

ACTFL

**AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES**

**Review and Analysis
of
Colorado Academic Standards – World Languages**

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Colorado Department of Education
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INTRODUCTION AND OVERVIEW

The Colorado Department of Education approached the American Council on the Teaching of Foreign Languages (ACTFL) to prepare a review of the Colorado Academic Standards for World Languages.

ACTFL is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry. ACTFL provides innovative professional development opportunities, acclaimed training and certification programs, and widely cited books, publications, scholarly journals, research studies and language education resources, including *Foreign Language Annals* and *The Language Educator* magazine. As part of its mission and vision, the organization provides guidance to the profession and to the general public regarding issues, policies, and best practices related to the teaching and learning of languages and cultures. ACTFL is a leading national voice among language educators and administrators and is guided by a responsibility to set standards and expectations that will result in high quality language programs.

ACTFL has played a leadership role in the creation and implementation of national standards. ACTFL facilitated the revision of the original national standards for languages (first published in 1996) on behalf of the Standards Collaborative Board, resulting in the World-Readiness Standards for Learning Languages (WRSLL) published in 2015. The Standards Collaborative Board oversees the development and use of the national standards for languages and is comprised of 17 organizations: The American Council on the Teaching of Foreign Languages (ACTFL), American Association of Teachers of Arabic, American Association of Teachers of French, American Association of Teachers of German, American Association of Teachers of Italian, American Association of Teachers of Japanese, American Association of Teachers of Korean, American Association of Teachers of Modern Greek, American Association of Teachers of Spanish and Portuguese, American Classical League, American Council of Teachers of Russian, American Sign Language Teachers Association, Chinese Language Association of Secondary-Elementary Schools, Chinese Language Teachers Association, Modern Language Association, National Council of Less Commonly Taught Languages, and National Standards Task Force for Hindi.

The World-Readiness Standards for Learning Languages (2015), the ACTFL Proficiency Guidelines (2012), and the NCSSFL-ACTFL Can-Do Statements were used as the principal documents of comparison with the Colorado Academic Standards for World Languages (CAS-WL). These documents represent the basis for state standards in 40+ states, organized as 5 Goal Areas (the 5 Cs) and 11 standards. This represents tremendous consensus nationally around this core of standards, just as the ACTFL Proficiency Guidelines and the classroom-focused NCSSFL-ACTFL Can-Do Statements are used as a nationally-recognized measure for

establishing benchmarks or student progress indicators. For external referents, world language standards from New Zealand, as well as the states of Ohio, and Texas were used.

ACTFL and the Colorado Department of Education agreed on the following scope of work:

Depth & Breadth

The discussion of depth and breadth will be based on the alignment of CAS-WL to the World-Readiness Standards for Learning Languages (WRSLL). The focus is on the goals of the CAS-WL and its description of content. Key questions explored under Depth and Breadth:

- How well does the CAS-WL document describe sufficient and appropriate depth and breadth of content within each standard, as it compares to the WRSLL? This is answered substantially in the alignment of the Range Level Expectations with the World-Readiness Standards.
- How does this document provide guidance for a variety of language learning sequences, beginning in elementary grades, middle school, or high school? How flexible is this document in assisting with planning for longer sequences (up to Advanced Low)?

Coherence

The discussion of coherence is based on the alignment of CAS-WL with the guidance needed for using standards for classroom/program implementation.

Key questions explored under coherence:

- How consistent are the descriptions at levels across standards (comparing Communication with the other areas of content)? This is answered substantially in the coherence of the Range Level Expectations and Evidence Outcomes.
- Do all of components of the description of each standard and range level align well? For example, do the Evidence Outcomes appropriately describe mastery of the Range Level Expectations? Do the 21st Century Skills and Readiness Competencies (Inquiry Questions, Relevance and Application, and Nature of the Discipline) descriptions align well with the range level and standard described?
- Does CAS-WL reflect a continuum of progress in all components? For example, as you read across levels (looking at all Evidence Outcomes next to each other), do the proficiency outcomes move consistently along the continuum?

Rigor

The discussion of rigor is based on the alignment of CAS-WL with the ACTFL Proficiency Guidelines and the NCSSFL-ACTFL Can-Do Statements.

Key questions explored under rigor:

- Are the range levels aligned accurately with ACTFL Proficiency Guidelines and Can-Do Statements?
- Do the standards, range expectations, and evidence outcomes communicate an appropriate level of rigor?

- Do the range expectations or other elements guide teachers to push students beyond their current level?
- Is Intermediate Mid a realistic and appropriate graduation goal?

Other

- ACTFL will describe any additional charts or reference documents that might add to the utility of this document for districts and educators.
- ACTFL will make suggestions as to additions to content that would increase the depth/breadth, coherence, and/or rigor of the document.

The review was conducted by Jessica Haxhi, Supervisor of World Languages K-12, New Haven Public Schools, New Haven, CT, and Paul Sandrock, ACTFL Director of Education, Alexandria, VA.

Jessica Haxhi has been in education for 24 years, including a year in Japan, two years in middle/high school, and 19 years at the elementary level. For the past 2 years, she has worked as Supervisor of World Languages for New Haven Public Schools, overseeing 100 teachers in six languages: Arabic, Chinese, Italian, French, Latin, and Spanish. She also teaches methods courses as an adjunct professor for Southern Connecticut State University. Jessica served on committees charged with writing standards for language learners, both at the state and national level. She has served on the boards of the Northeast Council on the Teaching of Foreign Languages and the American Association of Teachers of Japanese, and has presented at numerous state and national conferences. She received the Milken Family Foundation Teaching Award (2002) and the Elgin Heinz Outstanding Japanese Teacher Award (2008).

Paul Sandrock, Director of Education at the American Council on the Teaching of Foreign Languages (ACTFL), directs this national organization's professional development and initiatives around standards, curriculum, instruction, and performance assessment. Previously, Paul was Assistant Director of Content and Learning at the Wisconsin Department of Public Instruction (DPI), implementing the Wisconsin Academic Standards and coordinating the areas of English language arts, mathematics, international education, and world languages. He earlier served as the DPI state-wide consultant for world languages. Paul taught Spanish for 16 years in middle school and high school and authored *The Keys to Assessing Language Performance and Planning Curriculum for Learning World Languages*. Paul previously served ACTFL as a board member and president and received ACTFL's Florence Steiner Award for Leadership in Foreign Language Education, K-12.

OVERVIEW OF METHODOLOGY

This review of the Colorado Academic Standards for World Languages (CAS-WL) covered all of the components of depth/breadth, coherence, and rigor outlined in the introduction. The analyses were conducted to review the alignment of the CAS-WL with the key documents for

comparison: World-Readiness Standards for Learning Languages (WRSLL), the ACTFL Proficiency Guidelines, and the NCSSFL-ACTFL Can-Do Statements. This review is intended to inform and guide the work of those revising Colorado's world languages standards.

The following specific comparisons were made and are provided in greater detail in this report's sections:

1. Comparison of the CAS-WL Prepared Graduate Competencies and the CAS-WL Standards to the WRSLL
2. Alignment of the CAS-WL Range Level Expectations to the ACTFL Proficiency Guidelines and NCSSFL-ACTFL Can-Do Statements
3. Coherence of CAS-WL Range Level Expectations and Extended Evidence Outcomes with the WRSLL Sample Performance Indicators and Sample Progress Indicators
4. Coherence of the CAS-WL 21st Century Skills and Postsecondary Workforce Readiness with the WRSLL Sample Progress Indicators
5. Coherence of Components across the CAS-WL document, examining the consistency of increasing language performance and appropriateness of the descriptions for the Range Level Outcomes-Concepts and Skills; the Extended Evidence Outcomes; and the 21st Century Skills and Postsecondary Workforce Readiness; and
6. Comparison of three external referents with the CAS-WL, describing the degree of similarity or difference with the CAS-WL.

Throughout this review, consideration was given to the variety of grade levels and programs that use the CAS-WL to design and implement effective language learning. Learners at any given Range Level (Novice Low through Intermediate Mid) might be in elementary grades, middle school grades, or high school grades, depending on the program model and the learners' prior experiences with the language. Therefore this review examined the depth and breadth, coherence, and rigor measured against the Range Level, versus for a particular grade level.

Specific descriptions of how each comparison was made are given in that section of the report.

Alignment Review Findings and Recommendations

Two key findings have influenced the discussion throughout this review in order to maximize these standards to address the needs of learners across Colorado, whether in elementary schools, middle schools, or high schools and focused on preparation for 21st Century postsecondary and workforce expectations:

1. CAS-WL should extend the Range Level Expectations into the Advanced Range. This allows for longer sequences of learning, beginning in elementary grades as well as meets the needs of heritage and native speakers of a language. This increases the flexibility of the standards for implementation across all education institutions in Colorado.
2. CAS-WL should add Communities as an important standard for learners. The addition of Communities reinforces the relevance and application of the CAS-WL for all learners as every learner finds themselves in a position to use the skills and understandings learned through a second language in their community, work, or across the globe. Also, this standard asks learners to identify their goals for learning another language and to gauge their progress toward those goals. This is further illustrated in the section “Comparing the Standards of the CAS-WL to the World-Readiness Standards for Language Learning Goal Areas” below.

COMPARING THE CAS-WL PREPARED GRADUATE COMPETENCIES TO THE WORLD-READINESS STANDARDS FOR LANGUAGE LEARNING

For this section, the Prepared Graduate Competencies in the CAS-WL, as outlined on page 14 of the document and included throughout, were compared with the most recent version of the World-Readiness Standards for Language Learning (WRSLL), published in 2015. It is evident that the CAS-WL Competencies closely align with the previous version of the WRSLL, entitled “Standards for Foreign Language Learning: Preparing for the 21st Century” first published in 1996. The latest version of the “Standards” now carries the title of “World-Readiness” and was revised to focus on literacy, real-world applications, and the knowledge, skills, and dispositions necessary for college, career, and the world. These significant changes in the new WRSLL describe learners who are actively using target language in all goal areas while they reinforce and apply literacy skills such as those outlined in the Colorado Academic Standards in reading, writing, and communicating as well as 21st Century Skills of communication, collaboration, critical thinking, and creativity. The new wording specifically requires the learners to “use the language to” perform various tasks in the context of the Cultures, Connections, Comparisons, and Communities Goals. These changes encourage teachers to consider more depth, breadth, and rigor in the types of experiences students are having, the tasks they are required to do, and the skills and knowledge they are asked to acquire.

