

The New York State Education Department is currently seeking feedback on the draft of the New York State Learning Standards for Languages Other Than English (LOTE), which we are proposing to be renamed as World Languages. The proposed revisions to the standards and to the checkpoints (levels of achievement) are informed by the American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages (national standards). The World Languages Leadership Team, comprised of 19 leaders in the field from across the state, was formed in 2018 in order to assist the Office of Bilingual Education and World Languages in this process. The review of the national standards and development of the proposed New York State World Languages Standards was conducted by this team in collaboration with seven Regional Standards Committees and three Language-Specific Committees (American Sign Language, Classical Languages, Indigenous Languages), which, in total, are comprised of over 200 New York State teachers and administrators. Below are links to sections of this website that address the revision of the standards including: background information, the proposed draft of the New York State World Languages Learning Standards, performance indicators, and the standards workgroups, as well as the link to the Public Comment Period Survey (open from Monday, December 16th through Saturday, February 1st). For the convenience of the public, a master document containing all of these sections of the website has been created and can be downloaded [here](#).

Please read the following sections and then click on the link to the Public Comment Survey to give your feedback.

The proposed New York State World Language Standards introduce four major changes on which we are seeking stakeholder feedback:

- a renaming of Languages Other Than English to World Languages in the Commissioner’s Part 100 Regulations;
- a revision of the New York State Languages Other Than English (LOTE) Learning Standards informed by the national standards;
- a redefinition of the three checkpoints in terms of expected performance indicators informed by the national standards;
- an adoption of overarching themes and updated topics that districts can use to frame instruction.

Proficiencies are the descriptions of competence in all the skill areas of language learning: listening, speaking, reading, writing, and understanding of culture. They describe how well students are learning. Because learning a language other than English may begin at any time, proficiencies are keyed to checkpoints which are neither age nor grade specific. Checkpoints are measured at three distinct intervals—A, B, and C—which can be reached at any point in the K-12 continuum, instead of elementary, intermediate, or commencement levels which traditionally imply specific grade levels. Achievement of learning standards at any checkpoint varies according to the age when students begin study, the frequency and length of lessons, the student’s previous experience with second language learning, and motivation. In the most traditional program where language study begins in 7th grade, Checkpoint A is designated as 7th and 8th grades, Checkpoint B as 9th and 10th grades, and Checkpoint C as 11th and 12th grades.

[Background on the Revisions of the New York State Languages Other Than English \(LOTE\) Learning Standards](#)

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The Public Comment Period will be open from December 16, 2019 through 11:59 p.m. on February 1, 2020.

[Link to public comment survey for the proposed draft of the World Language Standards](#)

If you have questions about the standards review process, please contact the Office of Bilingual Education and World Languages at obewl@nysed.gov or (518) 473-7505.

Thank you for giving your feedback through the public comment survey.

[Background on the Revisions of the New York State Languages Other Than English \(LOTE\) Learning Standards](#)

In 2017, New York State (NYS) began a process of review and revision of its current Languages Other Than English (LOTE) Standards adopted in 1986 and revised in 1996. The New York State Education Department is currently seeking feedback on the updated draft of the New York State Learning Standards for Languages Other Than English, which we are proposing to be renamed as World Languages. The draft of these proposed World Languages Learning Standards were developed through numerous phases of virtual and face-to-face meetings with committees consisting of NYS World Languages educators, parents, students, building and district administrators, college professors and other stakeholders. Revisions, additions, instructional alignment, and clarifications to the current standards reflect the collaborative efforts and expertise of all the above constituents. The proposed standards are the framework for the development of knowledge, skills, and social emotional learning that enables students to become globally competent, literate adults, who can communicate in a World Languages.

