • Use appropriate written conventions for informal and formal purposes
CULTURES	4. *Relating Cultural Practices to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	• Analyze cultural practices and perspectives on a variety of social and work-related interactions • Compare and contrast target culture(s) perceptions with external perceptions • Examine and explain the effect of events in the target culture(s)' history on its contemporary practices and products

	5. *Relating Cultural Products to Perspectives*: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	• Identify examples of the target culture(s)' influence in historic and contemporary media and entertainment • Critique the influence of the target culture(s) in literature, media, and global concerns
CONNECTIONS	6. *Making Connections*: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	• Analyze and evaluate how geographic locations affect practices, perspectives, and products • Cultivate personal perspectives in relation to historic contributions or controversies with supporting evidence
	7. *Acquiring Information* and *Diverse Perspectives*: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	• Recognize authentic resources • Interact with authentic resources • Analyze, examine, and evaluate cultural products. • Interpret perspectives unique to the target culture(s)
COMPARISONS	8. *Language Comparisons*: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	• Use complex idiomatic expressions and language structures with increasing accuracy • Identify or recognize dialects and register use from different regions, cultures, and contexts
	9. *Cultural Comparisons*: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	• Analyze the perspectives of the culture(s) studied as they are reflected in art and literature • Explain the development of traditions, celebrations, and customs in the target culture
COMMUNITIES	10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	• Identify settings where the language can be used • Demonstrate the ability to find resources that relate to use and understanding of the language • Demonstrate the ability to find resources that relate to the target culture(s) • Communicate and reflect on interactions with members of the target culture(s)

11. *Lifelong Learning*: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	• Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

Glossary for the Nevada Academic Content Standards for World Language

Many of the terms in this glossary are taken from the ACTFL Proficiency Guidelines for terms relating to language education and biliteracy. This list is not intended to be comprehensive. The complete list is available at: http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/glossary.

TERM	DEFINITION
5 Cs	ACTFL's breakdown of five general areas in which learners should be proficient/aware when studying a target language: Communication, Communities, Comparisons, Connections, and Cultures.
ACTFL	The American Council on the Teaching of Foreign Languages, the national foreign language association
alphabetic languages	a language that uses a system in which a letter is linked to a particular sound (e.g., English, French, Spanish)
authentic materials	materials produced by native speakers of the language for use by native speakers of the language
authentic text	oral and written communication produced by native language users and directed to an audience of native language users in the target culture, such as a newspaper article. This contrasts with a text that is created for learners in the target language solely for instructional or assessment purposes, such as a textbook reading passage
bicultural	of, pertaining to, or combining of two cultures
bilingual	able to speak two languages with the facility of a native speaker
biliterate	able to read and write in two languages
classical languages	languages that are no longer a native or first language for any population (e.g., Latin, Ancient Greek)

TERM	DEFINITION
circumlocution	a strategy for describing or defining a concept in the target language when the learner does not know or remember the target language word or phrase
cultural perspectives	the meanings, attitudes, values, and ideas represented by a cultural group
cultural practices	the patterns of social interactions within the different people in the culture
cultural products	a tangible representation of the culture which can include items such as plays, music, architecture, food, artifacts, dresses, games, and songs
dual language/immersion program	umbrella term encompassing all four program models (developmental bilingual, full immersion, partial immersion, two-way) that help majority and/or minority speakers become proficient in the target language while mastering subject content from other disciplines
grammatical aspect	expresses how an action, event, or state denoted by a verb relates to the flow of time (e.g., perfective vs. imperfective aspects)
grammatical time	locates a situation in time to indicate when it takes place; tense (e.g., present, past, future)
heritage languages	refers to immigrant languages, indigenous languages, and colonial languages; both Paiute people and Spanish-speaking Latinos in the United States are heritage language speakers
heritage speaker	someone who has had exposure to another language outside the formal education system; most often refers to someone with a home background in the language, but may refer to anyone who has had in-depth exposure to another language

TERM	DEFINITION
idiomatic expression	expression that has a different meaning from the literal (e.g., by the skin of his teeth); makes no sense when translated literally from one language to another
interlocutor	the person with whom one is speaking; a conversation partner
interpersonal communication	one of the three modes of communication; interaction between two or more people in spoken, signed, or written conversation
interpretive communication	one of the three modes of communication; understanding, interpreting, and analyzing what is heard, read, or viewed
logographic languages	a language that uses a character writing system (e.g., Chinese, Japanese, Arabic)
modern languages	languages that are a first or native language for a population somewhere in the world
performance indicator	in the Nevada Academic Content Standards for World Language document, these are the tasks/skills that a learner must acquire or be able to perform in order to meet the standard
presentational communication	one of the three modes of communication; written, spoken, or signed presentation of information, concepts, and ideas
proficiency	a learner's ability to perform certain language tasks
proficiency level	novice, intermediate, advanced, superior, and distinguished as outlined by ACTFL; novice, intermediate, and advanced are subdivided into the three sublevels of low, mid, and high
proficiency target	in the Nevada Academic Content Standards for World Language document, these are the specified goals for the learner after having studied a language for a determined number of hours

TERM	DEFINITION
register	the level of language and formality used when interacting with different audiences
target language/target culture	the language that a learner is studying and the culture(s) represented by speakers of that language
word family	the base form of a word plus its inflected and derived forms (play/ player; work/ worker/ working)