The following examples illustrate the wording changes, and therefore the current misalignment of the CAS-WL to the WRSLL. The bolded phrases represent the most significant differences, however all of the wording changes should be considered. See the full-version of the WRSLL Standards Executive Summary in the Appendix or [here](#).

| | Current Prepared Graduate Competencies (CAS-WL) | World-Readiness Standards for Language Learning (WRSLL), 2015 |
|--|--|--|
| Example 1 Interpersonal Communication | Prepared graduates in world languages engage in conversations , provide and obtain information, express feelings and emotions, and exchange opinions. | Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. |
| Example 2 Interpretive Communication | Prepared graduates in world languages understand and interpret written and spoken language on a variety of topics. | Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. |
| Example 3 Presentational Communication | Prepared graduates in world languages present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | 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. |
| Example 4 Cultures (Practices and Perspectives) | Prepared graduates in world languages demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. | Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. |
| Example 5 Comparisons (Nature of Language) | Prepared graduates in world languages demonstrate understanding of the nature of language through comparisons of the language studied and their own. | Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. |

Comparing the Standards of the CAS-WL to the World-Readiness Standards for Language Learning Goal Areas

This section compares the Standards in the CAS-WL, as outlined on page 15 of the CAS document and included throughout, with the five goal areas of the World-Readiness Standards for Language Learning (WRSLL). The WRSLL and all of its previous versions focus on five major goal areas, commonly referred to as the “5 Cs.” However, the CAS-WL only delineates four areas, referred to as “Standards” in the CAS-WL.

| CAS-WL “Standards” | WRSLL “Goals” |
|--|---------------|
| Communication in Languages Other Than English | Communication |
| Knowledge and Understanding of Other Cultures | Cultures |
| Connections with Other Disciplines and Information Acquisition | Connections |
| Comparisons to Develop Insight into the Nature of Language and Culture | Comparisons |
| | Communities |

The CAS-WL standards align with the first four goals of the WRSLL; however, the Communities goal is not represented in the organization/structure of the document. The overarching Communities goal describes learners who “communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.” Within that goal, the first standard is for learners to “use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.” In the “Relevance and Application” sections of the CAS-WL document, there are some competencies that may fall under this standard of the Communities goal. For example, on page 34 of the CAS-WL, the second “Relevance and Application” competency is “Exchanging basic information with people from different cultures creates positive personal connections around the world.” If students are using their language skills to exchange basic information with a pen pal or other native speaker from around the world, that would represent an activity from the first standard of the Communities goal of the WRSLL. Such alignment is sporadic throughout the document; however, and there is not a clearly stated correlation in the organization or structure of the document.

The second standard under the Communities goal of the WRSLL requires learners to “set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.” This is a key connecting standard between the WRSLL document and the NCSSFL-ACTFL Can-Do Statements document, which acts as the main tool for student self-assessment in the world languages field. The practice of student self-assessment and goal-setting is a key motivator that also demystifies the continuum of world language learning for learners. Its absence from the CAS-WL document is therefore a significant misalignment.

ALIGNMENT OF RANGE LEVEL EXPECTATIONS TO THE ACTFL PROFICIENCY GUIDELINES AND NCSSFL-ACTFL CAN-DO STATEMENTS

As described in the methodology section, for this alignment we compared the depth/breadth, coherence, and rigor of the descriptors of the Range Level Expectations to the descriptors for the corresponding level in the ACTFL Proficiency Guidelines (2012) and the NCSSFL- ACTFL Can-Do Statements (2013). The “Global Can-Do Benchmarks” from the Can-Do Statements document were primarily used. We did not evaluate the alignment of the Cultures, Connections, or Comparisons Range Level Expectations in this section, as those goal areas are not specifically described in the ACTFL Proficiency Guidelines or NCSSFL-ACTFL Can-Do Statements. Instead, the Cultures, Connections, and Comparisons goal areas are considered to be the contexts within which the defined level of communication is taking place. As noted previously, in these other goal areas, students “use the language to” complete various tasks. The language level itself is the only component that is measured by the Proficiency Documents. Therefore, only the Range Level Expectations that fall under the “Communications” goal, including the Interpersonal, Interpretive, and Presentational Modes of Communication, are considered here.

In addition, for the purposes of this evaluation, “alignment” is defined as the following:

1. The CAS-WL Range Level Expectation accurately falls under the corresponding proficiency level.
2. The CAS-WL Range Level Expectation captures the key elements of the definition of the level.

For each, we rated the alignment to be full (F), partial (P), or none (N). See detailed explanations for each mode and each Range Level expectation after this summary chart.

| Communication | Int-Mid | Int-Low | Novice-High | Novice-Mid | Novice-Low |
|--------------------|---------|---------|-------------|------------|------------|
| 1.1 Interpersonal | P | P | P | F | F |
| 1.2 Interpretive | P | P | P | P | P |
| 1.3 Presentational | P | P | P | P | P |

Overall Summary of Findings

(See the “Explanation of Ratings” section below for specifics.)

Interpersonal Communication throughout the Range Levels. The lower Range Levels of Interpersonal Communication were rated as fully aligned. The Intermediate Low and Intermediate Mid levels present misalignment due to a lack of specificity in the key components that define the level. In these levels, there is no representation of the ability of the learner to

use more sentence-level speech and more connected sentences as they progress into Intermediate, nor is there a reference to the learner’s growing ability to “create” with language.

In general, across the Interpersonal Mode, the learners’ ability to “negotiate meaning,” which is at the heart of the WRSLL Interpersonal standard, is absent. The CAS-WL Interpersonal Range Level Expectations reference communicate or participate in conversations or exchanges at the Novice level and initiate, sustain, and conclude conversations at the Intermediate level, which do not address “negotiation of meaning.” The recommendation is to incorporate this important element to make the Interpersonal Communication Range Level definitions more accurate and useful for teachers.

Interpretive Communication throughout the Range Levels. All of the Interpretive Range Levels received a “partial” rating for the following reasons:

1. The use of the phrase “comprehend exchanges” in the lower levels indicates that students are only listening to dialogues by others or demonstrating comprehension while participating in a conversation (which is actually an interpersonal skill). In the Interpretive Mode as defined in the WRSLL, the emphasis is more on what learners are able to understand from any text they might be exposed to, versus limiting them to just interpreting “exchanges.”
2. Use of the phrase “based on familiar and unfamiliar vocabulary and learned grammatical structures” in the upper range levels indicates that the comprehension is only occurring because of the vocabulary and expressions learned in class. This assumes that “bottom-up strategies” such as the use of decoding skills, memorized vocabulary, and grammatical signals are the means by which students make meaning from any type of text (whether listened to, read, or viewed). It neglects to take into account the “top-down strategies” such as students’ use of context, prior knowledge, inferencing skills, and other meaning-based strategies to make sense of the text. For example, when students are interpreting an authentic menu or school schedule, they are using both their understanding of what that item is and what it should have in it (context) as well as the knowledge that they have gained in class (vocabulary, grammar structures, etc.). The recommendation is to not limit the Interpretive Range Level Expectations to only “bottom-up strategies.”

Presentational Communication throughout the Range Levels. At each of the CAS-WL Range Level Expectations (from Novice Low to Intermediate Mid), the Presentational Mode is defined in the following terms:

- “Present (written or oral) in a variety of situations....”
- “Present (written or oral) on a variety of topics...”
- “Present using learned and simple phrases or expressions (written or oral)....”

According to the World-Readiness Standards for Language Learning, the Presentational Mode is not limited to the verb “present” which often implies a student in front of the class. The Presentational Mode now explicitly connects with Colorado Academic Standards in reading, writing, and communicating by identifying four purposes: inform, explain, persuade, and narrate. As with all modes, the standard needs to be clear on what learners should be able to do with the target language. Therefore, all Presentational Mode Range Level Expectations have been given the “partial” rating.

Explanation of Ratings

Novice-Low.

Interpersonal (F). The Range Level Expectation is fully aligned in definition and key elements.

Interpretive (F), with suggestion. There is close alignment of the Range Level Expectation to the Proficiency Documents; however, it is suggested that the authors look at the inclusion of a reference to the letters or characters that students can read at this level, in addition to just the words and phrases they can comprehend. The NCSSFL-ACTFL Global Can-Do Benchmark, Interpretive, Novice Low Reading says “I can recognize *a few letters or characters*. I can identify a few memorized words and phrases when I read.” The CAS-WL only refers to the *words and phrases* that students can read.

Presentational (P). The Presentational Mode aligns well with Presentational Speaking as outlined in the Global Can-Do Statements; however, there is misalignment with the Presentational Writing descriptors. See below where the bolded phrases represent the most significant differences, however all of the wording changes should be considered.

| CAS-WL | NCSSFL-ACTFL Global Can-Do Benchmarks Speaking, Novice-Low | ACTFL Proficiency Guidelines (2012) Intermediate Low, Speaking |
|---|---|---|
| Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode). | I can copy some familiar words, characters or phrases. | Writers at the Novice-Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated , basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected. |

Inclusion of the concept of copying would need to be included in order for the Range Level Expectation to be considered “fully” aligned.

Novice-Mid.

Interpersonal (F). The definition of the Range Level is essentially aligned.

Interpretive (P). In this Range Level Expectation, the phrase “comprehend short learned exchanges” seems to infer that dialogues exclusively will be heard, read, and comprehended by learners. The Can-Do statements say “I can recognize some familiar words and phrases when I hear them spoken” and “I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.”

Presentational (P). This Range Level Expectation is partially aligned, due to the exclusive use of the phrase “Present on…” as described in the Overall Findings Summary above.

