

Kansas Standards for World Languages



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KANSAS STANDARDS FOR WORLD LANGUAGES

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KANSAS STANDARDS FOR WORLD LANGUAGES

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KANSAS STANDARDS FOR WORLD LANGUAGES

Introduction

Vision

The vision of the Kansas World Language Standards Review Committee is that each student will be proficient in a language other than English and able to communicate successfully in a global setting.

This vision supports the mission of the State Board of Education “to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student’s gifts and talents.” It also supports the Kansans CAN Vision to “Lead the World in the Success of Each Student.” The World-Readiness Standards for Learning Languages published in 2015 by the American Council on the Teaching of Foreign Languages (ACTFL) state that the success of each student on the world stage must include being able “to communicate with respect and cultural understanding in more than one language...” (Appendix A.) In addition, these rigorous language learning standards support the vision of the Kansas Board of Education “that a successful Kansas high school graduate has the academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or the workforce, without the need for remediation.” They also support a curriculum tying proficiency in a language other than English to a student’s educational goals or career pathway.

The committee tried to provide a set of standards that is easy to follow, rigorous, proficiency based, and that supports authentic assessments. Since the Committee found all of these characteristics in the *World-Readiness Standards* referenced above and strongly supports the ACTFL philosophy, we sought and graciously received permission to use major portions of that document to provide the framework for language learning in our State.

Goals

The Committee felt that the goal of language learners, teachers, schools, and districts should be that all students reach at least a level of “functional proficiency,” as defined by the *World-Readiness Standards*. This should be possible in three to four years of standards-based coursework. Knowing that some students have opportunities to learn languages independent of the courses offered, should make it possible for students with prior language skills to achieve even higher proficiency.

The standards are organized into five goal areas, covering eleven standards, all of which align to the seven “Rose Capacities,” passed by Kansas legislators to emphasize expectations for Kansas education. (Appendix B).



GOAL AREAS:

Communication

Realizing the Board's vision would include the ability to communicate with the rest of the world. Effective communication is a skill the business community considers essential. The Communication goal area includes three standards. These standards relate primarily to three modes of communication (interpersonal, interpretive, and presentational) and secondarily to four means of communication (listening, speaking, reading, and writing.) Interpersonal communication focuses on exchanging information, reactions, feelings, and opinions by negotiating and clarifying meaning. Interpretive communication focuses on determining what the author, speaker, or creator of media wants to convey. Presentational communication focuses on creating a message for a specific purpose and for a specific audience. Rather than using grade levels to identify benchmarks, language proficiency levels identify them, so that instruction can be organized with entry points at various grades (Appendix C).

Cultures

Students cannot become truly proficient in the language until they have experienced and understand the cultures that use that language. Language learning builds understanding and acceptance, which in turn reduces conflict and exclusion. This goal includes two standards. They emphasize practices and products of cultures, both in relationship to cultural perspectives. Without understanding underlying perspectives, learners may be tempted to view certain practices or products as isolated or strange elements of a particular culture and thereby acquire the stereotypes that their language study should be precluding. The rationale for the culture standards is also to “interact with cultural competence and understanding,” which underscores the link of language and culture. Neither the students nor their teachers can know every product, practice or related perspective of target cultures. However, it is important that they become skilled observers and interpreters of other cultures and that they reflect upon their current knowledge and skills while also acquiring new information and experiences. Teachers must help students recognize that products and practices may be the most obvious cultural factors, but similar to the tip of an iceberg, it is the unseen perspectives that must be realized in order to safely navigate meaningful and appropriate communication (Appendix D).

Connections

Learning a language provides access to additional bodies of knowledge that are only available through languages other than English. Any career field can be enhanced through knowing a second language. Simply put, languages open doors. Multilingualism fosters critical thinking, problem solving, and global, political, and economic advantages. The connections goal includes two standards. The first focuses on exploring content from other disciplines through the target language. The second focuses on using multimedia and print sources in the target language to gain diverse perspectives not provided by English sources. The committee deviated from the *World-Readiness* standards in order to make additional connections to current content standards in Kansas. This includes English Language Arts, Social Studies, Math, and Science standards, and Career and Technical Education foundational skills (Appendix E).

Comparisons

This goal has two standards as well. Students develop greater insight into their own language and culture through comparison with and contrast to the language and culture studied; this leads to awareness of multiple ways of viewing the world. Language learners discover, come to understand, and use diverse patterns and perspectives inherent in both language systems and cultures in order to function competently in varied linguistic and cultural contexts. Through the study of a new language system and of how such a system expresses meanings in culturally appropriate ways, learners gain insights into the nature of language and the communicative functions of language in society, as well as the multifaceted nature of interaction between language and culture.

Communities

Students join multilingual communities at home and around the world in culturally appropriate ways, and in a variety of contexts. This goal includes two standards. The first emphasizes active use of the target language to collaborate face-to-face and virtually, while the second focuses on goal setting to achieve personal enrichment and interests.

Can-Do Statements

Indicators supporting each standard are written as “can-do” statements of what a student should be able to do at each specific proficiency level to function as self-assessment checklists. Checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes setting goals, selecting strategies, self-assessing, providing evidence, and reflecting before setting new goals. This process, as outlined in NCSSFL LinguaFolio®, has proven to be a highly motivating and successful approach to language learning.

How to use the Standards

State standards in Kansas serve as a framework upon which to build curriculum. This provides one set of standards for all languages which are taught, potentially taught, or learned by K-12 students in Kansas. Languages currently taught in KS, (in order of student numbers) are: Spanish, French, German, American Sign Language, Latin, Chinese, Japanese, Arabic, Russian, and Italian. These standards are applicable to a wide variety of programs to set goals, develop curriculum, plan instruction, and assess results. As much as possible, they are comparable to standards set by other states and by other countries where these languages are taught as a foreign language. They are rigorous and based on current research.

The World Language Standards should be used to differentiate language instruction from social studies or other classes which teach about social and cultural groups and their histories, practices, or products. The essential difference is that a language course uses the language to teach the language, culture, and all related content. “Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback **in the target language** in order for students to develop language and cultural proficiency.... ACTFL therefore recommends that language educators and their students **use the target language as exclusively as possible (90% plus) at all levels** of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making.” (ACTFL Position Statement, 2010 [emphasis added]).

The ACTFL Leadership Initiative for Language Learning (LILL) has identified six core practices that represent current best practices for teaching world languages. The standards review committee encourages Kansas world language teachers to consistently include these practices in their teaching.

1. Use the Target Language as the vehicle and content for instruction.
2. Design and implement interpersonal tasks.
3. Design lessons that have functional goals and objectives.
4. Teach grammar as a concept and use it in context.
5. Practice authentic and interactive reading and listening comprehension.
6. Provide appropriate feedback in speech and writing.

When creating learning targets, assessments, or communicative activities, it is imperative for world language teachers to bear in mind the difference between **proficiency** and **performance** in a language. Proficiency refers to what a learner can do with the language on his/her own, without the comfort of a classroom setting. Proficiency is spontaneous, independent of a specific classroom unit or theme of study, and covers a wide range of content and context. Performance, on the other hand, is what learners are able to do in the classroom with all the support that accompanies that setting, including a sympathetic listener/reader in the teacher, vocabulary that is familiar and repeated within the unit being studied, and multiple opportunities to practice functions, structures and vocabulary before the final performance assessment tasks. It is expected that a learner’s performance level in the language will be higher than his or her true proficiency level. This is an important part of the process of language learning. World Language teachers should provide input and create tasks that help learners to perform above their actual proficiency level. Thus, if a teacher is working with a class of mostly novice-mid learners, the teacher should create language tasks at the novice-mid level at the beginning of the unit of study and progressively work through novice-high and perhaps even intermediate-low levels by the end of the unit.

Program models

These standards are structured around proficiency levels that can be applied to a variety of programs and correlated with other national and international proficiency scales. Indicators describe what a student should know and be able to do in a sequence of growing proficiency, but what is achievable depends on the amount of time and intensity of instruction. The chart below depicts program models and corresponding proficiency levels based on the amount of instructional time associated with each model.

Program Models and Proficiency Goals											
Proficiency	ILR (FSI) Scale ¹				1			2			3
	European Framework (CEFR) ²			A1	A2	B1		B2	C1		C2
	ACTFL Proficiency Guidelines		Novice		Intermediate			Advanced			Superior
		Low	Mid	High	Low	Mid	High	Low	Mid	High	
Programs	2 years	9-12	Level 1		Level 2						
	4 years	9-12	Level 1		Level 2	Level 3	Level 4/AP				
	MS & HS	6-12	6-8 Level 1		Level 2	Level 3	Level 4	Level 5/AP			
	Elem-HS	3-12	3-5 FLES		6-8 Level 2	Level 3	Level 4	Level 5/AP			
	Elem-HS	K-12	K-3 Dual Language			4-5 DL	6-8 Dual Language		AP Lit	IHE 300+Credits	
	Heritage	6-12				Heritage 1	Heritage 2	Level 5/AP	AP Lit	IHE 300+Credits	

¹Interagency Language Roundtable (ILR) also know as the FSI was developed for U.S. Government agencies.

²"Assigning CEFR Ratings to ACTFL Assessments," American Council on the Teaching of Foreign Languages.

For **high school** courses, use Novice Low indicators for first semester and Novice Mid for second semester of Level 1; use Novice High indicators for Level 2, Intermediate Low indicators for Level 3, and Intermediate Mid for Level 4.

If instruction in a language begins in **middle school**, then apply Novice Low indicators to approximately the first 100 hours of curriculum, Novice Mid to approximately the next 100 hours then follow with Novice High indicators for Level 2 (freshmen), Intermediate Low indicators for Level 3 (sophomores), Intermediate Mid indicators for Level 4 (juniors), and Intermediate High indicators for Level 5 (seniors).

