

PERFORMANCE INDICATORS FOR IDAHO WORLD LANGUAGE STANDARDS

***Performance indicators provide a continuum of learning within each of the 5 goal areas and 11 standards. Language learners will progress through the continuum at varied rates, therefore level achieved within the performance indicators will not necessarily correspond with the number of years of study.

Performance Indicators - Communication

	Novice	Intermediate	Advanced
Interpersonal COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.	Expresses self in conversations that are based upon very familiar topics. Can access a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and actively participates in conversations on familiar topics using single sentences or a series of sentences.	Expresses self fully to maintain conversations on familiar topics and new concrete academic, social and work related topics.
	Respond to basic questions about themselves and others using a series of highly practiced or memorized phrases.	Handles short social interactions in everyday situations by asking and answering a variety of questions.	Confidently handles changes in situations and is able to share their point of view in discussions.
	Communicate about self, others and everyday life using a series of highly practiced or memorized phrases.	Communicate about self, others and everyday life.	Communicate in paragraph length conversations about themselves, others or events with detail and organization.
Interpretive COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.	List key characters and main events from developmentally appropriate narratives based on familiar themes.	Identify the principal characters and discuss the main idea and themes with a piece of literature.	Discuss main ideas and key details of live/recorded discussions, lectures, and presentations from the target culture.
	Identify people and objects within their environment based on oral and written descriptions.	Locate key ideas/items in authentic materials and relate them to people and objects in their own lives.	Analyze main plot, subplot, characters, their descriptions, roles and significance in authentic literary texts.
	Report out the content of brief written messages and short personal notes on familiar topics such as family, school events, and celebrations.	Restate information and react to messages within short articles or video clips from the target culture.	Summarize principal elements of non-fiction articles on topics of current and historical importance to members of the target culture.
	Interpret the meaning of gestures, intonation, and other visual or auditory clues.	Use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target language.	Compare and contrast cultural nuances of meaning in written and spoken language as expressed by native speakers from the target culture in both formal and informal setting.
Presentational COMM 3: Utilize appropriate media to present an idea to an audience	Present information about themselves or others using simple sentences or memorized phrases.	Express their opinions and state facts about themselves using a series of sentences.	Deliver an organized presentation about a variety of topics that is appropriate for their audience.

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Performance Indicators - Cultures

	Novice	Intermediate	Advanced
Cultural Practices CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.	Use appropriate gestures within the classroom environment.	Use formal and informal forms of address appropriately in rehearsed situations.	Use formal and informal forms of address appropriately in unrehearsed situations.
	Imitate appropriate etiquette from the target culture.	Begin to adjust language and message to acknowledge audiences with varied cultural backgrounds.	Adjust language, messages, and behaviors to acknowledge audiences with varied cultural backgrounds.
	List cultural practices observed in a video from the target culture.	Suggest reasons for connecting cultural practices to associated products and perspectives.	Provide evidence based reasoning for connecting cultural practices to associated products and perspectives.
	Role play simple interactions in stores and restaurants in the target culture.	Role play culturally appropriate interactions with shop keepers, ticket sellers, waiters, taxi drivers, etc. in the target culture.	Utilize culturally appropriate behaviors and language in a variety of situations in the target language.
Cultural Products CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.	Give simple reasons for the role and importance of products from the target culture.	Identify, investigate and analyze the function of everyday objects produced in the culture.	Research in detail the role and importance of products from the target cultures.
	Identify the author/country of origin for short poems, stories, or plays from the target culture.	Identify and analyze cultural products found in literature, news stories, and films from the target culture.	Identify and analyze the role and importance of cultural products found in literature, news stories and film.
	Make simple connections between cultural products, associated practices and possible perspectives from the target culture.	Create connections based on background knowledge between cultural products, associated practices, and perspectives.	Provide evidence-based insights connecting cultural products, associated practices, and perspectives.