Novice High.

Interpersonal (P). At the Novice High Level, students are beginning to do more negotiation of meaning in conversations, specifically handling “short social interactions in everyday situations.” In the CAS-WL, the phrase “a variety of familiar topics using familiar vocabulary” does not capture the key elements of this proficiency level. In addition, the notion of “negotiation of meaning” is not fully expressed in the phrase “participate in exchanges” the way that it is in “communicate and exchange information.”

See the differences outlined here, comparing the bold to bold and underlined to underlined:

| CAS-WL | NCSSFL-ACTFL Global Can-Do Benchmarks Novice-High, Interpersonal (full document in Appendix) |
|---|--|
| <p><u>Participate in exchanges</u> (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures.</p> | <p>I can <u>communicate and exchange information</u> about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> |

Interpretive (P). The misalignment here again lies in the use of the phrase “participate in exchanges,” which infers that students are only being asked to listen to or read “exchanges,” such as dialogues. The Can-Do Statements and Proficiency Guidelines assume (and the WRSLL suggest) that students are exposed to a range of authentic and teacher-created texts, from non-fiction infographics to newscasts, songs, and poetry, as

well as heard conversations. These Proficiency Documents describe, therefore, the amount and type of words and phrases that students can understand from a variety of texts. As an example, note the difference between the CAS-WL definition of Interpretive Mode as compared to the definition of Novice High Reading in the ACTFL Proficiency Guidelines (2012).

| CAS-WL Novice High, Interpretive Mode, 1.2 | ACTFL Proficiency Guidelines (2012) Novice High, Reading (full document in Appendix) |
|---|--|
| Comprehend exchanges (written on a variety of familiar topics using both high-frequency vocabulary, and learned grammatical structures. | At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support. |

While it may not be necessary to express the level of detail that is used in the Proficiency Guidelines, the essence of the definition is lost when comprehension is limited to exchanges and a more defined range of what students are able to comprehend is not delineated.

In addition, as students move through Novice into the Intermediate Levels, comprehension is defined not only by the words and phrases that they can fully comprehend, but also by the extent to which they can gain meaning and determine the main idea or principal message from a text. This is a key skill both in language learning and in interpreting complex texts such as those students encounter in their native language. Practice of this skill in world language classes additionally supports student skill-development in the Colorado Academic Standards in reading, writing, and communicating. The NCSSFL-ACTFL Global Can-Do Benchmarks begin to delineate this skill for students at the Novice High Level:

| CAS-WL Novice High, Interpretive, 1.2 | NCSSFL-ACTFL Global Can-Do Benchmarks Novice High (full document in Appendix) |
|---|--|
| Comprehend exchanges (written on a variety of familiar topics using both high-frequency vocabulary, and learned grammatical structures. | <p>Listening - I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>Reading - I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p> |

The CAS-WL does not refer to the skill of understanding the “main topic” or “idea,” and therefore does not align fully with the definition of the level.

Presentational (P). This Range Level Expectation is essentially aligned to the comparing Proficiency Documents, with the exception of a clear definition of the types of written texts students would produce, as outlined in the “Presentational Communication throughout the Range Levels” section above.

Intermediate Low.

Interpersonal (P). Issues with this Range Level definition fall in two areas:

1. In comparing the underlined portions, there is a misalignment between the concept of a “variety of situations” as delineated in the CAS-WL and the concept of “everyday situations” or “straightforward situations” as defined in the other Proficiency Documents. The Intermediate level does not have the flexibility to handle a wide variety of situations. They are able to survive in social situations.
2. In comparing the bold portions, the concept of “creating with the language” may be suggested in the phrases “familiar and unfamiliar vocabulary,” but it is not a clear alignment. The notion of “creating with language” is a key component in the move from Novice to Intermediate; therefore, a representation of it in the CAS-WL Expectation would bring it more fully into alignment.

See the differences outlined here, comparing the bold to bold and underlined to underlined

| CAS-WL | NCSSFL-ACTFL Global Can-Do Benchmarks | ACTFL Proficiency Guidelines (2012) Intermediate Low, Speaking |
|--|--|--|
| Initiate, sustain, and conclude conversations (written or oral) in a <u>variety of situations</u> based on familiar and unfamiliar vocabulary and learned grammatical structures. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle <u>short social interactions in everyday situations</u> by asking and answering simple questions. | Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations . Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture... (definition continues). |

Interpretive (P). Similar to the Novice High Interpretive discussion above, the Intermediate Low Range Level definition in the CAS-WL does not make a direct reference to the notion of understanding the “main idea” or “topic,” and therefore does not fully communicate the key defining element of success (and instruction) at the level. Note the difference:

| CAS-WL Interpretive Mode | NCSSFL-ACTFL Global Can-Do Benchmarks Intermediate Low (full document in Appendix) |
|--|---|
| Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures. | <p>Listening - I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p> <p>Reading - I can understand the main idea of short and simple texts when the topic is familiar.</p> |

While the CAS-WL Range Level definition is not inaccurate, the inclusion of a reference to understanding the “main idea” or “topic” would be necessary for it to be rated “fully” aligned.

Presentational (P). A key defining element of the Intermediate Level in the ACTFL Proficiency Documents is that students move from the word and phrase level to the

sentence level. In addition, students move from exclusively reproducing language to beginning to create with language.

See the differences outlined here, comparing the bold to bold and underlined to underlined

| CAS-WL | NCSSFL-ACTFL Global Can-Do Benchmarks Intermediate Low (full document in Appendix) | ACTFL Proficiency Guidelines (2012) Intermediate Low, Writing |
|---|--|--|
| <p>Present (written or oral) on a variety of familiar topics, using familiar vocabulary and <u>learned grammatical structures</u>.</p> | <p>Speaking - I can present information on most familiar topics using a <u>series of simple sentences</u>.</p> <p>Writing - I can write briefly about most familiar topics and present information using a <u>series of simple sentences</u>.</p> | <p>Writers at the Intermediate-Low sublevel are able to meet some limited practical writing needs. They can <u>create statements and formulate questions</u> based on familiar material. Most <u>sentences are recombinations of learned vocabulary and structures</u>. These are <u>short and simple conversational-style sentences with basic word order</u>. They are written almost exclusively in present time. Writing tends to consist of <u>a few simple sentences, often with repetitive structure</u>. Topics are tied to highly predictable content areas and personal information... (definition continues).</p> |

As with previous CAS-WL Range Level definitions, this one is not inaccurate in its definition, but it does not completely capture the key elements of the level. Note that the Writing definition from the ACTFL Proficiency Guidelines only, is included in this table for comparison purposes.

Coherence of Progression from Intermediate Low to Intermediate Mid

Please see the “Coherence of Components across the Document” section for notes about the progression of Intermediate Low to Intermediate Mid for the Interpretive and Interpersonal Modes.

Intermediate Mid.

Interpersonal (P). As with Intermediate Low Interpersonal Range Level definition, the Range Level Expectation for Intermediate Mid is not inaccurate. It may benefit, however, from a clearer alignment to the Can-Do statements and Proficiency Guidelines

in its emphasis on the importance of sentences and strings of sentences at the Intermediate level.

See the differences outlined here, comparing the bold to bold and underlined to underlined

| CAS-WL | NCSSFL-ACTFL Global Can-Do Benchmarks |
|---|--|
| <p>Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on <u>familiar and unfamiliar vocabulary</u> and learned grammatical structures.</p> | <p>I can participate in conversations on <u>familiar topics</u> using sentences and series of sentences. I can handle short social interactions in <u>everyday situations</u> by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p> |

The inclusion of a reference to the use of sentences and/or strings of sentences would be necessary for the Range Level Expectation to be rated “fully” aligned.

Interpretive (P). Similar to previous discussions on the Interpretive Mode, the Intermediate Mid Range Level Expectation does not fully express a key defining component of the level, the fact that students are able to “understand the main idea of texts related to everyday life.” (NCSSFL-ACTFL Can-Do Statements, Intermediate Mid, Reading). A reference to the learners’ ability to understand the main idea or principal message would gain this Range Level Expectation a “fully” aligned rating.

Presentational (P). This Range Level Expectation reads as follows:
Present (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (Presentational Mode).

The Presentational Mode, as defined in the WRSLL and supporting documents, asks the learner to create on-demand or polished written or oral documents for an audience of readers or listeners/viewers. This may occasionally include the memorization of target culture songs, plays, or poems that include “unfamiliar” vocabulary, but if Intermediate Mid learners are creating messages for an audience, it is assumed that they would be doing so in a way that demonstrates their understanding of the vocabulary, thus rendering it “familiar vocabulary.” The use of the term “unfamiliar vocabulary” in this way sounds like what a Novice Low/Mid learner might do when they repeat a learned song or poem in which they don’t understand the meaning of the words.

Rather, the ACTFL Proficiency Guidelines and NCSSFL-ACTFL Can-Do Statements focus the level definition on the notion of “connected sentences” as discussed in earlier sections about the

Presentational Mode. The requirement of the use of connected sentences at this level requires a level of rigor that is not clearly outlined in the CAS-WL Range Level Expectation.

See the differences outlined here, comparing the bold to bold and underlined to underlined.

| CAS-WL Presentational Mode | NCSSFL-ACTFL Global Can-Do Benchmarks Intermediate-Mid (full document in Appendix) | ACTFL Proficiency Guidelines (2012) Intermediate Low, Writing |
|---|---|---|
| Present (written or oral) in a <u>variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures.</u> | <p>Speaking - I can make presentations on a <u>wide variety of familiar topics</u> using connected sentences.</p> <p>Writing - I can write on a <u>wide variety of familiar topics</u> using connected sentences.</p> | <p>Writers at the Intermediate Mid sublevel are able to meet a number of <u>practical writing needs</u>. They can write short, simple communications, compositions, and requests for information in loosely connected texts about <u>personal preferences, daily routines, common events, and other personal topics</u>. Their writing is framed in present time but may contain references to other time frames... (definition continues).</p> |

The inclusion of a reference to the use of connected sentences would be necessary for the Range Level Expectation to be rated “fully” aligned.