If instruction in a language begins in **elementary school** by grade 3 or later, then use Novice Low indicators for approximately 100-200 hours of instruction, Novice Mid for 100-200 hours, then Novice High indicators for instruction through the middle school years, and a sequence of Intermediate Low - Mid - and High through the high school years. If instruction in a language begins in Kindergarten, build the curriculum in a similar fashion, with Intermediate Low as the target for end of grade 6 and Advanced Mid as the target for grade 12.

If instruction in a language is in an **immersion, dual language or two-way immersion** program model, then build the second-language arts curriculum with Intermediate Mid indicators as the target for end of grade 6, Intermediate High (AP) as the target for grade 8, and Advanced indicators for high school courses. The latter courses could be facilitated using dual credit agreements for 300 level courses at postsecondary institutions.

Heritage language courses for native speakers should begin at appropriate proficiency levels. Generally speaking, Intermediate Low indicators would be suitable for a Heritage Level 1 class. In any of the curriculum articulation plans described above, once heritage speakers have experienced a course geared to their particular needs, they should be able to progress with non-native learners, provided the course indicators (i.e. Advanced Placement Language and Culture or International Baccalaureate) are at the next proficiency level.

Assessment

Once targets, or indicators, for a unit of instruction have been set, then they should become the basis of assessment. Since the indicators are stated in terms of what a student can do, the assessment should provide situations that allow the student to demonstrate what they can do. The assessment drives the instruction; indeed, it can be embedded in instruction by using an assessment model called Integrated Performance Assessment (IPA), characterized by authentic tasks that

- include all three modes of communication
- include cultural knowledge
- blend communication tasks with other goal areas of the standards.

This assessment model involves a cyclical approach that can be applied to each unit. An IPA can also be standardized to serve as a common assessment for particular levels, across a district, across languages, and across the state. (Appendix F)

Curriculum Planning

Standards-based curriculum provides a core component to education for all students. It meets real world needs, develops 21st century learning skills, develops literacy and numeracy skills, and prepares learners in STEM areas. Standards-based language learning engages learners through practical applications for special purposes. It strengthens college and career readiness. These benefits are essential for and are within reach of all learners.

In their widely-acclaimed book *Understanding by Design*, Wiggins and McTighe (1998) describe backward planning. In Stage One, the planner identifies desired results by choosing specific indicators from the standards on which to focus. In Stage Two, the planner determines what will be acceptable evidence of student learning. In Stage Three, the planner identifies overarching themes or big ideas to unify learning experiences and instructional activities. All of the learning experiences and activities are aligned with the big ideas and the final product or performance benchmark. Depending on the final product or performance, the teacher will lay out lessons by thinking like a storyteller, giving the unit narrative structure, or by thinking like a coach, developing the unit by task analysis. In either case, the unit has a clear-cut beginning, middle, and end. A sample unit framework for standards-based backward planning is provided. (Appendix G)

Seal of Biliteracy Certificate

The Kansas State Board of Education has approved the Seal of Biliteracy certificate for Kansas graduates. This recognition is awarded through KSDE to any student who attains proficiency in English and one or more other world languages by the time the student graduates high school. The recognition for attaining biliteracy becomes part of a student's high school record. It explicitly addresses 21st century communication skills, and the Career and Technical Education foundational skill of communicating "...respectfully and effectively with people of different cultures and diverse perspectives." The certificate recognizes a student's readiness for career and college, and for engagement as a global citizen.

"Biliteracy" refers to having a functional level of proficiency in two or more languages. This award will not be based on number of credits earned or courses offered or taken, but on how well a person functions in two languages. It is not limited to languages taught in Kansas schools, but encourages students and their families to value, preserve, and develop heritage language skills. (Appendix H) The Kansas World Language Readiness Standards and indicators provided in this document define the proficiency the award entails. Kansas has adopted a two-tier Seal of Biliteracy, awarding a **Silver** seal for "Intermediate Mid" proficiency or above in all three modes of communication and a **Gold** seal for "Advanced Low" proficiency or above in all three modes of communication. For further details refer to "Guidelines for the Kansas Seal of Biliteracy" posted at ksde.org. [Note: the certificates for the Seal of Biliteracy were formerly Gold and Platinum. Certificates issued for the 2019-2020 school year will reflect the change to Silver and Gold.]

Conclusion

This is an exciting time for learning languages. National attention is being focused on the topic. The American Academy of Arts and Sciences Commission on Learning Languages, in their February 2017 Executive Summary, recommended "a national strategy to improve access to as many languages as possible for people of every region, ethnicity, and socioeconomic background—that is, to value language education as a persistent national need similar to education in math or English, and to ensure that a useful level of proficiency is within every student's reach." Being proficient in a language other than English enhances any career in business, research, science, politics, the arts, and international relations. Thus, career advantages from knowing a foreign language are numerous. Our revised Kansas Standards for World Languages will serve as a fundamental, yet challenging, framework to support the vision of multilingualism for all Kansas students.

World Language Standards

GOAL AREA

COMMUNICATION

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

CULTURES

Interact with cultural competence and understanding.

CONNECTIONS

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

COMPARISONS

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

COMMUNITIES

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

STANDARDS

- **1.1 Interpersonal:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **1.2 Interpretive:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **1.3 Presentational:** 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.

- **2.1 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.
- **2.2 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.

- **3.1 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.
- **3.2 Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

- **4.1 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.
- **4.2 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.

- **5.1 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.
- **5.2 Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

KANSAS STANDARDS FOR WORLD LANGUAGES

GOAL AREA:



COMMUNICATION

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1.1 Interpersonal

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

STANDARD 1.1 INTERPERSONAL

Novice Range

Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.

PERFORMANCE DESCRIPTORS	INDICATORS
<p>Novice Low Learners can communicate on some very familiar topics using single words and phrases that they have practiced and memorized.</p>	<p>Novice Low Learners can...</p> <ul style="list-style-type: none"> • greet peers. • introduce self to someone. • answer a few simple questions.
<p>Novice Mid Learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.</p>	<p>Novice Mid Learners can...</p> <ul style="list-style-type: none"> • greet and leave people in a polite way. • introduce self and others. • answer a variety of simple questions. • make some simple statements in a conversation. • ask some simple questions. • communicate basic information about self and people they know. • communicate some basic information about their everyday lives.
<p>Novice High Learners can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>Novice High Learners can...</p> <ul style="list-style-type: none"> • 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.

SAMPLE PERFORMANCE TASKS

- Learners give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.
- Learners ask and answer questions about topics such as family, school events, and celebrations in person or via letters, email, voice chats, video-chat, or instant messages.
- Learners share likes and dislikes with one another.
- Learners exchange descriptions of people and tangible products of the culture such as toys, clothing, types of dwellings, foods, with classmates.
- Learners exchange greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.

STANDARD 1.1 INTERPERSONAL

Intermediate Range

Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.

PERFORMANCE DESCRIPTORS	INDICATORS
Intermediate Low Learners can participate in conversations on a number of familiar topics using simple sentences. They can handle short social interactions in everyday situations by asking and answering simple questions.	Intermediate Low Learners can... <ul style="list-style-type: none"> • have a simple conversation on a number of everyday topics. • ask and answer questions on factual information that is familiar to them. • use the language to meet their basic needs in familiar situations.
Intermediate Mid Learners can 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 self and their everyday lives.	Intermediate Mid Learners can... <ul style="list-style-type: none"> • start, maintain, and end a conversation on a variety of familiar topics. • talk about their daily activities and personal preferences. • use their language to handle tasks related to their personal needs. • exchange information about subjects of special interest to them.
Intermediate High Learners can participate with ease and confidence in conversations on familiar 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.	Intermediate High Learners can... <ul style="list-style-type: none"> • exchange information related to areas of mutual interest. • use their language to do a task that requires multiple steps. • use their language to handle a situation that may have a complication.

SAMPLE PERFORMANCE TASKS

- Learners follow and give directions for participating in age-appropriate cultural activities and investigating the function of products of the foreign culture. They ask and respond to questions for clarification.
- Learners exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of their target cultures.
- Learners compare, contrast, and express opinions and preferences about the information gathered regarding events, experiences, and other school subjects.
- Learners acquire goods, services, or information orally and /or in writing. *(continue on next page)*
- Learners develop and propose solutions to uses and problems related to the school or community through group work.

STANDARD 1.1 INTERPERSONAL

Advanced Range

Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.

PERFORMANCE DESCRIPTORS	INDICATORS
Advanced Low Learners can participate in conversations about familiar topics that go beyond their everyday lives. They can talk in an organized way and with some detail about events and experiences in various time frames. They can describe people, places, and things in an organized way and with some detail. They can handle a familiar situation with an unexpected complication.	Advanced Low Learners can... <ul style="list-style-type: none"> • participate in conversations on a wide variety of topics that go beyond their everyday lives. • compare and contrast life in different locations and in different times. • resolve an unexpected complication that arises in a familiar situation. • conduct or participate in interviews.
Advanced Mid Learners can 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. They can confidently handle routine situations with an unexpected complication. They can share their points of view in discussions on some complex issues.	Advanced Mid Learners can... <ul style="list-style-type: none"> • communicate effectively on a wide variety of present, past, and future events. • exchange general information on topics outside their fields of interest. • handle a complication or unexpected turn of events.
Advanced High Learners can 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 experience.	Advanced High Learners can... <ul style="list-style-type: none"> • exchange complex information about academic and professional tasks. • exchange detailed information on topics within and beyond their fields of interest. • support their opinion and construct hypotheses.

SAMPLE PERFORMANCE TASKS

- Learners discuss, orally or in writing, current or past events that are of significance in the target culture or that are being studied in another subject.
- Learners develop and propose solutions to issues and problems that are of concern to members of their own and the target cultures through group work.
- Learners share their analyses and personal reactions to expository and literary texts with peers and/or speakers of the target language.
- Learners exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

STANDARD 1.1 INTERPERSONAL

Superior Range

PERFORMANCE DESCRIPTORS	INDICATORS
Superior Learners can communicate with ease, accuracy, and fluency. They can participate fully and effectively in discussions on a variety of topics in formal and informal settings. They can discuss at length complex issues by structuring arguments and developing hypotheses.	Superior Learners can... <ul style="list-style-type: none">• support opinions clearly and precisely.• discuss complex information in debates or meetings.• participate with ease in complex discussions with multiple participants on a wide variety of topics.