The proposed New York State World Languages Standards are based on two sources: [Modern Languages for Communication](#) and the [World-Readiness Standards for Learning Languages](#). The proposed draft of the New York State World Languages Learning Standards were envisioned for K-12 students to demonstrate what they know and are able to do in World Languages using current best practices and research to support local school district and community needs. As a result, the proposed standards were crafted broadly to provide flexibility for both World Languages educators and K-12 students with multiple entry points. At the same time, teaching K-12 World Languages in New York State may be unique for a variety of reasons. For example, most schools in our state begin World Languages instruction in 7th or 8th grades, however, other schools offer Foreign Language in the Elementary School (FLES) programs starting as early as Kindergarten, and some schools even begin teaching World Languages during Pre-K. In addition to traditional World Languages programs, there are also Bilingual Programs and Dual Immersion Programs that offer unique environments for students to learn other languages, while reinforcing their skills in English. There are also significant differences among school districts, such as the available facilities, equipment, time allocation to the study of World Languages, and many more. Therefore, it is important that the New York State World Languages Learning Standards are developmentally appropriate for all students, including students with disabilities and English Language Learners. The concept of Culturally Responsive-Sustaining Education (CR-S) is embedded throughout the proposed NYS World Languages Standards. These standards recognize multiple cultural views of teaching, learning and human development in which the expression of diverse perspectives are recognized and regarded as assets for teaching and learning. Finally, the proposed NYS World Languages Standards were written with the goal that students would be able to earn the [New York State Seal of Biliteracy \(NYSSB\)](#) by graduation.

The [New York State Seal of Biliteracy](#) is an award given by a school, school district or county office of education in recognition of students who have attained a high level of proficiency in two or more world languages by high school graduation, one of which must be English. By offering the Seal, schools clearly state that mastery of two or more world languages is a critical skill for their graduates. The purpose of the NYSSB is:

- To encourage students to study languages;
- To recognize the value of language diversity;
- To provide employers with a method of identifying people with language and skills;
- To provide universities with a method to recognize and give credit to applicants for attainment of high level skills in multiple languages;
- To prepare students with 21st century skills; and
- To honor the multiple cultures and languages in a community.

As of 2019, 36 states and the District of Columbia offered a State Seal of Biliteracy. New York State was second only to California to adopt this program. The New York State Seal of Biliteracy was passed by the Legislature and signed into law by Governor Andrew Cuomo on July 31, 2012 behind the sponsorship of Senator Robach and Assemblywoman Arroyo. Since the inception of this program, over 7,700 students from more than 80 countries have earned the NYS Seal of Biliteracy in 47 world languages and English. In the 2019-20 school year, 228 schools offered the NYSSB (a 98% increase from the prior year). 17% of all NYS public schools offer the NYSSB (approximately 1 in every 6 schools). Last year, 4,031 students earned the NYSSB in 47 different languages. This represents more students earning the NYSSB in 2018-19 than in all three prior years combined since the Seal was adopted. Of those students, 23 earned the NYSSB in 2 world languages in addition to English and one student earned the NYSSB in 3 world languages.

Introduction to the New York State World Languages Standards

The mission of the New York State Education Department’s (NYSED) Office of Bilingual Education and World Languages (OBEWL) is to ensure that all New York State (NYS) students attain the highest level of academic success and language proficiency. To this mission, the proposed NYS World Languages Standards add the goal of intercultural competence. We strive to ensure that all students’ individual educational paths and socio-emotional needs are met in multiple languages, leading them to college, career, and civic readiness.

Therefore, the purpose of instruction in world languages is for learners to:

- communicate effectively in the target language in order to function in a variety of intercultural contexts and for multiple purposes; and
- use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

Learners accomplish these standards within the contexts of making connections with, comparisons to, and through interactions within the languages and cultures of local and global communities.

The proposed World Languages standards are divided into Modern Languages and Classical Languages.

Standard	Modern Languages
Anchor Standard 1: Communication	Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.
Benchmark Standard 1.1: Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.
Benchmark Standard 1.2: Interpersonal Communication	Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.
Benchmark Standard 1.3: 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.
Anchor Standard 2: Cultures	Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.
Benchmark Standard 2.1: 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 reveal.
Benchmark Standard 2.2: Cultural Comparisons	Learners use the target language to reveal and compare the products and practices of the cultures studied and their own.

Revised Themes for Modern Languages

1. Personal Identification and Social Relationships;
2. Contemporary Life;
3. Science, Technology and the Arts; and
4. Global Awareness.