Measurability of the Standards and Range Level Expectations in CAS-WL

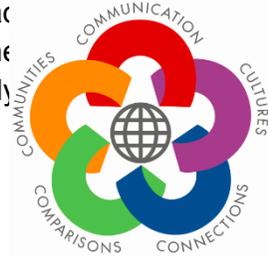
The CAS-WL Standards that fall under Communication (Interpersonal, Interpretive, and Presentational) develop along the continuum described in the Range Level Expectations and can be measured against the ACTFL Proficiency Guidelines and NCSSFL-ACTFL Can-Do Statements. The other “4 Cs” of Cultures, Connections, Comparisons, (and the missing Communities) present greater challenges when delineating measurable student outcomes. Students’ understanding of the content in each of these areas is applied through use of the target language, providing meaningful content for students as they exchange ideas and opinions (Interpersonal), comprehend and analyze information and ideas from authentic resources that they hear, read, or view (Interpretive), or create messages to inform, explain, persuade, or narrate (Presentational). It is the language that is in the Novice or Intermediate range, not necessarily students’ understanding of the concepts in Cultures, Connections, Comparisons, and Communities.

The challenge in measuring the other “4 Cs” is illustrated in the CAS-WL document. Note these examples, taken from Novice High:

| Standard | Range Level Expectation | Notes on Measurability |
|---|---|--|
| 2. Knowledge and Understanding of Other Cultures | <p>Examine common practices and perspectives within the cultures studied.</p> <p>Examine familiar products of the cultures studied.</p> | <p>Very hard to measure whether students have “examined” something because it is such a passive activity.</p> |
| 3. Connections with Other Disciplines and Information Acquisition | <p>Examine information gathered from target language resources connected to other content areas.</p> <p>Relate information acquired from authentic resources to individual perspectives and experiences.</p> | <p>Again, hard to measure “examine.”</p> <p>For measurement, this could be done orally or in writing, but it would be difficult to determine the criteria for acceptable work. If this is to be done in the target language, it is much too high level a task for a Novice High, depending on how the term “relate” is interpreted by teachers.</p> |
| 4. Comparisons to Develop Insight into the Nature of Language and Culture | <p>Describe similarities and differences between structural patterns of the target language through comparisons of the student’s own language and the language studied.</p> <p>Describe the nature of culture through comparisons of the target culture(s) and the student’s own culture and how the two cultures interact.</p> | <p>For measurement, could be done orally or in writing. Would it be original though or memorized content (i.e. “English has one verb ‘to be’ but Spanish has two.”)? Original sentences about this would be much too high for a Novice High to do in the target language.</p> <p>For measurement, could be done orally or in writing, but the task is high for the Novice High learner because they are still at the Comparison level, probably not able to describe the nature of culture or how two cultures interact.</p> |

As one can see in the table above, it is difficult to write Range Level Expectations that are measurable in goal areas other than Communication.

There is merit, however, in keeping all of the goal areas as standards and in an effort to emphasize the interconnectedness and importance of all of the interconnectedness is reiterated often in the WRSLL and represented clearly in the logo.



In the WRSLL, the Cultures, Connections, Comparisons and Communities goal areas include Sample Progress Indicators that are “examples of what learners at different performance levels (Novice, Intermediate, and Advanced) do to demonstrate the knowledge and skill of that Standard using the language” (WRSLL, p. 36). The measurement focus then shifts to how students are using language to perform the standard-related tasks and can often be guided by resources from the WRSLL document.

The following table offers suggestions for creating greater alignment to the WRSLL while ensuring measurability within Cultures, Connections, and Comparisons (and ideally an added Communities standard).

| CAS-WL | In order to ensure alignment and measurability: |
|--|--|
| Range-Level Expectations for Cultures, Connections, Comparisons, and (Communities, if added) | Look at both the main standard language from the WRSLL and the Sample Progress Indicators from WRSLL for each goal area. (Note: Only main levels are in WRSLL Novice/Intermediate.) Focus on the expectations as language-based, even starting with the phrase “use the language to.” or “the Novice Mid learner is prepared to.” Look at the expectations across a continuum from Novice Low to Intermediate Mid. Increase the amount of language needed as you move up the continuum, aligning the language to the Proficiency level descriptors. Consider looking at increasing DOK as you move up the continuum as well. Put each through a lens of measurability in the classroom. |
| Evidence Outcomes | Follow the same procedure as for the Range Level Expectations, above, especially focusing on the Sample Progress Indicators |

| | |
|---|---|
| | <p>from the WRSLL.</p> <p>Consider whether you might want different Evidence Outcomes for different grade level bands, much the way the WRSLL divides them into elementary, middle/high, and postsecondary.</p> |
| Inquiry Questions | <p>Consider whether these need to be answerable in the target language. If yes, revise such that the tasks match the Range Level (Proficiency level).</p> |
| Relevance and Application | <p>Decide if these are “big ideas” for teacher planning or concepts that students must be able to discuss in the target language. Follow recommendations for Range Level Expectations above, paying special attention to wording of the Connections and Communities goal areas, even for possible inclusion in other standards (Cultures, Comparisons).</p> |
| Nature of World Languages | <p>Decide if these are “big ideas” for teacher planning or concepts that students must be able to discuss in the target language. Follow recommendations for Range Level Expectations above. Pay special attention to the Comparisons goal area, for possible guidance in other standards (Cultures, Connections, Communities, if added).</p> |
| Adding the Communities Goal and Two Standards | <p>Follow the same recommendations as above.</p> <p>Both Communities standards in the WRSLL include Sample Progress Indicators that could be used to guide the writing of measurable outcomes.</p> <p>In addition, the second Communities standard is inherently measurable as students demonstrate that they have set goals and self-assessed, using a resource such as the NCSSFL-ACTFL Can-Do Statements. See the Sample Progress Indicators for clear statements on how students can demonstrate progress in this area.</p> |

COHERENCE OF RANGE LEVEL EXPECTATIONS AND EVIDENCE OUTCOMES

For this, we considered the extent to which the *Evidence Outcomes* accurately represented and described the depth, breadth, and rigor of the standard represented at the range level that was specified. In the WRSLL, the “Sample Performance Indicators” (derived from the NCSSFL-ACTFL Can-Do Statements) that are listed for each standard and general level (Novice, Intermediate) aided in this evaluation. The evaluation of fully (F), partial (P), and none (N) was used. This was done for each standard and range level in the document.

| Standard | Int Mid | Int Low | Novice High | Novice Mid | Novice Low |
|--|---------|---------|-------------|------------|------------|
| 1.1 Communication: Interpersonal | P | N | P | P | P |
| 1.2 Communication: Interpretive | P | P | P | P | N |
| 1.3 Communication: Presentational | P | P | P | N | F |
| 2.1 Cultures: Practices and Perspectives | F | F | P | P | P |
| 2.2 Cultures: Products and Perspectives | F | F | P | P | P |
| 3.1 Connections: Other Content Areas | P | P | P | P | P |
| 3.2 Connections: Authentic Resources | P | P | P | P | P |
| 4.1 Comparisons: Languages | F | F | F | F | F |
| 4.2 Comparisons: Cultures | F | F | P | F | F |

Communication: Interpersonal, Interpretive, and Presentational

In general, the flow through the Novice range and into the Intermediate range is aligned with certain elements of the WRSLL Sample Performance Indicators, such as moving from a focus on what is highly familiar toward what is more outside the individual, moving from a reliance on practiced or rehearsed language to more independent applications and recombinations of language learned (creating with language). However, some elements at some range levels describe an expectation of performance more appropriate for a higher level. Examples are cited in the Illustrative Examples.

The discussion of Range Level Expectations compared with the WRSLL Sample Performance Indicators is echoed in this comparison of the Evidence Outcomes with the WRSLL Sample Performance Indicators. Specific elements of the Evidence Outcomes are identified to explain the F, P, or N rating for that Range Level's Evidence Outcomes.

The Evidence Outcomes tease out components of the Interpersonal, Interpretive, and Presentational Modes of Communication to provide more specific details on what students “can do” at the designated Range Level Expectation. The link with the next level is emphasized as each Range Level Expectation ends with “indicates a student is making progress toward being ready for [the next level’s] expectations.” Therefore, a parallel between levels would be very helpful so teachers could plan how to build on each previous level’s skills, e.g., asking questions, adding description, or asking for clarification. Currently there is no parallel structure such that each lettered Evidence Outcome has an Evidence Outcome at each higher level that focuses on the same component of that mode of Communication.

The recommendation is to use the Sample Performance Indicators from WRSLL as the basis for the Evidence Outcomes under the Communication standards. Some changes may be necessary in order to better represent movement between the sub-levels in the Communication standards.