Standard 1.2 Interpretive Communication

Learners understand, interpret, and analyze what is heard, read, or viewed in the target language on a variety of topics.

1.2.A Listening

STANDARD 12:A. LISTENING

Novice Range

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts with strong visual support.

PERFORMANCE DESCRIPTORS	INDICATORS
Novice Low Learners can recognize a few memorized words and phrases when they hear them spoken.	Novice Low Learners can... <ul style="list-style-type: none"> occasionally identify the sound of a character or a word. occasionally understand isolated words that they have memorized, particularly when accompanied by gestures or pictures.
Novice Mid Learners can recognize some familiar words and phrases when they hear them spoken.	Novice Mid Learners can... <ul style="list-style-type: none"> understand a few courtesy phrases. recognize and sometimes understand basic information in words and phrases that they have memorized. recognize and sometimes understand words and phrases that they have learned for specific purposes.
Novice High Learners can often understand words, phrases, and simple sentences related to everyday life. They can recognize pieces of information and sometimes understand the main topic of what is being said.	Novice High Learners can... <ul style="list-style-type: none"> sometimes understand simple questions or statements on familiar topics. understand simple information when presented with pictures and graphs. sometimes understand the main topic of conversations that they overhear.

SAMPLE PERFORMANCE TASKS

- Learners list key actions from developmentally appropriate narratives such as personal anecdotes, familiar fairy tales, and narratives based on familiar themes.
- Learners identify people and objects in their environment or from other school subjects, based on oral and written descriptions.
- Learners report out the content of brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.
- Learners identify the principal characters of stories or children’s literature and dramatize the main themes and ideas.
- Learners identify the principal message contained in various media such as illustrated texts, posters, or advertisements.
- Learners interpret the meaning of gestures, intonation, and other visual or auditory cues.

STANDARD 1.2.A: LISTENING

Intermediate Range

Understands main ideas and some supporting details on familiar topics from a variety of texts.

PERFORMANCE DESCRIPTORS	INDICATORS
Intermediate Low Learners can understand the main idea in short, simple messages and presentations on familiar topics. They can understand the main idea of simple conversations that they overhear.	Intermediate Low Learners can... <ul style="list-style-type: none"> • understand the basic purpose of a message. • understand messages related to their basic needs. • understand questions and simple statements on everyday topics when they are part of the conversation.
Intermediate Mid Learners can understand the main idea 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 that they overhear.	Intermediate Mid Learners can... <ul style="list-style-type: none"> • understand basic information in ads, announcements, and other simple recordings. • understand the main idea of what they listen to for personal enjoyment. • understand messages related to their everyday life.
Intermediate High Learners can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed. They can sometimes follow what they hear about events and experiences in various time frames.	Intermediate High Learners can... <ul style="list-style-type: none"> • easily understand straightforward information or interactions. • understand a few details in ads, announcements, and other simple recordings. • sometimes understand situations with complicating factors.

SAMPLE PERFORMANCE TASKS

- Learners restate information from short articles and postings related to other school subjects.
- Learners react to messages in video clips from the target culture on current issues of interest to peers.
- Learners locate key information from announcements and messages connected to daily activities in the target culture.
- Learners relate the main themes and significant details on topics from other subjects and products of the cultures as presented on TV, radio, video, or live presentations.
- Learners describe the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, websites, or other printed sources for target language audiences.
- Learners identify the principal characters and discuss the main ideas and themes in selected literary texts.
- Learners use knowledge acquired in other setting sand from other subject areas to comprehend spoken and written messages in the target languages.

STANDARD 1.2.A: LISTENING

Advanced Range

Understands main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.

PERFORMANCE DESCRIPTORS	INDICATORS
<p>Advanced Low Learners can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames. They can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<p>Advanced Low Learners can...</p> <ul style="list-style-type: none"> • understand descriptions and stories of events that have happened or will happen. • understand the main idea of popular genres.
<p>Advanced Mid Learners can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. They can follow stories and descriptions of some length and in various time frames. They can understand information presented in most genres, even when not familiar with the topic.</p>	<p>Advanced Mid Learners can...</p> <ul style="list-style-type: none"> • understand the main idea and many details of descriptions or interviews. • understand accounts of events. • understand directions and instructions on everyday tasks.
<p>Advanced High Learners can easily follow narrative, informational, and descriptive speech. They can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. They can sometimes follow extended arguments and different points of view.</p>	<p>Advanced High Learners can...</p> <ul style="list-style-type: none"> • easily understand detailed reports and exposés. • often understand various viewpoints in extended arguments. • understand discussions and presentations on many concrete and abstract topics.

SAMPLE PERFORMANCE TASKS

- Learners discuss the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.
- Learners summarize the principal elements of nonfiction articles in newspapers, magazines, and websites on topics of current and historical importance to members of the culture.
- Learners analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
- Learners compare and contrasts cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal setting.
- Learners describe cultural nuances of meaning in expressive products of the culture; including selections from various literary genres and the visual arts.

STANDARD 1.2.A: LISTENING

Superior Range

PERFORMANCE DESCRIPTORS	INDICATORS
Superior Learners can follow a wide range of academic and professional discourse on abstract and specialized topics. They can understand all standard dialects. They can sometimes infer complex meaning that requires deep understanding of the culture.	Superior Learners can... <ul style="list-style-type: none">• understand a variety of abstract and technical topics within their field of expertise.• understand discussions on various issues of general interest.• understand implications and inferences in discussions or presentations.

Standard 1.2 Interpretive Communication

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.2.B. Reading

STANDARD 12:B. READING

Novice Range

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts with strong visual support.

PERFORMANCE DESCRIPTORS	INDICATORS
Novice Low Learners can recognize a few letters or characters. They can identify a few memorized words and phrases when they read.	Novice Low Learners can... <ul style="list-style-type: none"> recognize a few letters or characters. connect some words, phrases, or characters to their meanings.
Novice Mid Learners can recognize some letters or characters. They can understand some learned or memorized words and phrases when they read.	Novice Mid Learners can... <ul style="list-style-type: none"> recognize words, phrases, and characters with the help of visuals. recognize words, phrases, and characters when they associate them with things they already know.
Novice High Learners can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They can sometimes understand the main idea of what they have read.	Novice High Learners can... <ul style="list-style-type: none"> usually understand short, simple messages on familiar topics. sometimes understand short simple descriptions with the help of pictures or graphs. sometimes understand the main idea of published materials. understand simple everyday notices in public places on topics that are familiar to them.

SAMPLE PERFORMANCE TASKS

- Learners list key actions from developmentally appropriate narratives such as personal anecdotes, familiar fairy tales, and narratives based on familiar themes.
- Learners identify people and objects in their environment or from other school subjects, based on oral and written descriptions.
- Learners report out the content of brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.
- Learners identify the principal characters of stories or children’s literature and dramatize the main themes and ideas.
- Learners identify the principal message contained in various media such as illustrated texts, posters, or advertisements.
- Learners interpret the meaning of gestures, intonation, and other visual or auditory cues.

STANDARD 12:B. READING

Intermediate Range

Understands main ideas and some supporting details on familiar topics from a variety of texts.

PERFORMANCE DESCRIPTORS	INDICATORS
Intermediate Low Learners can understand the main idea in short and simple texts when the topic is familiar.	Intermediate Low Learners can... <ul style="list-style-type: none"> • understand messages in which the writer tells or asks them about topics of personal interest. • identify some simple information needed on forms. • identify some information from news media.
Intermediate Mid Learners can understand the main idea of texts related to everyday life and personal interests or studies.	Intermediate Mid Learners can... <ul style="list-style-type: none"> • understand simple personal questions. • understand basic information in ads, announcements, and other simple texts. • understand the main idea of what they read for personal enjoyment. • read simple written exchanges between other people.
Intermediate High Learners can easily understand the main idea of texts related to everyday life, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames.	Intermediate High Learners can... <ul style="list-style-type: none"> • understand accounts of personal events or experiences. • sometimes follow short, written instructions when supported by visuals. • understand the main idea of and a few supporting facts about famous people and historic events.

SAMPLE PERFORMANCE TASKS

- Learners restate information from short articles and postings related to other school subjects.
- Learners react to messages in video clips from the target culture on current issues of interest to peers.
- Learners locate key information from announcements and messages connected to daily activities in the target culture.
- Learners relate the main themes and significant details on topics from other subjects and products of the cultures as presented on TV, radio, video, or live presentations.
- Learners describe the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, websites, or other printed sources for target language audiences.
- Learners identify the principal characters and discuss the main ideas and themes in selected literary texts.
- Learners use knowledge acquired in other setting sand from other subject areas to comprehend spoken and written messages in the target languages.

STANDARD 12:B. READING

Advanced Range

Understands main ideas and supporting details on familiar and some new concrete topics from a variety of more complex texts that have a clear, organized structure.

PERFORMANCE DESCRIPTORS	INDICATORS
<p>Advanced Low Learners can understand the main idea and some supporting details on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames and genres.</p>	<p>Advanced Low Learners can...</p> <ul style="list-style-type: none"> • find and use information for practical purposes. • read texts that compare and contrast information. • follow simple written instructions.
<p>Advanced Mid Learners can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. They can follow stories and descriptions of considerable length and in various time frames. They can understand texts written in a variety of genres, even when they are unfamiliar with the topic.</p>	<p>Advanced Mid Learners can...</p> <ul style="list-style-type: none"> • follow the general idea and some details of what is written in a variety of stories and autobiographical accounts. • understand general information on topics outside their field of interest. • understand messages on a wide variety of past, present, and future events.
<p>Advanced High Learners can easily follow narrative, informational, and descriptive texts. They can understand what they read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. They can sometimes understand extended arguments and different points of view.</p>	<p>Advanced High Learners can...</p> <ul style="list-style-type: none"> • understand narrative, descriptive, and informational texts of any length. • read about most topics of special interest. • read most general fiction and non-fiction.