Standards	Classical Languages
Anchor Standard 1: Communication	Learners communicate effectively in Latin or ancient Greek by using a variety of texts and resources for multiple purposes and make interdisciplinary language connections.
Benchmark Standard 1.1: Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.
Benchmark Standard 1.2: 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, and persuade.
Benchmark Standard 1.3: Interpersonal Communication	Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions.
Anchor Standard 2: Cultures	Learners use the knowledge of Latin and ancient Greek to identify, describe, compare and explain the practices and products of Greco-Roman and other cultures, while developing cross-cultural perspectives.
Benchmark Standard 2.1: Relating Cultural Practices and Products to Perspectives	Learners use the knowledge of Latin or ancient Greek to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they reveal.
Benchmark Standard 2.2: Cultural Comparisons	Learners use knowledge of Latin or ancient Greek to reveal and compare the products and practices of the cultures studied and their own.

Revised Themes for Classical Languages

1. Identity and Family Life
2. Physical Environment, Geography and Travel
3. Daily Life and Societal Institutions
4. History, Government and Economics
5. Religion, Myths and Legends
6. Literature, Architecture and Art

[Performance Indicators](#)

Introduction to the Performance Indicators

Performance Indicators are identified for each Benchmark Standard at each checkpoint and aligned with the target proficiency level of that checkpoint. These performance indicators are adapted from the National Council of State Supervisors for Foreign Languages (NCSSFL) - ACTFL Can-Do Statements for Language Learning (2017) for Novice High (Checkpoint A); Intermediate Mid (Checkpoint B); and Intermediate High (Checkpoint C). More specifically, the Performance Indicators **are aligned with the mastery level target identified for each checkpoint**, so the vast majority of learners are appropriately challenged. However, it should also be noted that the developmental and spiraled nature of the Can-Do Statements, consistent with the inverted pyramid model of proficiency, makes differentiation manageable. This can be achieved through the use of proficiency-oriented analytic rubrics that contain qualitative and constructive feedback to accommodate a **range of performance levels**.

These performance indicators are written as instructional targets in order to accommodate the range of abilities represented in classes of learners at each checkpoint. They target the upper level of the range of proficiency that point to success at the end of each checkpoint. In planning instruction, teachers can differentiate both instructional tasks and evaluation criteria to accommodate the range of abilities and achievement in any given group of learners. **Successful growth is represented within a range of proficiency levels for each checkpoint.** The goal is that all learners make continuous progress through each checkpoint and experience success that is only made possible in an extended sequence of learning opportunities.

Teachers can create unit and lesson learning targets aligned with these performance indicators using the same language functions to describe student performance. Unit and lesson learning targets can then be written in language that is **easily understood by learners**. While the learning targets written for students may sometimes look similar among checkpoints, the proficiency level expectation becomes progressively more challenging in terms of expected level of control of discourse type, function, context and accuracy. These expectations are best explained using well-crafted analytic rubrics to provide feedback on performance and proficiency assessment tasks.

ANCHOR STANDARD 1 - Communication

Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

Benchmark Standard 1.1 - Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.	PERFORMANCE INDICATORS		
Essential Questions	<i>Checkpoint A – NOVICE HIGH</i>	<i>Checkpoint B – INTERMEDIATE MID</i>	<i>Checkpoint C – INTERMEDIATE HIGH</i>
Interpretive Communication: What can I understand, interpret, or analyze in a range of diverse texts that I hear, read, receive or view?	Identify the topic and some isolated facts from simple sentences in short informational and literary texts.	Understand the main idea and key information in short straightforward informational and literary texts.	Follow the main message most of the time in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and literary texts.
Interpretive Communication: What can I understand, interpret, or analyze in conversations or discussions that I hear, read, receive, or view, in which I am not a participant?	Understand familiar questions and statements from simple sentences in short conversations.	Identify the main idea and key information in short straightforward conversations.	Understand the main idea and flow of events expressed in various time frames in conversations and discussions most of the time.

