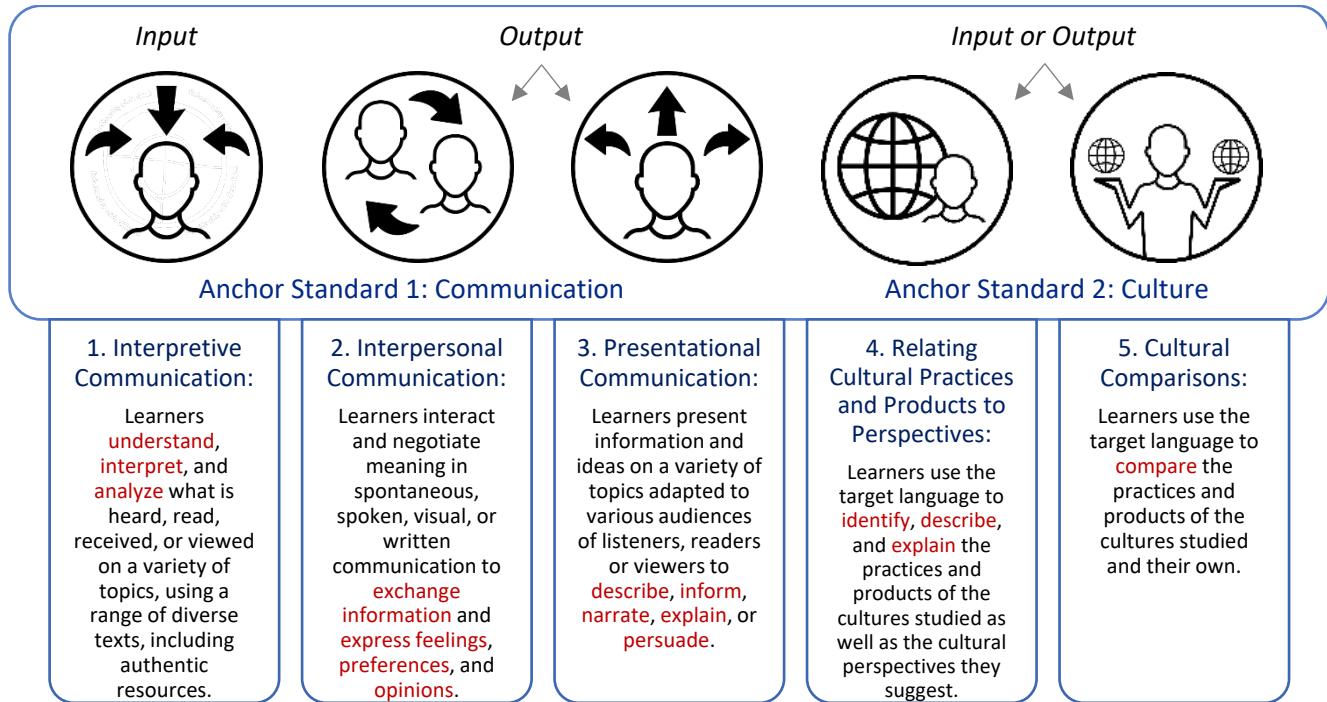Administrator Reference Guide

Revised New York State Learning Standards for World Languages
Part 2 of 3: The Standards in Action
(Modern Languages)

The Learning Standards Defined and Illustrated

To know what the revised NYS Learning Standards for World Languages look like in action, it's important to understand them individually and collectively. As defined and illustrated below, Interpretive Communication is an *input*-based standard, while Interpersonal and Presentational Communication are *output*-based standards. It is through input that learners make meaning of the target language and through output that they can interpret input and express their own meaning.

Revised NYS Learning Standards for World Languages (Modern Languages)

Input	*Output*		*Input or Output*	
Anchor Standard 1: Communication			**Anchor Standard 2: Culture**	
1. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	**2. Interpersonal Communication:** Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.	**3. Presentational Communication:** Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.	**4. Relating Cultural Practices and Products to Perspectives:** Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.	**5. Cultural Comparisons:** Learners use the target language to compare the practices and products of the cultures studied and their own.