SAMPLE PERFORMANCE TASKS

- Learners discuss the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.
- Learners summarize the principal elements of nonfiction articles in newspapers, magazines, and websites on topics of current and historical importance to members of the culture.
- Learners analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
- Learners compare and contrasts cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal settings.
- Learners describe cultural nuances of meaning in expressive products of the culture; including selections from various literary genres and the visual arts.

STANDARD 12:B. READING

Superior Range

PERFORMANCE DESCRIPTORS	INDICATORS
Superior Learners can follow academic, professional, and literary texts on a wide range of both familiar and unfamiliar subjects. They can sometimes infer complex meaning that requires analysis and deep understanding of the culture.	Superior Learners can... analyze the primary argument and supporting details. understand detailed information within and beyond their fields of interest. comprehend complex texts on abstract topics of interest to them.

Standard 1.3 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.

1.3.A Speaking

STANDARD 1.3.A SPEAKING

Novice Range

Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.

PERFORMANCE DESCRIPTORS	INDICATORS
Novice Low Learners can present information about themselves and some other very familiar topics using single words or memorized phrases.	Novice Low Learners can... <ul style="list-style-type: none"> recite words and phrases that they have learned. state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. introduce self to a group. recite short memorized phrases, parts of poems, and rhymes.
Novice Mid Learners can present information about themselves and some other very familiar topics using a variety of words, phrases, and memorized expressions.	Novice Mid Learners can... <ul style="list-style-type: none"> present information about self and others using words and phrases. express their likes and dislikes using words, phrases, and memorized expressions. present information about familiar items in their immediate environment. talk about their daily activities using words, phrases, and memorized expressions. present simple information about something they learned using words, phrases, and memorized expressions.
Novice High Learners can present basic information on familiar topics using language they have practiced using phrases and simple sentences.	Novice High Learners can... <ul style="list-style-type: none"> present information about their lives using phrases and simple sentences. tell about a familiar experience or event using phrases and simple sentences. present basic information about a familiar person, place, or thing using phrases and simple sentences. <i>(continue on next page)</i> present information about others using phrases and simple sentences. give basic instructions on how to make or do something using phrases and simple sentences. present basic information about things they have learned using phrase and simple sentences.

SAMPLE PERFORMANCE TASKS

- Learners prepare illustrated stories about activities or events in their environment and share these stories and events with an audience in the school or community or post them on a website.
- Learners dramatize and video songs, short anecdotes, or poetry commonly known by peers in the target culture and post them to the school website or to a video sharing website.
- Learners record short oral notes and messages about people and things in their school environment and post the information for a partner language class either locally or abroad.
- Learners produce a video ad about products and/or practices of their own culture to peers in the target language.

STANDARD 1.3.A SPEAKING

Intermediate Range

Communicate information and expresses own thoughts about familiar topics using sentences and series of sentences.

PERFORMANCE DESCRIPTORS	INDICATORS
Intermediate Low Learners can present information on most familiar topics using a series of simple sentences.	Intermediate Low Learners can... <ul style="list-style-type: none"> • talk about people, activities, events, and experiences. • express their needs and wants. • present information on plans, instructions, and directions. • present songs, short skits, or dramatic readings. • express their preferences on topics of interest.
Intermediate Mid Learners can make presentations on a wide variety of familiar topics using connected sentences.	Intermediate Mid Learners can... <ul style="list-style-type: none"> • make a presentation about their personal and social experiences. • make a presentation on something they have learned or researched. • make a presentation about common interests and issues and state their viewpoint.
Intermediate High Learners can make presentations 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 timeframes.	Intermediate High Learners can... <ul style="list-style-type: none"> • present information on academic and work topics. • make a presentation on events, activities, and topics of particular interest. • present their points of view and provide reasons to support them.

SAMPLE PERFORMANCE TASKS

- Learners dramatize short plays, original skits, recite selected poems and anecdotes, and perform songs in the language for a school-related event such as a board meeting or PTA meeting or campus festival.
- Learners prepare video recorded messages to share locally or with school peers and/or members of the target culture on topics of personal interest.
- Learners create and narrate a PowerPoint presentation on a current global concern.
- Learners prepare an oral summary of the plot and characters in selected pieces of age-appropriate literature.

STANDARD 1.3.A SPEAKING

Advanced Range

Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.

PERFORMANCE DESCRIPTORS	INDICATORS
<p>Advanced Low Learners can deliver organized presentations appropriate to their audience on a variety of topics. They can present information about events and experiences in various time frames.</p>	<p>Advanced Low Learners can...</p> <ul style="list-style-type: none"> • deliver short presentations on a number of academic and workplace topics. • deliver short presentations on social and cultural topics. • explain issues of public and community interest, including different viewpoints. • deliver presentations for a specific audience.
<p>Advanced Mid Learners can deliver well-organized presentations on concrete social, academic, and professional topics. They can present detailed information about events and experiences in various timeframes.</p>	<p>Advanced Mid Learners can...</p> <ul style="list-style-type: none"> • present information about events of public or personal interest. • convey their ideas and elaborate on a variety of academic topics. • give presentations with ease and detail on a wide variety of topics related to professional interests.
<p>Advanced High Learners can deliver detailed presentations, usually with accuracy, clarity, and precision, on a variety of topics and issues related to community interests and some special fields of expertise.</p>	<p>Advanced High Learners can...</p> <ul style="list-style-type: none"> • present complex information on many concrete topics and related issues. • present a viewpoint with supporting arguments on a complex issue. • use appropriate presentational conventions and strategies.

SAMPLE PERFORMANCE TASKS

- Learners perform scenes from a play and/or recite poems or excerpts from short stories commonly read by speakers of the target language.
- Learners create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
- Learners design a video production that analyzed the expressive products of the culture, from literary genres or the fine arts.
- Learners prepare a research-based analysis of a current event from the perspective of both the United States and target cultures.

STANDARD 1.3.A SPEAKING

Superior Range

PERFORMANCE DESCRIPTORS	INDICATORS
Superior Learners can deliver detailed presentations with accuracy, clarity, and precision to a wide variety of audiences on topics and issues ranging from broad general interests to areas of specialized expertise.	Superior Learners can... <ul style="list-style-type: none">• give a clearly articulated and well-structured presentation on a complex topic or issue.• adapt the language in a presentation for casual, professional, or general public audiences.• depart from the prepared text of a presentation when appropriate.

Standard 1.3 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.

1.3.B Writing

STANDARD 1.3.B WRITING

Novice Range

Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.

PERFORMANCE DESCRIPTORS	INDICATORS
Novice Low Learners can copy some familiar words, characters, or phrases.	Novice Low Learners can... <ul style="list-style-type: none"> • copy some characters or letters and words that they see on the wall or board, in a book, or on the computer. • write words and phrases that they have learned. • label familiar people, places, and objects in pictures and posters.
Novice Mid Learners can write lists and memorized phrases on familiar topics.	Novice Mid Learners can... <ul style="list-style-type: none"> • fill out a simple form with some basic personal information. • write about themselves using learned phrases and memorized expressions. • list their daily activities and write lists that help them in their day-to-day lives. • write notes about something they have learned using lists, phrases, and memorized expressions.
Novice High Learners can write short messages and notes on familiar topics related to everyday life.	Novice High Learners can... <ul style="list-style-type: none"> • write information about their daily life in a letter, blog, discussion board, or email message. • write short notes using phrases and simple sentences. • write about a familiar experience or event using practiced material. • write basic information about things they have learned. • ask for information in writing.

SAMPLE PERFORMANCE TASKS

- Learners prepare illustrated stories about activities or events in their environment and share these stories and events with an audience in the school or community or post them on a website. *(continue on next page)*
- Learners write reports about people and things in their school environment and post the information for a partner language class either locally or abroad.
- Learners create a poster for Do's and Don'ts for Earth Day.
- Learners draw or produce a video ad about products and/or practices of their own culture to peers in the target language.

STANDARD 1.3.B WRITING

Intermediate Range

Communicate information and expresses own thoughts about familiar topics using sentences and series of sentences.

PERFORMANCE DESCRIPTORS	INDICATORS
Intermediate Low Learners can write briefly about most familiar topics and present information using a series of simple sentences.	Intermediate Low Learners can... <ul style="list-style-type: none"> • write about people, activities, events, and experiences. • prepare materials for a presentation. • write about topics of interest. • write basic instructions on how to make or do something. • write questions to obtain information.
Intermediate Mid Learners can write on a wide variety of familiar topics using connected sentences.	Intermediate Mid Learners can... <ul style="list-style-type: none"> • write messages and announcements. • write short reports about something they have learned or researched. • compose communications for public distribution.
Intermediate High Learners can write on topics related to school, work, and community in a generally organized way. They can write some simple paragraphs about events and experiences in various time frames.	Intermediate High Learners can... <ul style="list-style-type: none"> • write about school and academic topics. • write about work and career topics. • write about community topics and events. • write about entertainment or a social event.

SAMPLE PERFORMANCE TASKS

- Learners write short plays and original skits in the language for a school-related event such as a board meeting or PTA meeting or campus festival.
- Learners create a brochure that highlights things to see and do in their community for visitors from the target culture.
- Learners prepare stories or brief written reports about personal experiences, events, or other school subjects to share with classmates and/or members of the target cultures.
- Learners create a PowerPoint presentation on a current global concern.
- Learners prepare a written summary of the plot and characters in selected pieces of age-appropriate literature.