Communication: Interpersonal Illustrative Examples

| CAS-WL Evidence Outcomes | WRSLL Sample Performance Indicators | Comments/Explanation |
|---|--|--|
| Novice Low | | |
| c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases. | ...using single words and phrases that I have practiced and memorized. | Novice Low learners do not control sentences. Having even memorized sentences or questions places the learner in the Novice Mid range. |
| d. Use words and phrases without awareness of grammatical structures. | ...using single words and phrases that I have practiced and memorized. | Performance Indicators are not based on grammatical structures; however, this addition in CAS-WL helps the teacher understand that learners can produce language without practice or knowledge of a grammatical structure. |

| Novice Mid | | |
|---|---|---|
| <p>b. Express feelings, basic needs, emotions, or opinions.</p> | <p>Make some simple statements in a conversation (examples include what I am doing, where I went, reactions); communicate some basic information about my everyday life (examples include time, dates, weather; places I know; the time and location of a community event).</p> | <p>The CAS-WL Evidence Outcome suggests broader ability than the very focused (practiced, rehearsed) language of the Novice Mid Sample Performance Indicators.</p> |
| <p>d. State and follow simple oral or written requests or directions.</p> | <p>Novice High: Ask for and give simple directions.</p> | <p>In the Interpersonal Mode, this level of exchange is in the Novice High range; also, if it is not set up as an Interpersonal exchange, it is often more Presentational and Interpretive in nature (with one person just giving directions and the other person just following directions).</p> |

| Novice High | | |
|--|--|--|
| <p>a. Exchange written communication.</p> | <p>Exchange some personal information.</p> | <p>Missing in CAS-WL is how this is Interpersonal Communication (as written it could just as easily be Presentational, with a delayed expectation of the “exchange”); texting is a form of written interpersonal communication, but a blog is less so.</p> |
| <p>b. Ask and answer questions to clarify information about familiar topics.</p> | <p>Make plans with others; interact with others in everyday situations (examples include order a meal, make a purchase).</p> | <p>The purpose given in CAS-WL is “to clarify information” which does not suggest the level of interaction and exchange required at the Novice High level, which is handling “short social interactions in everyday situations.”</p> |

| Intermediate Low | | |
|---|---|---|
| <p>a. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas (interviews, conversations).</p> | <p>Ask and answer questions on factual information that is familiar to me (examples include ask and answer questions related to subjects such as geography, art, science, or literature).</p> | <p>Similar is the interchange in both (CAS-WL says “engage in... exchanges”; WRSLL says “ask and answer questions”). Interviews are often one-sided with one person asking prepared questions and one person providing a response, more like the characteristics of the Presentational Mode.</p> |
| <p>b. Give and follow a series of directions, instructions, and requests.</p> | <p>Use the language to meet my basic needs in familiar situations (examples include ask for help at school, work, or in the community; arrange for transportation such as by bus or a ride with friends).</p> | <p>The Intermediate Low Sample Performance Indicators do not isolate “a series of directions, instructions, and requests.” The emphasis is on a broader “meeting of basic needs.” Conversations in the Intermediate range are less structured and more open-ended with more “negotiation of meaning.”</p> |
| <p>c. Meet practical writing needs such as short letters, blogs or notes by recombining learned vocabulary and structures.</p> | <p>Have a simple conversation on a number of everyday topics.</p> | <p>This CAS-WL Evidence Outcome is Presentational; any exchange and negotiation of meaning is not very immediate, such each message stands on its own (just being in response to what someone else wrote does not turn the Presentational task into an Interpersonal task).</p> |

| Intermediate Mid | | |
|---|--|--|
| <p>c. Persuade, negotiate, or offer advice about issues or points of view.</p> | <p>Advanced Low: Participate in conversations on a wide variety of topics that go beyond my everyday life; compare and contrast life in different locations and different times.</p> | <p>This CAS-WL Evidence Outcome implies a higher level than Intermediate Mid. Needs to be related more to the Range Level Expectation for Intermediate Mid and the Sample Performance Descriptors' Global Benchmark.</p> |
| <p>e. Paraphrase, ask questions, circumlocute, and self-correct as needed to sustain communication.</p> | <p>Use language to handle tasks related to personal needs.</p> | <p>This CAS-WL Evidence Outcome provides helpful details to explain the WRSLL Sample Performance Indicator.</p> |

Communication: Interpretive Illustrative Examples

| CAS-WL Evidence Outcomes | WRSLL Sample Performance Indicators | Comments/Explanation |
|---|---|---|
| Novice Low | | |
| <p>a. Understand short, simple conversations and narrative when using objects, visuals, and gestures.</p> | <p>Recognize a few letters or characters; connect some words, phrases, or characters to their meanings.</p> | <p>The level of expectation in this CAS-WL Evidence Outcome could be interpreted as a much higher level, since no degree of “understanding” is given; the WRSLL Sample Performance Indicators are much more explicit about the level of control to be shown. Also, the objects, visuals, or gestures “support” the understanding (it is not just “using” such visuals).</p> |
| <p>d. Recognize the symbols of the target language writing system.</p> | <p>Recognize a few letters or characters; connect some words, phrases, or characters to their meanings.</p> | <p>The WRSLL Sample Performance Indicators provide the “degree” of recognition; this CAS-WL Evidence Outcome could easily lead to an overemphasis on teaching alphabet in isolation just to “recognize the symbols” of the writing system.</p> |

| Novice Mid | | |
|---|--|---|
| <p>b. Respond appropriately to simple directions.</p> | <p>Novice Mid learners recognize words, phrases, and characters when they associate them with things they already know.</p> | <p>This CAS-WL Evidence Outcome does not sufficiently explain the type of directions nor the type of response: Novice Mid will be more likely to respond to well-practiced direct commands (take out your paper; raise your hand) rather than how to get somewhere.</p> |
| <p>d. Demonstrate comprehension of a listening activity or reading selection.</p> | <p>Novice Mid learners recognize words, phrases, and characters when they associate them with things they already know; recognize words, phrases, and characters with the help of visuals.</p> | <p>This CAS-WL Evidence Outcome does not identify the degree of comprehension. The WRSLL Sample Performance Indicators identify the “how well” of the comprehension.</p> |

| Novice High | | |
|--|--|--|
| <p>a. Identify main ideas from oral, visual, or written sources.</p> <p>c. Interpret meaning using oral, visual and contextual clues.</p> | <p>Sometimes understand the main idea of published materials; sometimes understand the main topic of conversations they overheard.</p> | <p>These two CAS-WL Evidence Outcomes are a close match to <i>ACTFL Performance Descriptors for Language Learners</i> in the description of the Novice Range for Interpretive: Get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support (and under Functions adds “Comprehends meaning through recognition of key words and formulaic phrase that are highly contextualized”).</p> |
| <p>b. Identify the meaning of unfamiliar words using decoding skills (such as prefixes and suffixes, root words, knowledge or recognition of word or characters in character-based languages).</p> | <p>The “how” is not addressed in the Sample Performance Indicators.</p> | <p>Again, this CAS-WL Evidence Outcome closely matches the <i>ACTFL Performance Descriptors for Language Learners</i> in the description of the Novice Range for Interpretive: Under Communication Strategies is “may recognize word family roots, prefixes and suffixes.” Also added is “predicts meaning based on context, prior knowledge, and/or experience.</p> |

| Intermediate Low | | |
|--|---|--|
| <p>a. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions.</p> | <p>Understand messages in which the writer tells or asks me about topics of personal interest.</p> | <p>Demonstrating control of creating inferences is an Advanced Level Interpretive skill (see the ACTFL Proficiency Guidelines). Intermediates are able to verify inferences by citing evidence. Higher levels of comprehension are possible when learners have familiarity with the topic (often through prior knowledge or experience).</p> |
| <p>b. Identify the purpose, main idea, characters, setting, and important events in age-appropriate media.</p> | <p>Identify some information from news media (examples include information on job postings, personal information about sports stars from photo captions).</p> | <p>The challenge is in how learners will demonstrate the CAS-WL Evidence Outcome. Filling in a chart, making a selection, or verifying true or false of what to look/listen for, would help the Intermediate Low learner achieve the CAS-WL Evidence Outcome.</p> |

| Intermediate Mid | | |
|---|---|---|
| <p>a. Identify the purpose and main idea, point of view, and predict outcomes.</p> | <p>Intermediate Mid learners understand the main idea of what they read for personal enjoyment; understand messages related to their everyday life.</p> | <p>This CAS-WL Evidence Outcome is partially aligned with the WRSLL Sample Performance Indicators. Closer alignment is found in the <i>ACTFL Performance Descriptors for Language Learners</i>, under Functions (comprehends the main idea and identifies some supporting details).</p> |
| <p>d. Interpret meaning through knowledge of grammatical structures, cognates, and context</p> <p>e. Use a wide range of strategies to negotiate meaning.</p> | <p>The “how” is not described in the WRSLL Sample Performance Indicators.</p> | <p>Closer alignment is found in the <i>ACTFL Performance Descriptors for Language Learners</i>, under Communication Strategies (highlights context, prior knowledge, and/or experience, visual support).</p> |

Communication: Presentational Illustrative Examples

| CAS-WL Evidence Outcomes | WRSLL Sample Performance Indicators | Comments/Explanation |
|--|--|--|
| Novice Low | | |
| <p>a. Reproduce high-frequency words and phrases.</p> <p>c. Recite single-word or high-frequency responses to visual cues.</p> | <p>Presentational Speaking: Recite words and phrases that they have learned.</p> <p>Presentational Writing: Write words and phrase that they have learned.</p> <p>State the names of familiar people, places, and objects in pictures or posters using words or memorized phrases.</p> | <p>This is a close match and suggests the same degree of productive language (whether oral or written).</p> |
| <p>b. Uses words derived from cognates, prefixes, and thematic vocabulary.</p> | <p>Presentational Speaking: Recite words and phrases that they have learned.</p> <p>Presentational Writing: Label familiar people, places, and objects in pictures and posters (examples include famous landmarks, names of countries, items in a room).</p> | <p>Again, a close match in outcome, though the CAS-WL Evidence Outcome identifies the “how” learners demonstrate this level of Presentational skill.</p> |

| Novice Mid | | |
|---|--|---|
| <p>c. Produce and share basic communication.</p> | <p>Present information about myself and others using words and phrases; present simple information about something they learned using words, phrases, and memorized expressions.</p> | <p>In this CAS-WL Evidence Outcome, “basic communication” is not defined and is not helpful to teachers implementing this standard. The WRSLL Sample Performance Descriptors are much more explicit in the description of what is expected.</p> |
| <p>d. Apply age-appropriate writing process strategies.</p> | <p>Intermediate Low: Prepare materials for a presentation (examples include write out a draft, an outline, notes for a speech).</p> | <p>The CAS-WL Evidence Outcome is at a level higher than Novice Mid.</p> |

| Novice High | | |
|--|--|---|
| b. Create texts incorporating some description and detail. | Present basic information about a familiar person, or thing using phrases and simple sentences (examples include talking about a favorite musical group; describing a landmark, vacation location; talk about a famous person from history). | These are similar in that both limit the type of description and detail that Novice High learners are able to demonstrate. This CAS-WL Evidence Outcome would benefit from including examples. |
| c. Apply age-appropriate writing process strategies. | Intermediate Low: Prepare materials for a presentation (examples include write out a draft, an outline, notes for a speech). | This is not included in the Sample Performance Indicators, as the level is described as what learners can control, that is, not what the teacher can guide the learners to do (such as draft, revise, and edit on their own). |
| Intermediate Low | | |
| b. Summarize, explain, and critique information from a variety of oral, written, and visual sources. | Intermediate Mid: Write short reports about something they have learned or researched Intermediate High: Write a simple summary about something they have learned. | Summarizing is a higher level skill (more appropriate as what learners can control and do on their own at the Intermediate Mid level). |
| c. Narrate orally, visually, or in writing with relevant details, an event, or personal experience. | Write about people, activities, events, and experiences (examples include what they plan to do next in life; write about a vacation) | These are well aligned. |
| Intermediate Mid | | |

| | | |
|--|---|---|
| <p>a. Apply learned as well as original language, idiomatic expressions, nonverbal behaviors and structural patterns in increasingly complex sentences and paragraphs... (definition continues).</p> | <p>Intermediate Mid: Write messages and announcements (examples include an invitation or flyer).</p> <p>Intermediate Mid: Write short reports about something I have learned (examples include a short article on a current event).</p> | <p>This is much more descriptive of Intermediate High toward Advanced Low (paragraph level text type). The CAS-WL Evidence Outcome really belongs as part of the Range Level Expectation description, adapted to better match Intermediate Mid.</p> |
|--|---|---|