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Performance Indicators - Connections

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<p>Making connections</p> <p>CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.</p>	Use skills gained in other content areas to study key historical figures/events in the target culture.	Seek out articles/multimedia in the target language for content being studied or previously studied in history and English.	Write a critical analysis for a movie where the target language is spoken.
	Use skills gained in other content areas to convert currencies, weights, and measures from the United States' standard to that of the target culture in order to understand prices, size and distance.	Use skills gained in other content areas to analyze the impact of currencies rates, and measurement systems on those that travel from the United States to a country with the target culture.	Research and discuss how various governmental structures might impact global issues such as currency rates or travel visas.
	Use skills gained in other content areas to discuss the similarities and differences between the cultural norm in the United States and that of the target culture (ex. food, clothing, music)	Analyze and report on the similarities and differences between the cultural norm in the United States and that of the target culture (ex. food, clothing, music) using knowledge from other content areas.	Explore, discuss and debate topics from other academic subjects (ex. political and historical concepts, worldwide health issues, and environmental concerns).
	Read text from the target culture (ex. maps) using skills gained in other content areas.	Analyze text from the target culture using skills gained in other content areas.	Write and/or produce an original work that highlights a challenge facing people in countries where the target language is spoken.
<p>Acquiring information/perspectives</p> <p>CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</p>	Interpret main idea from infographics showing statistics such as number of endangered species, changes in population.	Access charts and surveys about daily life in the target culture and compare them with similar events in the United States.	Research an issue of global importance and provide insight into the issue from the perspective of the target culture.
	Identify main idea of current events reported in the news about the target culture.	Compare current events reported in the news to similar events in the United States	Research and debate current events in the target culture.
	Access short texts and videos from the target culture.	View publicity and promotional information from the target culture.	Compare, analyze, and present on how and why advertisements for the same product differ in the target culture and the United States.

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Performance Indicators - Comparisons

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Language COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Compare word order and sentence structure between their own language and the target language.	Hypothesize about the similarities of languages based on the use of cognates and idioms.	Compare the choice/use of particular grammatical structures among languages.
	Observe the use of formal and informal structures in the target language.	Match groups of people with ways of expressing respect in the target culture.	Identify, compare and analyze how language functions in society and regional/national linguistic patterns in the target language.
	Report similarities and differences between the sound and writing systems of their own language and the target language.	Identify patterns and explain discrepancies between the sound and writing systems of their own language and the target language.	Compare the writing system of the target language to their own and discuss the nature of other writing systems.
Culture COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.	Compare daily routines, celebrations etc. in their culture and the target culture.	Compare and contrast the role of family, schools schedules, value of social media etc. in their culture and the target culture.	Compare and contrast the value placed on work, leisure time, health and wellness in their culture and the target culture.
	Identify, describe and compare/contrast products and their use in the target culture and their own (ex. toys, clothing, food).	Identify, investigate and compare/contrast the function of everyday objects (ex. toys, tools, clothing, food) produced in the target culture and their own.	Identify, analyze and discuss tangible and intangible products and their use in the target culture and their own as represented in authentic materials.
	Observe, identify, and compare/contrast simple patterns of behavior or interactions in various settings in the target culture and their own.	Document and contrast verbal and non-verbal behavior in daily activities among peers or mixed groups in the target culture and their own.	Compare cultural nuances of meanings of words, idioms, and vocal inflections in the target language and their own.
	Identify and discuss similarities and differences in themes and techniques in creative works from the target cultures and their own.	Hypothesize about the relationship between cultural perspectives and expressive products (visual arts, music, and literature) by analyzing selected products for the target culture and their own.	Identify, examine and analyze the relationship between cultural products, practices, and perspectives in the target culture and their own by conducting research, observations, or interviews.

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Performance Indicators - Communities

School and Global Communities	Novice	Intermediate	Advanced
COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.	Communicate on a personal level with speakers of the language in person or via email, video chats etc.	Present information gained from a native speaker about a cultural event or topic of interest in the target language.	Communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concerns.
	Identify professions that require proficiency in another language.	Discuss steps to becoming a professional in a field requiring language proficiency.	Participate in a career exploration or school-to-work project which requires proficiency in the language and culture.
	Simulate interactions that might take place in a community setting using the target culture/language.	Discuss their preferences/opinions concerning leisure activities and current events, in written form or orally, with peers who speak the target language.	Discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in class.
Lifelong learning COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.	Reflect on their progress in communication skills and collect evidence to support their growth.	Collect evidence showing that learning targets for each unit have been met.	Document language growth through collecting evidence and records that support meeting or exceeding the learning targets for each unit.
	Explore and interpret media and materials from the target culture for enjoyment.	Exchange information with native speakers and use various media to view cultural events for entertainment/learning.	Attend events or use media from the target culture for entertainment or personal growth.
	Attend cultural or social events from the target culture.	Seek community /online activities that foster an interaction with native speakers of the target language.	Explore online resources to find sites of personal interest where they can use the target language to maintain and increase their language skills.