STANDARD 1.3 PRESENTATIONAL COMMUNICATION | 1.3.B WRITING

Advanced Range

Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.

PERFORMANCE DESCRIPTORS	INDICATORS
Advanced Low Learners can write on general interest, academic, and professional topics. They can write organized paragraphs about events and experiences in various time frames.	Advanced Low Learners can... <ul style="list-style-type: none"> • meet basic school and academic writing needs. • meet basic work and career writing needs. • meet basic social and civic writing needs.
Advanced Mid Learners can write on a wide variety of general interest, professional, and academic topics. They can write well-organized, detailed paragraphs in various time frames.	Advanced Mid Learners can... <ul style="list-style-type: none"> • write well-organized texts for a variety of academic purposes. • write well-organized texts for a variety of professional purposes. • write well-organized texts for a variety of general interest purposes.
Advanced High Learners can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.	Advanced High Learners can... <ul style="list-style-type: none"> • write using target language and culture conventions to present and elaborate a point of view. • write using target language and culture conventions for informal purposes. • write using target language and culture conventions for formal purposes.

SAMPLE PERFORMANCE TASKS

- Learners write a news article or critique on a topic from another discipline, such as world history, geography, the arts, or mathematics.
- Learners create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
- Learners design a written production that analyzed the expressive products of the culture, from literary genres or the fine arts.
- Learners summarize the content of an article or documentary intended for native speakers for a school or local publication or blog.
- Learners write a letter or an article describing and analyzing an issue for a student publication.
- Learners prepare a research-based analysis of a current event from the perspective of both the United States and target cultures.

STANDARD 1.3 PRESENTATIONAL COMMUNICATION | 1.3.B WRITING

Superior Range

PERFORMANCE DESCRIPTORS	INDICATORS
Superior Learners can write about complex and abstract issues ranging from topics of broad general interests to areas of specialized expertise using standard structures, lexicon, and writing protocols.	Superior Learners can... <ul style="list-style-type: none">• write effectively about complex and abstract issues of general interest.• write about complex and abstract issues on academic and professional topics.• develop an argument using the writing mechanics and organizational style of the target language and culture.

KANSAS STANDARDS FOR WORLD LANGUAGES

GOAL AREA:

CULTURES

To interact with cultural competence and understanding.

Standard 2.1 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.

PERFORMANCE DESCRIPTORS	INDICATORS
Novice Learners can engage in age-appropriate and culturally appropriate practices.	Novice Learners can... <ul style="list-style-type: none">• use expressions for greetings, leave takings, and common classroom or social interactions.• participate in or simulate games, birthday celebrations, storytelling, and dramatizations.• express, either in simple language, symbols, or actions, the connections among cultural practices, products, and perspectives.
Intermediate Learners can build a fundamental repertoire of age-appropriate and culturally appropriate practices.	Intermediate Learners can... <ul style="list-style-type: none">• observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing interactions in daily life.• participate in practices such as games, sports, and entertainment.• create “cultural triangles” of practices, products, and perspectives and suggest factors in their relationships.
Advanced Learners can expand their repertoire of age-appropriate and culturally appropriate practices.	Advanced Learners can... <ul style="list-style-type: none">• use formal and informal forms of address with ease.• engage in discussions with native speakers using culturally appropriate behaviors and language to express agreement and disagreement in a variety of situations.• connect practices to associated products, giving evidence-based reasons for the perspectives proposed.

Standard 2.2 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.

PERFORMANCE DESCRIPTORS	INDICATORS
Novice Learners can observe and identify tangible products of the target culture.	Novice Learners can... <ul style="list-style-type: none"> • Identify and observe tangible products of the culture such as toys, dress, homes, monuments, currency, famous people, and art. • identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, traditional recipes, etc. • express, either in simple language, symbols, or actions, the connections among cultural practices, products, and perspectives.
Intermediate Learners can observe and experience expressive products of the culture and analyze their importance.	Intermediate Learners can... <ul style="list-style-type: none"> • observe, read, listen to, and perform cultural products such as stories, poetry, music, paintings, dance, drama, and architecture, and explain the origin and importance of these products in today's culture. • perform samples of expressive products of the culture such as poetry, music, art, dance, storytelling and drama; explore the role of these products in the larger community. • create "cultural triangles," connecting products to associated practices along with suggested perspectives based on background information.
Advanced Learners can identify, discuss, and analyze both tangible and intangible products of the culture, and are able to create samples of expressive products that relate appropriately to cultural perspectives.	Advanced Learners can... <ul style="list-style-type: none"> • identify, discuss and analyze such intangible products as social, economic, and political institutions, and describe relationships among these institutions and perspectives of the culture. • analyze literature, music, visual arts, dance, media and film of the culture and the unique perspective conveyed. • create samples of expressive products of the culture such as poetry, music, art, dance, storytelling and drama. • create "cultural triangles" connecting products to associated practices and giving evidence-based insights to the cultural perspective.

KANSAS STANDARDS FOR WORLD LANGUAGES

GOAL AREA:

CONNECTIONS

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

Standard 3.1 Making Content Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively.

3.1.A English Literacy and Social Studies

PERFORMANCE DESCRIPTORS	INDICATORS
<p>Language Learners can transfer literacy and analytic skills developed in English and Social Studies to apply with their emerging literacy in the target language.</p>	<p>Novice Learners can...</p> <ul style="list-style-type: none"> • read or listen to stories from the target culture and compare them to familiar stories from the same genre. • present short biographical sketches of people who have had a positive influence locally or globally. • read and view different text types and genres in order to interpret content. • identify and label maps of cities, states, or countries with civic and geographic features where the target language is used.
	<p>Intermediate Learners can...</p> <ul style="list-style-type: none"> • read, view, compare, and classify different text types and genres. • write original poems, stories, and plays using their understanding of the characteristics of these genres. • seek out authentic articles or multimedia on topics being studied in other classes and enter target language notes on main ideas in a journal. • make oral or written presentations in the target language on topics studied in other classes. • describe and compare key characteristics of target language countries. • create timelines of historic events in the target language countries. • use their knowledge of geography to create maps of countries where the target language is spoken. • maintain a blog comparing attitudes and reactions to current events of global importance in target language countries.
	<p>Advanced Learners can...</p> <ul style="list-style-type: none"> • write and produce an original play to highlight a challenge facing people who speak the target language. • use their knowledge of subjects taught in their schools to tutor English language learners whose first language is the target language. • use their knowledge of different forms of government to compare how leaders of countries where the target language is spoken are chosen or elected.

3.1.B Science, Technology, Engineering, and Math (STEM)

PERFORMANCE DESCRIPTORS	INDICATORS
<p>Language Learners explore and apply Math and Science “Practices” to help develop diverse approaches to language learning.</p>	<p>Novice Learners can...</p> <ul style="list-style-type: none"> • use appropriate tools strategically. • attend to precision. • look for and make use of structure. • look for and express regularity in repeated reasoning. • obtain, evaluate, and communicate information. • plan and carry out investigations in the target language. • use mathematics skills to convert U.S. dollars to the currencies of the target language countries in order to understand prices of items. • use mathematics skills to convert weights and measurements from the American system to the metric system in order to understand distances, quantities etc. • use authentic resources about a region or ecosystem introduced in science class to create a target language poster that highlights plants, animal life, geographical features, and weather in the area. • use science knowledge and skills to record daily temperatures and weather in different locations around the world based on location and time of year.
	<p>Intermediate Learners can...</p> <ul style="list-style-type: none"> • research, compare, and evaluate impacts of environmental, social, and economic decisions in target language countries. • use knowledge from health and science classes plus research to compare and evaluate healthy lifestyles in target language countries. • research and report on contributions of the target language cultures to science and medicine. • analyze and interpret data. <p>Advanced Learners can...</p> <ul style="list-style-type: none"> • define problems, ask questions to make sense of problems in the target language, and persevere in solving them. • develop and use models incorporating mathematics and computational thinking in the target language. • construct viable arguments from evidence and critique the reasoning of others in the target language. • reason abstractly and quantitatively in the target language.

3.1.C Arts

PERFORMANCE DESCRIPTORS	INDICATORS
Language Learners can explore artistic expression through the target language.	Novice Learners can... <ul style="list-style-type: none"> interact with authentic examples of culture, such as music, art, dance, visual arts, architecture, and cultural movements or styles originating from target language countries. identify key creators or innovators in the arts from target language countries.
	Intermediate Learners can... <ul style="list-style-type: none"> research and present authentic examples of culture from target language countries. compare authentic art work of the same time period, style, or movement by different artists of target language countries.
	Advanced Learners can... <ul style="list-style-type: none"> write critical analysis of a movie, political cartoon, or piece of art from a target language country. write and produce an original play to highlight a challenge or issue facing people in a target language country.