For the CAS-WL Standards for Cultures, Connections, and Comparisons, the recommendation is to consider eliminating the Evidence Outcomes, as they provide the context for learning and applying learning but the use of the language is already described in the standards of the Communication goal. If Evidence Outcomes are a required component, the recommendation is to use the Sample Progress Indicators of the WRSLL standards for Cultures, Connections, Comparisons, and Communities for examples. In these goal areas of the WRSLL, the Sample Progress Indicators are given for the Proficiency Levels (Novice, Intermediate), but not for the Proficiency Sub-Levels (Novice Low, Mid, High). Instead, the WRSLL Sample Progress Indicators in the standards for Cultures, Connections, Comparisons, and Communities are described as examples of what learners of different ages or grades would be able to do (e.g., Novice learners in elementary school, Novice learners in middle school and high school, and Novice learners at the postsecondary level).

Cultures

The key in the WRSLL Cultures standards is to “use the language to investigate, explain, and reflect on” the link of products or practices with the cultural perspectives behind them. This needs to be reflected in the Evidence Outcomes in the Cultures sections of the CAS-WL.

The CAS-WL Evidence outcomes in the Cultures standards are compared with the WRSLL Sample Progress Indicators that showcase how Novice and Intermediate learners would demonstrate the Cultures standards in elementary school, middle school and high school, and at the postsecondary level. Specific comparisons are highlighted below. For this analysis, both of the Cultures standards for each Range Level are examined together.

The CAS-WL Range Level Expectations differentiate over the spread from Novice Low to Intermediate Mid with verbs that attempt to show differences that are more based on Depth of Knowledge than language skill:

- Novice Low: Identify

- Novice Mid: Reproduce, describe
- Novice High: Examine
- Intermediate Low: Draw conclusions, examine
- Intermediate Mid: Analyze

Illustrative Examples

| CAS-WL Evidence Outcomes | WRSLL Sample Progress Indicators | Comments/Explanation |
|--|--|--|
| Novice Low | | |
| Acknowledge and imitate basic greetings and gestures. | Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom or social interactions. | Fully aligned. |
| Identify a few major traditions and celebrations. | Create or propose simple cultural triangles connecting practices to associated products and perspectives. | Partially aligned, as Novice learners are able to demonstrate understanding beyond the limits of the target language; the standard asks for connection of products (practices) and perspectives. |
| Novice Mid | | |
| Describe some major traditions and celebrations. | Create or propose simple cultural triangles connecting practices to associated products and perspectives. | Partially aligned, as Novice learners are able to demonstrate understanding beyond the limits of the target language. |
| Compare similarities and differences of common expressive products between the native and target cultures. | | This Evidence Outcome belongs in the Comparisons section. |

| Novice High | | |
|---|--|--|
| <p>Investigate common social practices in relevant situations.</p> <p>Examine major traditions and celebrations and the practices associated with them.</p> | | <p>Partially aligned, as Novice learners are able to demonstrate understanding beyond the limits of the target language; not clear what is meant by “relevant situations” (could be age-appropriate; could be situations where cultural differences are apparent); evidence should also address the connection with perspectives behind the practices or products.</p> |
| Intermediate Low | | |
| <p>Interpret and explain the cultural relevance or historical context of traditions and celebrations.</p> | <p>Learners experience expressive products of the culture and explain the origin and importance of these products in today’s culture.</p> | <p>Fully aligned: the link of products (practices) and perspectives is important in this standard.</p> |
| <p>Analyze and assess factors (education, economics, history, religion, climate, geography) that impact cultural products.</p> | <p>Learners create cultural triangles connecting products to associated practices along with suggested perspectives based on background information.</p> | <p>Fully aligned.</p> |
| Intermediate Mid | | |
| <p>Connect and relate the cultural relevance and historical context of traditions and celebrations to current events.</p> | <p>Learners create cultural triangles connecting products to associated practices along with suggested perspectives based on background information.</p> | <p>Fully aligned: the link of products (practices) and perspectives is important in this standard.</p> |

Connections

In general, the Novice Range Sample Progress Indicators of the World Readiness Standards emphasize using knowledge and apply it in a real situation within a discipline, such as mathematics, science, or social studies. The Novice Low and Mid level descriptors in the CAS-WL Evidence Outcomes for Connections are limited to identify, extract, use, locate, and recognize. These verbs do not describe the acquisition of new information and perspectives nor the reinforcement of disciplinary knowledge and skills.

At the Novice High level, the verbs in the Evidence Outcomes for Connections change to evaluate, apply, compare and contrast, which are more closely aligned to the WRSLL Sample Progress Indicators for Novice level. In the Intermediate Low and Mid levels, partial alignment is evident, with some Evidence Outcomes fully aligned. Examples are given below.

Illustrative Examples

| CAS-WL Evidence Outcomes | WRSLL Sample Progress Indicators | Comments/Explanation |
|---|---|---|
| Novice Low | | |
| Identify resources connected to other content areas in the target language. | Not aligned with Connections. | Merely identifying resources does not show any application or acquisition of new knowledge. |
| Extract main ideas and key words from authentic resources. | Not aligned with Connections. | This is simply an example of the Interpretive Mode of Communication. Nothing makes it part of the Connections standard. |
| Novice Mid | | |
| Locate and identify resources. | Not aligned with Connections. | Merely identifying resources does not show any application or acquisition of new knowledge. |
| Use obtained knowledge to expand awareness about relevant topics. | View websites... and compare the information. | Fully aligned to the intent of the WRSLL Sample Progress Indicators. |

| Novice High | | |
|--|--|---|
| Apply the concepts, information, and vocabulary in target language resources that are connected to knowledge in other content areas. | Use knowledge from (other content areas) to (perform specific disciplinary tasks). | Fully aligned with the intent of the WRSLL Sample Progress Indicators. |
| Intermediate Low | | |
| Use new knowledge to evaluate and synthesize a variety of viewpoints from authentic resources. | | This matches the intent of the WRSLL Sample Progress indicators for Connections. |
| Analyze resources connected to other content areas in the target language. | | “Analyze” does not describe sufficiently what is expected. Is the analysis to be to make a comparison, to identify new knowledge, to apply what was learned? That is not clear. |
| Intermediate Mid | | |
| Apply concepts, information, and vocabulary from other content areas to further comprehend and analyze oral and written selections in the target language. | | This is more an Interpretive task. The nature of the application needs to be further detailed. |
| Identify the perspective evidence in authentic resources. | | This is more fully aligned with the intent of the WRSLL Connections standard. |

Comparisons

The key in the WRSLL Comparisons Standards is to “use the language to investigate, explain, and reflect on” the nature of language (or of culture) through comparisons of the language (or

culture) studied and the learners’ own. This needs to be reflected in the Evidence Outcomes in the Comparisons sections of the CAS-WL.

The CAS-WL Novice and Intermediate Level Evidence Outcomes for language comparisons are fully aligned with the WRSLL Sample Performance Indicators. They focus on recognizing elements of language and how they are the same or different in learners’ native language and the target language.

The CAS-WL Novice and Intermediate Level Evidence Outcomes for culture comparisons are fully aligned with the WRSLL Sample Performance Indicators, except at the Novice High level. The Novice Low and Novice Mid Evidence Outcomes are clear from the verb as to what students are supposed to do (such as “identify the relationship between cultural perspectives and expressive products”, “identify the contributions of the target cultures to the student’s culture and vice versa”). For Novice High – Cultures 2 – some of the verbs are not clear as to what the evidence would actually be: “Strengthen knowledge”, “Demonstrate an understanding of the form, meaning, and importance.”

COHERENCE OF THE 21ST CENTURY SKILLS AND POSTSECONDARY WORKFORCE READINESS

For this, we considered the extent to which the *21st Century Skills and Postsecondary Workforce Readiness* accurately matched the depth, breadth, and rigor of the standard and range level that was specified. We asked “Do the *21st Century Skills and Postsecondary Workforce Readiness* represent the types of tasks and questions that a learner at this level should and would be able to accomplish or do in the target language?”