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Identifying Learning Targets with Can-Do Statements

With contextualized communicative proficiency development at the heart of the Revised NYS Learning Standards for World Languages, unit- and lesson-level learning targets are designed to reflect these priorities. Written as "Can-Do Statements," learning targets begin with "*I can*" followed by a *language function* (purpose for communication) and *meaningful context* (that may be cultural or content-based). Language functions (in red above) are associated with specific standards. Meaningful contexts derive from the NYS World Language Themes and Topics. **The role of vocabulary and grammar is to support learners' ability to carry out the language function(s) in the meaningful context** and may be noted in Can-Do Statements at the lesson level. The examples below align to Standard 3, Presentational Communication:

- **Unit-level:** *I can persuade others to make environmentally-conscious choices.*
- **Lesson-level:** *I can persuade members of the school community to make environmentally-conscious choices using informal commands by creating a public service announcement poster.*

World Language Can-Do Statements Compared to Other Content-Area Learning Objectives

The chart below compares world language Can-Do Statements to other content-area learning objectives.

World Language Can-Do Statements with Acceptable Evidence	Other Content-Area Learning Objectives (ABCDE Model)
I Can + • *Student-facing, student-friendly*	A – Audience • *Teacher facing: Students will be able to (SWBAT)*
Language Function + • *Purpose for communication, as per learning standard*	B – Behavior • *Observable action; may reflect Bloom's Taxonomy*
Meaningful Context + • *As per NYS WL Themes and Topics; may be cultural or content-based*	C – Condition • *Supports, tools, or other learning conditions*
Supporting Language Form(s) (optional) + • *Language structure and/or vocabulary*	D – Degree • *Accuracy, mastery*
Acceptable Evidence • *Communicative task appropriate to proficiency level*	E – Evaluation • *Assessment*

Identifying How Well Learners Can Perform at Three Proficiency Checkpoints

How well a learner carries out a language function and associated tasks depends on their proficiency level. Language proficiency—**what students can do with language**—develops with time and repeated use of the target language in varied contexts. The chart below summarizes expectations in terms of *input* and *output* at Checkpoints A, B, and C, each a two-year course of study in a grade 7-12 program. In programs that start world language study prior to grade 7, Checkpoint A begins with the first course in the sequence. More precise performance descriptors by Checkpoint and Standard are found in the NYS World Language Performance Indicators for Category 1-2 Modern Languages (Roman alphabet-based languages and ASL) and Category 3-4 Modern Languages (non-Roman alphabet-based languages and Indigenous languages).

Summary of Input- and Output-Based Performances by Language Category and Proficiency Range						
Proficiency Level	Novice-Level Proficiency			Intermediate-Level Proficiency		
Proficiency Sub-Level	Low (NL)	Mid (NM)	High (NH)	Low (IL)	Mid (IM)	High (IH)
Category 1-2 Modern Languages		Checkpoint A				
				Checkpoint B		
					Checkpoint C	
Category 3-4 Modern Languages		Checkpoint A				
			Checkpoint B			
				Checkpoint C		
	Input: Can understand words and phrases and the main idea from a simple, highly-predictable text with strong visual support.			Input: Can understand main ideas and some supporting details on familiar topics from a variety of texts. At the IH level, begins to understand main ideas and details of complex texts on a range of topics including those of community, national, and international interest.		
	Output: Can express short, simple messages in highly familiar contexts using isolated words and phrases; may be difficult to understand.			Output: Can create with language and ask and answer questions on familiar topics in straightforward survival situations using sentences and strings of sentences. At the IH level, begins to narrate and describe in major time frames in paragraph-level production on a range of topics including those of personal, community, national, and international interest.		