3.1.D Career and Technical Education (CTE)

PERFORMANCE DESCRIPTORS	INDICATORS
Language Learners can exercise foundational skills of career pathways, exhibited and communicated using their emerging proficiency in a language other than English.	Novice - Intermediate – Advanced Learners can... <ul style="list-style-type: none"> act as a responsible and contributing citizen and employee. use technology to enhance productivity. demonstrate creativity and innovation. model integrity, ethical leadership and effective management. apply appropriate academic and technical skills. attend to personal health and financial well-being. communicate clearly, effectively and with reason. employ valid and reliable research strategies. work productively in teams while using cultural and global competence (see Culture and Communities)

Standard 3.2 Acquiring Information and Diverse Perspectives

Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

PERFORMANCE DESCRIPTORS	INDICATORS
<p>Learners can use authentic materials, i.e. those made by and for speakers of the target language, to access new information and gain diverse perspectives.</p>	<p>Novice Learners can...</p> <ul style="list-style-type: none"> • read, listen to, or talk about age-appropriate school content in the target language. • expand vocabulary through exploration of illustrations, infographics, video clips, websites, and print. • identify the main idea(s) of authentic target language texts on current events or familiar topics. • explore websites of schools in target language countries to identify courses, schedules, and special projects, and compare the information to their school's website. • identify, explore, and discuss authentic instructional websites, materials, news media, short texts, and videos created for speakers of the target language.
	<p>Intermediate Learners can...</p> <ul style="list-style-type: none"> • use sources intended for same-age speakers of the target language to prepare presentations on familiar topics. • research how a major figure from history, science, or the arts is described in the target language and use it to expand what they already know. • access survey results or research preferences of people in a target language community. • view publicity for products sold in target language countries and compare the publicity to the way similar products are marketed in the US. • compare news articles on front pages of newspapers from countries where the target language is spoken. • compare listings of living spaces for sale or rent in target language countries in terms of cost, size, location, and what features are showcased. • analyze instructional websites and materials created for speakers of the target language and compare them to instructional resources in the US. • find, compare, and discuss coverage of current events in the target culture and in the US.
	<p>Advanced Learners can...</p> <ul style="list-style-type: none"> • research an issue of global importance in order to provide insights from the perspective of a country or countries where the target language is spoken. • read a piece of literature in the target language and analyze the universality of the message. • prepare a virtual exhibit of artwork from a target language country, situating the contents historically, and explaining the importance of the artwork to the country of origin. • research and debate global issues as represented in target language news sources with different political slants. • compare, analyze, and present on how and why publicity for the same product differs in the target culture and the US.

KANSAS STANDARDS FOR WORLD LANGUAGES

GOAL AREA:



COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence.

Standard 4.1 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.

PERFORMANCE DESCRIPTORS	INDICATORS
Learners can accept that there are language families with strong similarities or few similarities, and that no two language systems are alike.	Novice Learners can... <ul style="list-style-type: none"> • observe and compare registers of language (e.g., formal and informal) in greetings and leave-takings and other common social interactions in the language they are learning and their own. • recognize similarities and differences between the sound and writing systems in the language they are learning and their own. • identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates within the context in which they see them suggests a misfit. • inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general.
	Intermediate Learners can... <ul style="list-style-type: none"> • identify and compare language appropriate to specific social groups and situations in the language they are learning and their own. • identify patterns and explain discrepancies between the sound and writing systems in both their native language and the language being learned. • hypothesize about the similarities of languages based on their awareness of cognates and similar idioms. • compare syntax functions (e.g., word order, inflections, and verb tense) to express meaning in both their native language and the language being learned.
	Advanced Learners can... <ul style="list-style-type: none"> • analyze and compare differences between spoken and written grammar and lexicon in both their native language and the language being learned, taking into account audience, purpose, and genre. • recognize that idioms may include cognates as well as false cognates. • analyze elements of the language being learned such as time and tense, and comparable linguistic elements in the native language, and conjecture about how languages use forms to express time and tense relationships.

Standard 4.2 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.

PERFORMANCE DESCRIPTORS	INDICATORS
Learners can accept differences between the target language culture and their own.	Novice Learners can... <ul style="list-style-type: none"> • demonstrate and compare/contrast appropriate gestures and oral expressions for greetings, leave takings, and other common social interactions in the target cultures and their own. • compare daily routines and celebrations (i.e. birthdays and holidays) in the target cultures to their own. • compare/contrast tangible products (i.e. toys, sports, equipment, and food) of the target cultures to their own. • compare/contrast expressive products (i.e. rhymes, songs, and folktales) of the target cultures to their own.
	Intermediate Learners can... <ul style="list-style-type: none"> • document and contrast verbal and nonverbal behavior in daily activities among peers or mixed groups in the target cultures to their own. • hypothesize about the relationship between cultural perspectives and practices (i.e. holidays, celebrations, work habits, play, role of family, schooling, social networking, career choices, and free time) by analyzing selected practices from the target cultures compared to their own. • compare/contrast the function of everyday objects (i.e. household items, tools, clothing) and authentic materials (i.e. creative works, news, and social media) produced in target cultures and speculate on why certain products originate in and/or are important to particular cultures. • hypothesize about the relationship between cultural perspectives and expressible products (i.e. music, visual arts, and forms of literature) by analyzing selected products from the target cultures and their own.
	Advanced Learners can... <ul style="list-style-type: none"> • identify, discuss, and analyze social, economic, and political institutions and related perspectives in the target cultures and their own. • identify, discuss, and analyze tangible and intangible products and their use in the target cultures and their own, as represented in authentic materials, such as literary texts, films, social media, interviews, and news stories. • identify, examine, and analyze the relationship between cultural products, practices, and perspectives in the target cultures and their own by conducting research, observations, and interviews.

KANSAS STANDARDS FOR WORLD LANGUAGES

GOAL AREA:



COMMUNITIES

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

Standard 5.1 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.

PERFORMANCE DESCRIPTORS	INDICATORS
<p>Learners share their knowledge of language and culture with other language learners.</p>	<p>Novice Learners can...</p> <ul style="list-style-type: none"> • attempt to interact in the target language with members of their community. • identify professions that require proficiency in the target language. • exchange basic information about themselves, their studies, or their family, with speakers of the target language and/or students in other classes, in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing, etc.
<p>Learners interact on a regular basis through digital media tools available to them, either individually or in school communities.</p>	<p>Intermediate Learners can...</p> <ul style="list-style-type: none"> • communicate on a personal level with speakers of the language in person or via email, video chats, instant messaging, and shared video clips. • discuss steps to becoming a professional in a field requiring the ability to communicate in the target language. • write and illustrate stories to present to others. • discuss topics of personal interest through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing, etc.
<p>Learners engage in language and culture-related events and projects within both real and virtual communities at both the local and global level.</p>	<p>Advanced Learners can...</p> <ul style="list-style-type: none"> • demonstrate a well-developed target language and cultural application, which increase the marketability of the employee and the ability of the employer to meet the expectations of the customer. • communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concern. • conduct research in the target language or assist in the translation of resources for the benefit of a community organization. • discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes, and in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing.

Standard 5.2 Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

PERFORMANCE DESCRIPTORS	INDICATORS
Learners use everyday skills and activities to access various entertainment and information sources available to speakers of the other language.	Novice Learners can... <ul style="list-style-type: none"> • interpret materials and/or use media from the target language and culture for enjoyment. • play sports or games from the culture. • listen to music, sing songs, or play musical instruments from the target culture. • exchange information about topics of personal interest.
Learners explore opportunities for personal enrichment and/or professional advancement through online and digital resources or through travel to countries where the target language is spoken.	Intermediate Learners can... <ul style="list-style-type: none"> • access news and entertainment media in the target language. • attend or use media to view cultural events and social activities.
Learners maintain and increase their proficiency and cultural knowledge to prepare to live and work in the increasingly multilingual communities of the 21st century.	Advanced Learners can... <ul style="list-style-type: none"> • explore the internet to find sites of personal interest where they can use the target language to maintain and to increase their communication skills. • establish and/or maintain interpersonal relations with speakers of the target language in face-to-face or virtual settings.

KANSAS STANDARDS FOR WORLD LANGUAGES

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KANSAS STANDARDS FOR WORLD LANGUAGES

Glossary

ACTFL:

The American Council on the Teaching of Foreign Language is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. Founded in 1967, ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry.

Advanced Placement (AP):

Through a system of rigorous courses and College Board exams juniors and seniors have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

ASL:

American Sign Language, recognized as a foreign language in Kansas according to state statute 72-1121, L1990 Ch. 253. p.2, July 1, 1990.

Articulation:

Planned, progressive transition from one level of language proficiency to the next higher level, regardless of grade level or institution.

Authentic sources:

Written, aural, or visual texts created by a native speaker with the intent to be read, listened to, or watched by native speakers; representative of the real world.

Authentic speech:

Language spoken by native speakers to other native speakers within a cultural context.

Authentic text:

Language written by native speakers for other native speakers within a cultural context; can be in print or multi-media format.

Cognate:

A word is cognate with another if both derive from the same word in an ancestral language.

Cultural triangle:

Cultural analysis that makes connections between a product from the target culture, how it is used (practice), and what that tells us about the target culture (perspective).

Graphic organizer:

An organizational picture, such as Venn diagram or webbing, that helps the learner identify the elements critical for comprehension.

Heritage speaker:

A person who has learned a non-English language through exposure at home or in the community, but may not have any formal instruction in the language, and may prefer use of the English language in many/most situations.

Idiom (also called idiomatic expression):

Is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements. In other words, idioms don't mean exactly what the individual words say.

International Baccalaureate (IB):

The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

Language acquisition:

A subconscious process similar, if not identical, to the way children develop ability in their native language.

Native speaker:

A person who speaks the language as their first language.

Nuance:

Shades of meaning.

Minimal functional proficiency:

The ability to describe things in one's immediate environment, order a meal, ask a simple question, or tell a simple story. The speaker is not necessarily able to use language for professional purposes, though they may be able to, for example, greet a customer or handle a phone call in another language.

Performance:

Communicative ability in all forms of language and in cultural interaction, but which takes place in a classroom or other studied context. Student language performance level is generally more advanced than actual proficiency level.

Proficiency:

Communicative ability in all forms of language and in cultural interaction.

Register:

The use of appropriate formal and informal terms of address (in some languages 'you' for one or more family and friends would be quite different from 'you' for teachers, judges, or police officers).

Scaffolding:

Coaching or modeling provided by a teacher to increase students' likelihood of success as they develop new skills or learn new concepts. Scaffolding in education is analogous to scaffolding in construction: just as a building's scaffolding is a temporary framework that is withdrawn when the structure is strong enough to stand on its own, so too is scaffolding in the classroom removed when students achieve competence in the targeted area.

Sympathetic listener/speaker/signer:

A person accustomed to adapting, modifying and/or simplifying language for the language learner; a person who actively attempts to construct meaning from language that varies from native speech in content and/or structure.

Syntax:

The branch of grammar concerned with the placement or order of words in forming phrases, clauses, and sentences.