The WRSLL Sample Progress Indicators listed for each standard and for the Novice, Intermediate, and Advanced levels of performance aided in evaluation. The evaluation of fully (F), partial (P), and none (N) was used. This was done for each standard with general comments given, along with any recommendations for specific range levels in any standard.

| Standard | Overall | Comments |
|----------------------------------|---------|--|
| 1.1 Communication: Interpersonal | P | One improvement in alignment would be to emphasize “interact and function with and within other cultures” throughout the 21st Century Skills and Postsecondary and Workforce Readiness section for each level of the Interpersonal Standard. |
| 1.2 Communication: Interpretive | P | One improvement in alignment would be to add viewing to the sources of input (listening, reading, viewing). |

| | | |
|---|---|---|
| 1.3 Communication: Presentational | P | One improvement in alignment would be to add the purpose of the communication: instead of “present” use “inform, explain, persuade, and narrate.” Also, change “oral and written” to “using a variety of media and adapting to various audiences of listeners, readers, and viewers.” |
| 2.1 Cultures: Practices and Perspectives | P | Keep in mind the important connection of cultural perspectives behind the surface level cultural practices when creating Inquiry Questions, Relevance and Application, and considerations of the nature of language and culture. |
| 2.2 Cultures: Products and Perspectives | P | Keep in mind the important connection of cultural perspectives behind the surface level cultural products when creating Inquiry Questions, Relevance and Application, and considerations of the nature of language and culture. |
| 3.1 Connections: Other Content Areas | P | Many of the descriptors focus on culture, when the intent is to “build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking to solve problems creatively.” The descriptions in this section need to suggest skills being developed as learners use the target language to explore important content and topics (beyond the language and culture). |
| 3.2 Connections: Authentic Resources | P | These descriptors mainly focus on the use of the authentic resources, when the intent is to “access and evaluate information” to acquire new information and understand diverse perspectives. The descriptions in this section should provide examples of how to explore different points of view and perspectives on topics. |
| 4.1 Comparisons: Languages | P | These descriptors should be revised mainly to include the reflection back on one’s own language rather than only insights into a new language. For example, learners will identify differences in formal and informal requirements for language between their own language and the language being studied. |

| | | |
|---------------------------|---|---|
| 4.2 Comparisons: Cultures | P | These descriptors mainly focus on examining the target culture. They should also include the element of similarities as much as differences. In addition, learners should identify new insights about their own culture through such comparisons, such as an observation that not all people in the US celebrate a holiday in the same way, or that some differences or more due to age or gender than culture. |
|---------------------------|---|---|

Inquiry Questions

The first Inquiry Question for each Range Level partially aligns with the WRSLL document and is the most appropriate question to include. The first Inquiry Question is based on the standard, so any revision should be based on the revision to the CAS-WL standards themselves.

The recommendation is to examine the WRSLL Sample Progress Indicators for each specific standard as well as the NCSSFL-ACTFL Can-Do Statements across the modes of communication in order to identify appropriate Inquiry Questions based on what learners are asked to do in the Sample Progress Indicators and what they can demonstrate in the Can-Do Statements.

Examples.

Novice Low Presentational. Replace “Why memorize?” with “How do I create effective messages in the target language, such as posters, videos, illustrated stories?” which would be appropriate across the Novice Range.

Intermediate Low Connections with Other Disciplines. Replace “How does the knowledge of cognates help make inferences in other content areas” with “What topics from other disciplines can I explore through the target language and using a variety of media to help solve a problem?”

Relevance and Application

The recommendation is to examine the WRSLL Sample Progress Indicators for each specific standard as well as the NCSSFL-ACTFL Can-Do Statements across the modes of communication in order to provide applications that are better targeted for learners at the Novice and Intermediate levels.

Examples.

Novice High Interpersonal. Replace “Communicating via email and chat applications on websites takes place in multiple languages” with “Learners in the Novice Range are prepared to give and follow simple instructions; exchange information, opinions, and descriptions; and interact with people around the world via email, instant messages, or, video chats.”

Intermediate Low Cultural Products. Replace “Knowledge of the use of tangible and expressive products enhances the ability to interact with other cultures” with “Learners in the

Intermediate Range are prepared to identify and analyze cultural products found in a variety of media from the target culture to discuss with people from the target culture by posting questions, reading blogs, and engaging in video chats.”

Nature of World Languages

The recommendation is to examine the items under this category by pulling from the WRSLL Sample Progress Indicators under the Comparisons standards. These standards address comparisons of both language and culture. Currently this section seems to try to describe the Range Level Expectation (which in turn is based on the ACTFL Proficiency Guidelines). The 21st Century Skill and Postsecondary and Workforce Readiness element is really to help learners develop deeper understanding of their own language and culture by studying the language and culture of others. The approach is to “investigate, explain, and reflect on” the nature of language and culture through comparisons.

Examples.

Novice Mid Interpretive. Replace “Language learners use background knowledge” with “Learners observe formal and informal forms of language and try out expressions of politeness.”

Novice High Connections Acquiring Perspectives. Replace “Language learners are able to extract increasingly detailed information from authentic resources” with “Learners are prepared to view websites in countries where the target language is spoken to identify details and compare to their own culture.”

Overall

The learners’ demonstration of these 21st Century Skills and Postsecondary and Workforce Expectations needs to be identified as what is appropriate for the Range Level and Proficiency Level.

COHERENCE OF COMPONENTS ACROSS THE DOCUMENT

For this evaluation, we looked at the continuum of language learning and rigor as it applied across a given component of the document. For example, if one were to read the “Evidence Outcomes” for one standard from Novice Low to Intermediate Mid, would they describe a continuum of learning and rigor? For this, we assigned a “consistent, somewhat consistent, or inconsistent” rating, referring to the extent to which the continuum was present and consistent.

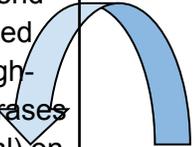
| Component | Evaluation |
|---|------------------------|
| Range Level Expectation: Concepts and Skills | Inconsistent |
| Evidence Outcomes | Somewhat Consistent |
| 21st Century Skills and Postsecondary Workforce Readiness | Inconsistent |

Explanation of Ratings

The Continuum of Range Level Outcomes - Concepts and Skills. Table A below portrays the continuum of the Range Level Outcomes across the document, for only the Communications standard, as an illustrative example. Note the following inconsistencies:

Table A

| Intermediate Mid | Intermediate Low | Novice High | Novice Mid | Novice Low |
|--|--|--|--|---|
| 1.1 Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures. | 1.1 Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures. | 1.1 Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures Exam. | 1.1 Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases. | 1.1 Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases. |
| 1.2 Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures. | 1.2 Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures. | 1.2 Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary , and learned grammatical structures. | 1.2 Comprehend short learned exchanges (written or oral) on learned topics that use learned vocabulary and grammatical structures. | 1.2 Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics. |
| 1.3 Present (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures. | 1.3 Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures. | 1.3 Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary , and learned grammatical structures. | 1.3 Present using learned and simple phrases or expressions (written or oral) on very familiar topics (Presentational Mode). | 1.3 Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases. |



Red highlight:

For 1.1 Interpersonal and 1.2 Interpretive, the Range Level Expectations for Intermediate Mid and Intermediate Low are exactly the same.

Blue highlight:

1.1 Interpersonal for Novice Mid and Novice High could be interpreted as exactly the same, depending on the definition of certain terms such as “conversations” and “exchanges” and whether learned phrases might also include some “grammatical structures.”

Purple highlight:

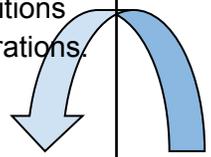
In 1.3 Presentational for Novice High, Intermediate Mid, and Intermediate High, the use of the terms “new vocabulary” and “unfamiliar” vocabulary is inconsistent and do not lend specificity to defining the continuum of progress up through the levels. Is new vocabulary not unfamiliar?

The Continuum of Evidence Outcomes. Table B portrays the continuum of a given set of Evidence Outcomes across the document. For illustrative purposes, the Evidence Outcomes for the two Cultures standards are used (Practices and Perspectives, Product and Perspectives). Certain Evidence Outcomes show a clear progression from Novice Low to Intermediate Mid, such as the first statements under the headings (regarding greetings, gestures, and courtesies). Therefore, this area earned the rating “Somewhat Consistent.”

This exercise, using the Cultures standards, further illustrates the issue discussed earlier in the “Measurability of the Standards and Range Level Expectations in CAS-WL” section. If the Range Level Expectations are re-written with a focus on learners “using the language” to perform tasks at that level, then they can be aligned to that proficiency level and designed to fit into a continuum of language progress within the context of that standard, be it Culture, Connections, Comparisons, or (if added), Communities.

The following table highlights some of the inconsistencies in language progression (and measurability) across the document for the Cultures standard:

| Intermediate Mid | Intermediate Low | Novice High | Novice Mid | Novice Low |
|---|--|--|---|--|
| <p>Analyze interactions typical of the culture studied (such as salutations, dating, adult/youth interactions). (DOK 2-3)</p> <p>Analyze behavior patterns in the target culture. (DOK 2-3)</p> <p>Connect and relate the cultural relevance and historical context of traditions and celebrations to current events. (DOK 2-4)</p> | <p>Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal social situations. (DOK 1-3)</p> <p>Compare daily practices of people in the target culture(s) with their own. (DOK 2-3)</p> <p>Interpret and explain the cultural relevance or historical context of traditions and celebrations. (DOK 2-4)</p> | <p>Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations. (DOK 1-2)</p> <p>Investigate common social practices in relevant situations. (DOK 1-2)</p> <p>Examine major traditions and celebrations and the practices associated with them. (DOK 1-2)</p> | <p>Initiate greetings and use appropriate gestures with support. (DOK 1)</p> <p>Imitate some common social practices. (DOK 1)</p> <p>Describe some major traditions and celebrations. (DOK 1-2)</p> | <p>Acknowledge and imitate basic greetings and gestures. (DOK 1)</p> <p>Identify some common social practices at home and school. (DOK 1)</p> <p>Identify a few major traditions and celebrations. (DOK 1)</p> |



| | | | | |
|---|--|--|---|--|
| <p>Investigate and explain how cultural perspectives and other factors (education, economics, history, climate, geography) contribute to shaping products of a culture. (DOK 2-4)</p> | <p>Analyze and assess factors (education, economics, history, religion, climate, geography) that impact cultural products. (DOK 2-4)</p> | <p>Examine how the contributions of people from the target culture have impacted such areas as advanced science, technology, and the arts. (DOK 2-3)</p> | <p>Examine the use and relevance of common daily products (such as food, clothes, and transportation). (DOK 1-2)</p> <p>Compare similarities and differences of common expressive products between the native and target cultures (songs, artwork, crafts, etc.). (DOK 1-3)</p> | <p>Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation). (DOK 1-2)</p> <p>Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.). (DOK 1-2)</p> |
|---|--|--|---|--|

Blue highlights:

If done in the target language, as the WRSLL requires, the ability to “describe some major traditions and celebrations” is a more difficult task than to “examine major traditions and celebrations and the practices associated with them.” The word “examine” is problematic in that it is open to interpretation as to what student are required to do and what language he/she would use to do it.