Target language and culture:

The language being studied and the cultures related to it.

KANSAS STANDARDS FOR WORLD LANGUAGES

Appendices

Appendix A: Statement of Philosophy

Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Learners who come from non-English-speaking backgrounds should also have opportunities to develop further proficiencies in their first language.

Supporting this vision are three assumptions about language and culture, learners of language and culture, and language and culture education.

Competence in more than one language and culture enables people to:

- communicate with people in other cultures in a variety of settings,
- look beyond their customary borders,
- develop insight into their own language and culture,
- act with greater awareness of self, of other cultures, and their own relationship to those cultures, and
- gain direct access to additional bodies of knowledge, and participate more fully in the global community and marketplace.

All students can be successful language and culture learners, and they must:

- have access to language and culture study that is integrated into the entire education experience,
- benefit from the development and maintenance of proficiency in more than one language,
- learn in a variety of ways and settings, and
- acquire proficiency at varied rates.

Language and culture education [should be] part of the core curriculum, and [should be tied to program models that]:

- incorporate effective strategies, assessment procedures, and technologies,
- reflect evolving standards at the national, state, and local levels, and
- develop and enhance basic communication skills and higher order thinking skills.

(World-Readiness Standards for Learning Languages, American Council on the Teaching of Foreign Languages, Alexandria, VA, 2015, p. 7)

Appendix B: Rose Capacities

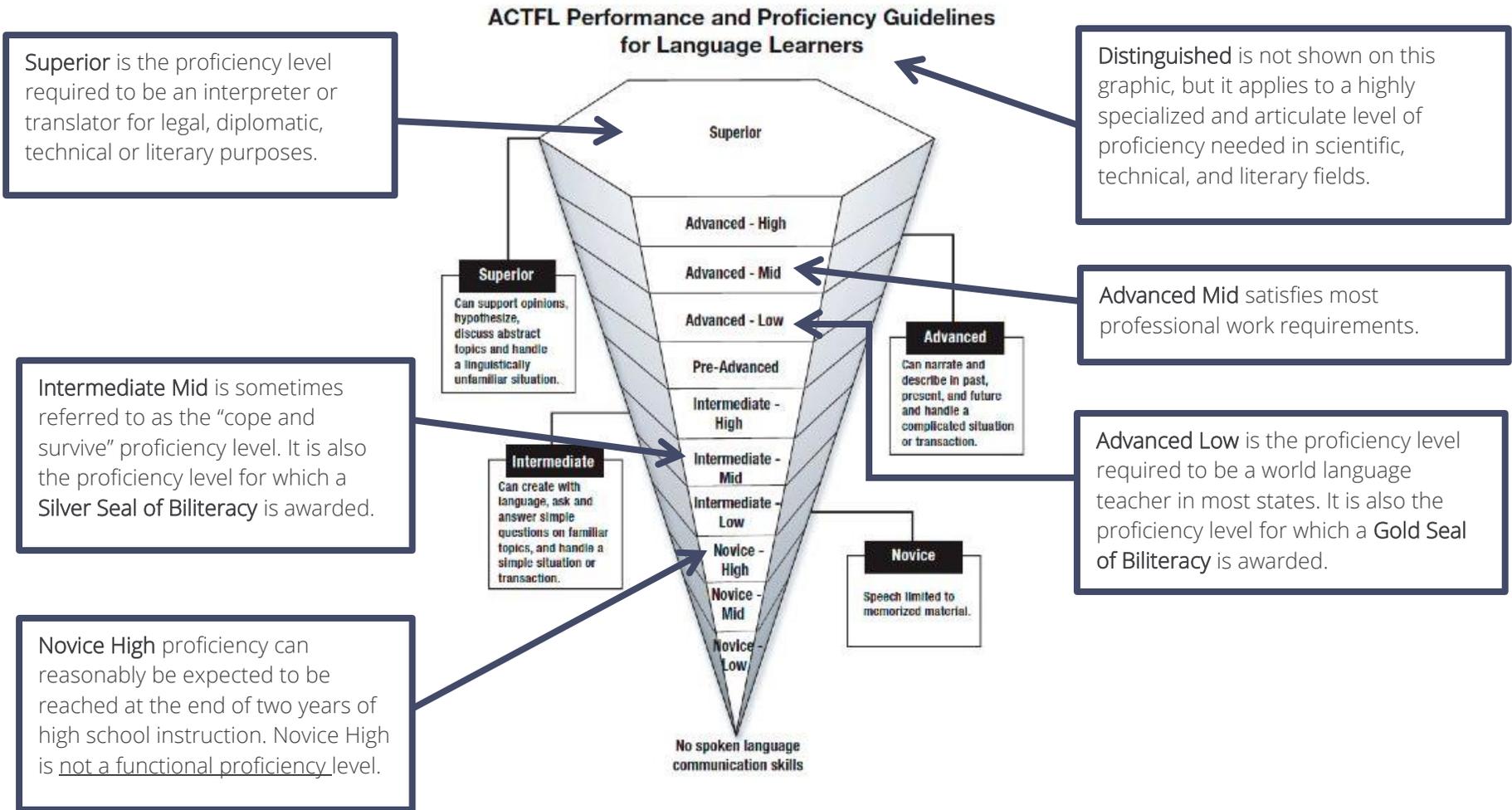
ROSE CAPACITIES	STANDARDS FOR WORLD LANGUAGES
1. Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization	<p>COMMUNICATIONS:</p> <ul style="list-style-type: none"> 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational <p>CONNECTIONS:</p> <ul style="list-style-type: none"> 3.1 Making Content Connections 3.2 Acquiring Information and Diverse Perspectives <p>COMMUNITIES:</p> <ul style="list-style-type: none"> 5.1 School and Global Communities
2. Sufficient knowledge of economic, social and political systems to enable the students to make informed choices	<p>CULTURES:</p> <ul style="list-style-type: none"> 2.2 Relating Cultural Products to Perspectives <p>CONNECTIONS:</p> <ul style="list-style-type: none"> 3.1 Making Content Connections 3.2 Acquiring Information and Diverse Perspectives <p>COMPARISONS:</p> <ul style="list-style-type: none"> 4.2 Cultural Comparisons <p>COMMUNITIES:</p> <ul style="list-style-type: none"> 5.2 Lifelong Learning

ROSE CAPACITIES	STANDARDS FOR WORLD LANGUAGES
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation	<p>CULTURES:</p> <ul style="list-style-type: none"> 2.1 Relating Cultural Practices to Perspectives 2.2 Relating Cultural Products to Perspectives <p>CONNECTIONS:</p> <ul style="list-style-type: none"> 3.1 Making Content Connections <p>COMPARISONS:</p> <ul style="list-style-type: none"> 4.2 Cultural Comparisons <p>COMMUNICATIONS:</p> <ul style="list-style-type: none"> 1.1 Interpersonal 1.3 Presentational <p>CONNECTIONS:</p> <ul style="list-style-type: none"> 3.1 Making Content Connections <p>COMMUNITIES:</p> <ul style="list-style-type: none"> 5.1 School and Global Communities 5.2 Lifelong Learning
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness	

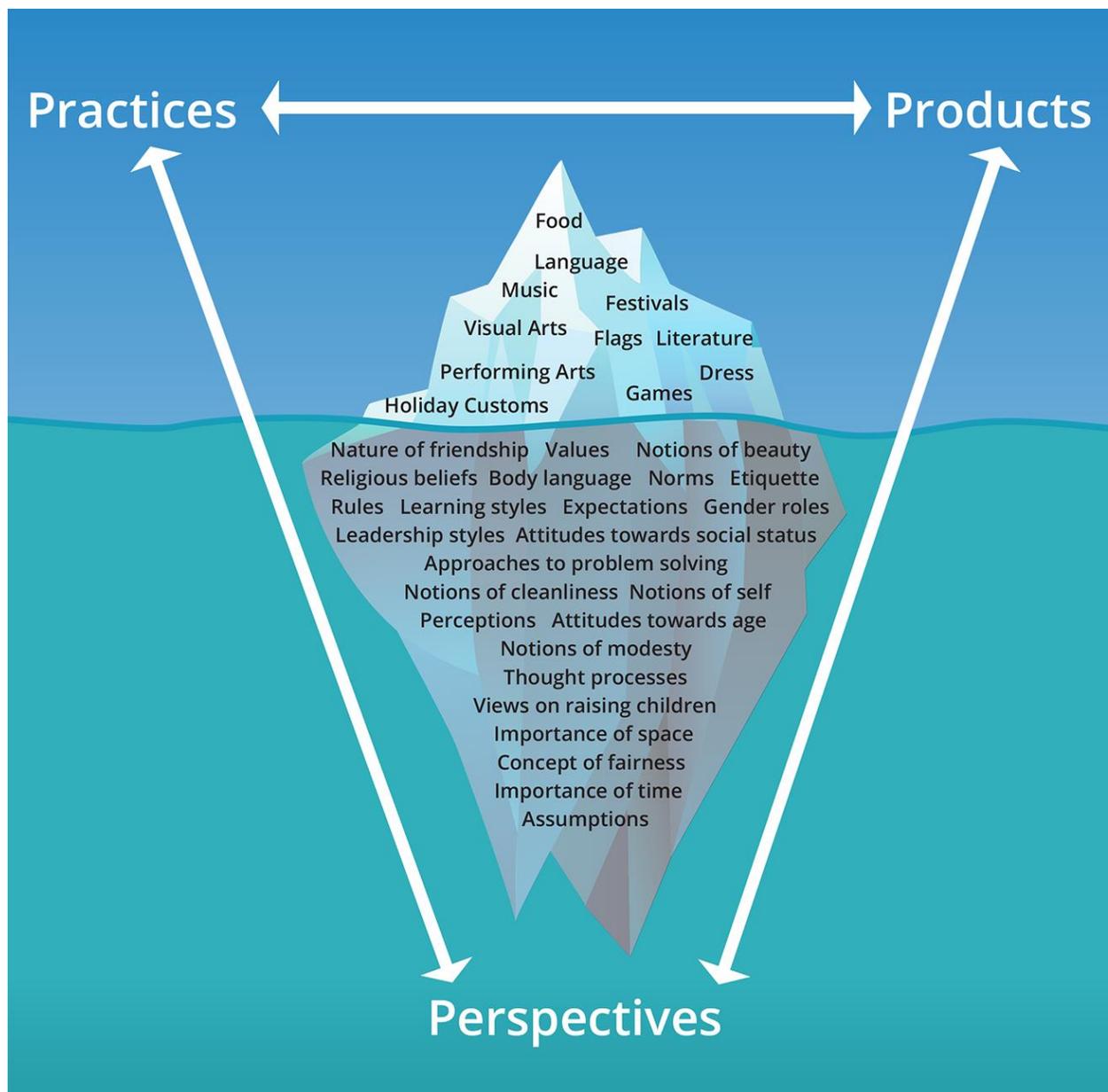
ROSE CAPACITIES	STANDARDS FOR WORLD LANGUAGES
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage	<p>CULTURES:</p> <ul style="list-style-type: none"> 2.1 Relating Cultural Practices to Perspectives 2.2 Relating Cultural Products to Perspectives <p>CONNECTIONS:</p> <ul style="list-style-type: none"> 3.1 Making Content Connections
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently	<p>COMPARISONS:</p> <ul style="list-style-type: none"> 4.2 Cultural Comparisons <p>COMMUNITIES:</p> <ul style="list-style-type: none"> 5.2 Lifelong Learning <p>COMMUNICATIONS:</p> <ul style="list-style-type: none"> 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational <p>CULTURES:</p> <ul style="list-style-type: none"> 2.1 Relating Cultural Practices to Perspectives 2.2 Relating Cultural Products to Perspectives <p>CONNECTIONS:</p> <ul style="list-style-type: none"> 3.1 Making Content Connections <p>COMPARISONS:</p> <ul style="list-style-type: none"> 4.2 Cultural Comparisons <p>COMMUNITIES:</p> <ul style="list-style-type: none"> 5.1 School and Global Communities 5.2 Lifelong Learning

ROSE CAPACITIES	STANDARDS FOR WORLD LANGUAGES
7. Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	<p>COMMUNICATIONS:</p> <ul style="list-style-type: none"> 1.1 Interpersonal 1.2 Interpretive 1.3 Presentational <p>CULTURES:</p> <ul style="list-style-type: none"> 2.1 Relating Cultural Practices to Perspectives 2.2 Relating Cultural Products to Perspectives <p>CONNECTIONS:</p> <ul style="list-style-type: none"> 3.1 Making Content Connections 3.2 Acquiring Information and Diverse Perspectives <p>COMPARISONS:</p> <ul style="list-style-type: none"> 4.1 Language Comparisons 4.2 Cultural Comparisons <p>COMMUNITIES:</p> <ul style="list-style-type: none"> 5.1 School and Global Communities 5.2 Lifelong Learning

Appendix C: ACTFL Performance and Proficiency Guidelines



Appendix D: Cultural Triangle and Iceberg



Appendix E: Proficiency in the Workplace

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in Grades K-6
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low				
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.

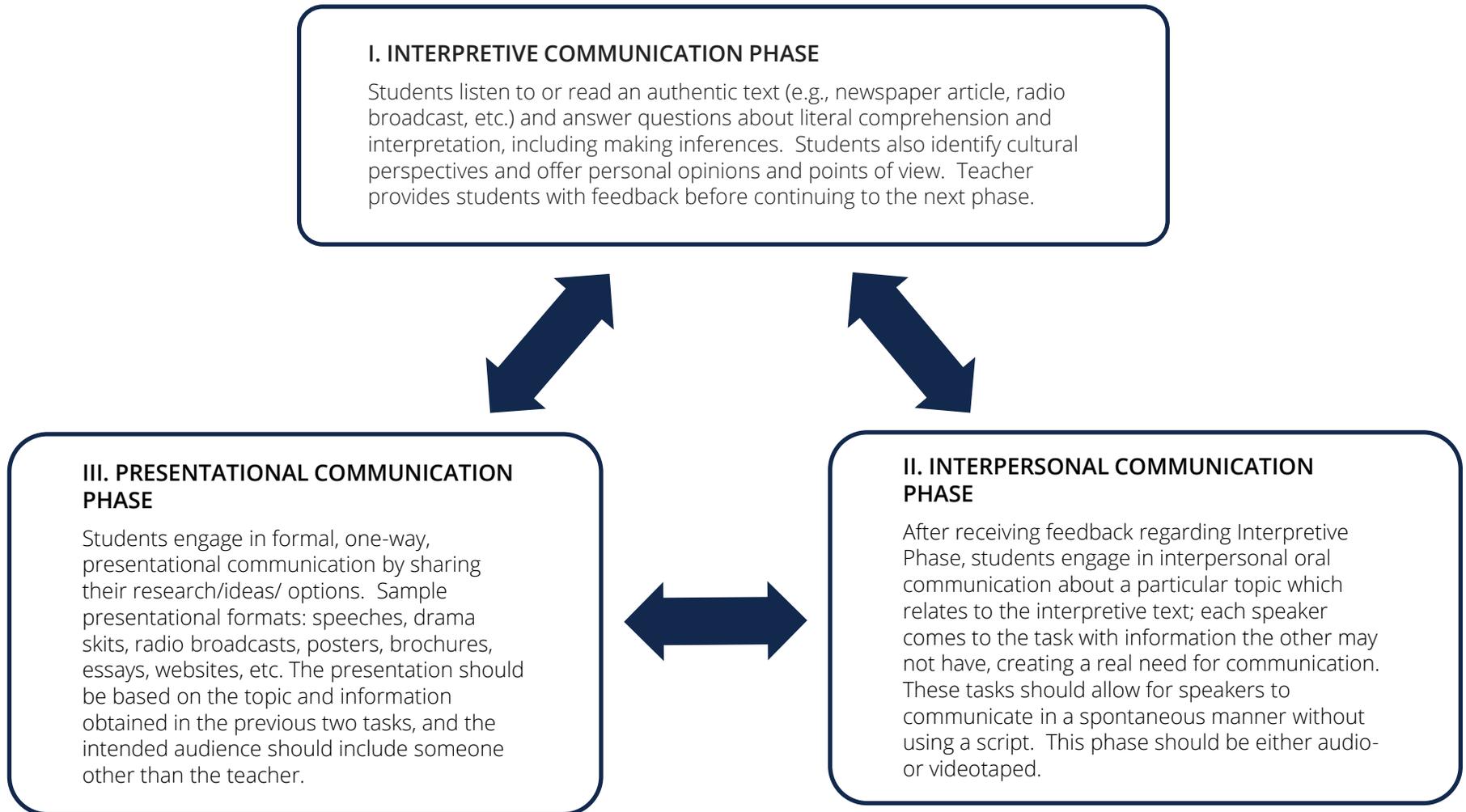
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https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/OralProficiencyWorkplacePoster.pdf

Appendix F: Integrated Performance Assessment (IPA) Format



(Adair-Hauck, Glisan, and Troyan, 2013, pp. 10-13).

Appendix G: Understanding by Design Unit Planning Template

STAGE 1 – DESIRED RESULTS	
Established Goals: Standard – (name standards addressed) Standard Standard	
Understandings: <ul style="list-style-type: none"> • Students understand that • Students understand that. • Students understand that 	Essential Questions: <ul style="list-style-type: none"> • What? • Why? • How? Etc.
Students will know: <ul style="list-style-type: none"> • • • 	Students will be able to: <ul style="list-style-type: none"> • • •
STAGE 2 – ASSESSMENT EVIDENCE	
Performance Task(s): <ul style="list-style-type: none"> • • • 	Other Evidence <ul style="list-style-type: none"> • • •

STAGE 3 – LEARNING TASKS	
Students will: <ul style="list-style-type: none"> • • • 	Notes:
Grading: <ul style="list-style-type: none"> • • • 	Notes: Consider giving a progress grade for in-class work ea. day to keep students on task.
Time Line Day 1 Day 2 Day 3 Etc.	Notes: What are students expected to do each day inside or outside of class?

Form adapted from Carol Ann Tomlinson and Jay McTighe *Integrating Differentiated Instruction and Understanding by Design* (Alexandria: ASCD, 2006), p. 30, Table 3.

Appendix H: First Languages

First Languages (other than English) of K-12 Students in Kansas Schools, 2015-2016.*

FIRST LANGUAGE	STUDENT
Spanish	53,940
Vietnamese	2,329
Khmer	1,892
Chinese	1,050
Arabic	896
Lao	744
High German	540
Burmese	398
Hmong	359
Korean	352
Swahili	337
Filipino/Tagalog	296
Nepali	267

FIRST LANGUAGE	STUDENT
Urdu	260
Russian	224
Somali	189
Hindi	184
Amharic	169
French	153
ASL	156
Punjabi	119
Portuguese	115
Chuukese	101
Gujarati	101
NAL	92
Japanese	84

FIRST LANGUAGE	STUDENT
Thai	84
Farsi	70
Dinka	48
Kinyarwanda	32
Turkish	26
Haitian	24
Quiche	15
Bosnian	13
Serb	12
Others	2,936
TOTAL	68,607

* Of these students about 42,823 are identified as English Language Learners, the rest are assumed to be bilingual.



MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

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A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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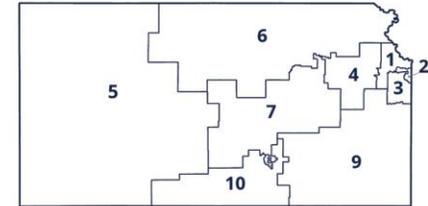


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