Red highlights:

The terms “interpret and explain” and “connect and relate” are so close and open to interpretation that it is difficult to determine if there is a progression of evidence of learning here.

The Continuum of 21st Century Skills and Postsecondary Workforce Readiness.

Table C portrays the “Relevance and Application” section of the two Connections standards

(Reinforce and Further Knowledge of other Disciplines and Acquire Information and Recognize Distinctive Viewpoints).

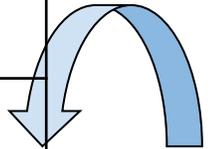
Placing side by side these sections, it appears that the key difference across Range Levels is the content of the websites, that is, the type of information accessible to a learner at each grade level (see red highlights). To align with WRSLL, Proficiency Guidelines, and NCSSFL-ACTFL Can-Do Statements, it is not the type of information, but rather how familiar the learner is with the content. Learners in the Novice range need to have more familiarity with the content in order to use their language skills to access the information; learners in the Intermediate range can use their language skills to access information that is somewhat less familiar or personal. Partly this is a function of the learner's developmental age (or grade level). Learners at the Novice level may be in elementary grades, middle school, or high school and would be able to access all of the type of content listed across the Novice Low to Intermediate Mid items, just to differing degrees of completeness and detail. The recommendation is to address the depth of what learners can access across the Range Levels, rather than differentiating the levels by the type of content. For example, learners in the Novice range access basic comparisons through websites in the target language; they verify inferences by citing factual details. Learners in the Intermediate range access greater details through websites in the target language; they identify proof for or against a suggested inference and can correct statements about website content.

The statements in this section are all true for all levels (see green highlights). The relevance and application described by "Language learning contributes to expansion of vocabulary in a person's own language and the target language" is true across all range levels and is not limited to Novice High. The recommendation is to create statements across the Novice range and the Intermediate range, rather than trying to differentiate such statements for Low, Mid, and High. For example, learners in the Novice range acquire knowledge and skills to be able to access information and observe different viewpoints (or perspectives) through resources only available in the target language. These types of statements given for the Novice range and Intermediate range under "Relevance and Application" will provide learners and educators with information to guide learners to build their cultural understanding, and knowledge across disciplines while improving their language performance as they stretch from Novice Low to Novice High and then from Novice High to Intermediate Mid.

Many of these statements are too specific to one language and one unit of instruction to be of value in the CAS-WL document (see purple highlights). The CAS-WL informs the development of curriculum and units of instruction, but the CAS-WL is not intended to identify every content focus for those units.

Table C

| Intermediate Mid | Intermediate Low | Novice High | Novice Mid | Novice Low |
|---|--|---|---|---|
| <p>Websites and videos contain information about politicians and governments throughout history around the world.</p> <p>Connections with other content areas are vital in the 21st century.</p> | <p>Biographies on the Internet describe the lives of important writers, thinkers, and inventors throughout history around the world.</p> <p>Application of concepts and information from other content areas provides a richer dimension of understanding and utility.</p> | <p>Web-based newspapers and magazines describe artist and art exhibitions throughout the world.</p> <p>Language learning contributes to expansion of vocabulary in a person's own language and the target language.</p> | <p>Websites provide information on transportation methods, routes, and schedules for cities and countries around the world.</p> <p>Studying another language will increase the understanding of language commonalities and differences.</p> | <p>Websites provide information on geographical and weather maps for areas in all parts of the world.</p> <p>Learning a different language leads to greater understanding of an individual's own language.</p> |
| <p>Connections with other cultures develop a global outlook.</p> <p>Authentic food can be vastly different than a commercial approach.</p> <p>Bona fide Asian poetry has an historical and authentic reference to stories unlike modern imitations.</p> | <p>Connecting with other languages contributes to a mutual understanding and a sense of global citizenship.</p> <p>The Internet allows people to access a variety of authentic resources that express varying viewpoints.</p> | <p>Movies and documentaries put in context the perspective of a target language.</p> <p>Learning languages contributes to personal fulfillment.</p> <p>Knowing presentational skills and examples of oratory in a target language improves communication.</p> | <p>Language learning enhances brain development.</p> <p>Language learners build greater awareness of world cultures through use of the Internet.</p> | <p>International examples of search engines both enlarge one's perspectives but also permit one to better access a target language.</p> <p>Studying another language will promote increased cultural awareness.</p> |



COMPARISON TO EXTERNAL REFERENTS

For this comparison, CAS-WL was compared with standards for learning languages from New Zealand, Ohio, and Texas. The following documents were used as external referent standards for this world languages review:

1. Learning languages, the New Zealand Curriculum (2014) available at: <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages>
2. Ohio’s Learning Standards for World Languages (2012) available at: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Foreign-Language>
3. Texas Essential Knowledge and Skills for Languages Other than English (2014) Available at: <http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html>

| | New Zealand | Ohio | Texas |
|------------------------|------------------|------------------|------------------|
| Organization/Structure | Somewhat Similar | Somewhat Similar | Somewhat Similar |
| Content | Different | Different | Different |

The CAS-WL have some elements that align well with these external sets of standards, but can learn lessons from these external standards to improve the value of CAS-WL to guide language learning across Colorado.

New Zealand

The Learning Languages Curriculum of New Zealand structures learning around three strands: communication, language knowledge, and cultural knowledge. “The learning area puts students’ ability to communicate at the centre by making communication the core strand. This strand is supported by two further strands, which are directed specifically at developing the linguistic and cultural awareness needed for communicative competence.”

(<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Learning-area-structure>)

The curriculum then provides eight levels of language development, with proficiency descriptors adapted from the Common European Framework for Languages (2001). Here is the chart of course levels, Common European Framework for Languages levels, and corresponding ACTFL Proficiency Guidelines levels:

| Course Level | Common European Framework for Languages | ACTFL Proficiency Guidelines |
|--------------|---|---|
| 1 | A1 (Basic User) | Novice High (Oral) (into Intermediate Low for Reading and Listening) |
| 2 | A1 (Basic User) | |
| 3 | A1 (Basic User) | |
| 4 | A1 (Basic User) | |
| 5 | A2 (Strong Waystage) | Intermediate Low (Oral) |

| | | |
|---|----------------------------------|---|
| | Performance) | Intermediate Mid (Reading/Listening) |
| 6 | A2 (Strong Waystage Performance) | |
| 7 | B1 (Independent User) | Intermediate Mid/High (Oral) |
| 8 | B1 (Independent User) | Intermediate High (into Advanced Low for Reading and Listening) |

Using these comparisons supports the recommendation to provide schools with guidance to reach the Advanced Low Proficiency Level with well-articulated programs providing continuous sequences beginning in elementary grades and continuing through high school.

Ohio

The Ohio standards consist of a Communication Standard based on the three modes of Communication and a Cultures Standard based on products, practices, and perspectives. By emphasizing these two standards, the use of target language is highlighted regardless of the context or content through which students practice using the target language (incorporating the other three goal areas of WRSLL: Connections, Comparisons, and Communities). The Standards are further delineated with two to four competencies for each mode of communication and the area of Cultures. These competencies are further broken down into descriptors that identify the “how” (process) and the “what” (content) for demonstrating learning, for three grade levels, K-5, 6-8, and 9-12, showing a developmental progression of using the language for increasing complex applications.

While the Standards focus on how students demonstrate each standard, the [World Languages Model Curriculum](#) extends these descriptions with “Expectations for Learning” where the addition of “how well” is delineated through the NCSSFL-ACTFL Can-Do Statements from Novice Low through Advanced Low. These specific and measurable descriptions in Communication (Interpersonal, Interpretive, and Presentational) and in Cultures provide excellent guidance for implementing the standards in any of grades K-12.

Texas

The TEKS for LOTE are organized around the five C Goal Areas (Communication, Cultures, Connections, Comparisons, and Communities). An emphasis is repeated for each course regarding the use of age-appropriate authentic resources. The similarity with CAS-WL is in Colorado’s use of four Goal Areas (missing Communities) and in the use of proficiency targets as the organizational principle. However, the CAS-WL does not identify as clearly what the student demonstrates in each of the goal areas. The main lesson to take away from the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) is the concept of setting the learning target for each course as a performance range:

- Level 1: Novice Mid – Novice High
- Level 2: Novice High – Intermediate Low
- Level 3: Intermediate Low – Intermediate Mid

- Level 4: Intermediate Mid – Intermediate High
- Level 5: Intermediate High – Advanced Mid
- Level 6: Advanced Mid – Advanced High

The TEKS for LOTE also acknowledge that languages with writing systems very different from English will require more time to achieve proficiency in the areas of reading and writing. This would apply to Chinese and Japanese and to some extent to Arabic and Russian. However, development of Interpersonal communication would not be affected by the writing system.

North Carolina

Another useful document providing similar organization and content is the [North Carolina World Language Essential Standards](#). These standards are also organized with Communication and Cultures as the standards and an application described in three strands (Comparisons, Connections, and Communities). Differences are described for Classical languages programs, dual and heritage language programs, and modern language programs. Courses are identified across eight levels, with charts showing the proficiency range targeted for each mode of communication (Interpersonal, Interpretive, Presentational) for each level and for different types of languages: alphabetic (such as Spanish, German, Latin); logographic (such as Chinese, Arabic, Japanese); and visual (American Sign Language). The proficiency ranges cover Novice Low into the Advanced range (depending on the language and the mode of communication).