<p>Benchmark Standard 1.2 - Interpersonal Communication: Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.</p>	<h2>PERFORMANCE INDICATORS</h2>		
<p>Essential Questions</p>	<p><i>Checkpoint A – NOVICE HIGH</i></p>	<p><i>Checkpoint B – INTERMEDIATE MID</i></p>	<p><i>Checkpoint C – INTERMEDIATE HIGH</i></p>
<p>Interpersonal Communication: How can I exchange information in conversations?</p>	<p>Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.</p>	<p>Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p>	<p>Exchange information in conversations and discussions on a variety of familiar and some concrete and researched topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p>
<p>Interpersonal Communication: How can I meet personal needs or address situations in conversations?</p>	<p>Interact with others to meet basic personal needs related to routine everyday activities, using simple sentences and questions most of the time.</p>	<p>Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.</p>	<p>Interact with others to meet personal needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p>
<p>Interpersonal Communication: How can I express feelings, react to and support preferences and opinions in conversations?</p>	<p>Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p>	<p>Exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, using sentences and series of sentences and asking a variety of follow-up questions.</p>	<p>Explain preferences, opinions, and feelings and provide advice on a variety of familiar and some concrete and researched topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p>

<p>Benchmark Standard 1.3 - 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.</p>	<h2>PERFORMANCE INDICATORS</h2>		
<p>Essential Questions</p>	<p>Checkpoint A – NOVICE HIGH</p>	<p>Checkpoint B – INTERMEDIATE MID</p>	<p>Checkpoint C – INTERMEDIATE HIGH</p>
<p>Presentational Communication: How can I present information to narrate about my life, experiences, and events?</p>	<p>Present personal information about my life and activities, using simple sentences most of the time.</p>	<p>Tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</p>	<p>Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.</p>
<p>Presentational Communication: How can I present information to give a preference, opinion or persuasive argument?</p>	<p>Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.</p>	<p>State preferences and opinions about familiar topics and give some reasons to support them, using sentences and series of connected sentences.</p>	<p>State preferences and opinions on familiar or researched topics and provide reasons to support them, using a few short paragraphs, often across various time frames.</p>
<p>Presentational Communication: How can I present information to inform, describe, or explain?</p>	<p>Present on familiar and everyday topics, using simple sentences most of the time.</p>	<p>Give straightforward presentations on a variety of familiar topics and some concrete and researched topics, using sentences and series of connected sentences.</p>	<p>Give detailed presentations on a variety of familiar topics and some concrete and researched topics, using a few short paragraphs, often across various time frames.</p>

ANCHOR STANDARD 2 – Cultures

Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

<p>Benchmark Standard 2.1 - 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 reveal.</p>	<h2>PERFORMANCE INDICATORS</h2>		
<p>Essential Questions</p>	<p><i>Checkpoint A – NOVICE HIGH</i></p>	<p><i>Checkpoint B – INTERMEDIATE MID</i></p>	<p><i>Checkpoint C – INTERMEDIATE HIGH</i></p>
<p>Uncovering Cultural Perspectives: How can I understand cultural perspectives by examining cultural products and practices?</p>	<p>Identify cultural products and practices in my own and other cultures to help me understand perspectives using words, phrases, or simple sentences with graphic or visual support.</p>	<p>Describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences and strings of sentences.</p>	<p>Explain cultural products and practices in my own and other cultures to help me understand perspectives using connected sentences that may combine to form paragraphs.</p>

PERFORMANCE INDICATORS

<p>Benchmark Standard 2.2 - Cultural Comparisons: Learners use the target language to reveal and compare the products and practices of the cultures studied and their own.</p>	<p align="center">PERFORMANCE INDICATORS</p>		
<p align="center">Essential Questions</p>	<p align="center"><i>Checkpoint B – NOVICE HIGH</i></p>	<p align="center"><i>Checkpoint B – INTERMEDIATE MID</i></p>	<p align="center"><i>Checkpoint C – INTERMEDIATE HIGH</i></p>
<p>Making Cultural Comparisons: How can I make cultural comparisons by examining the products and practices of other cultures and my own?</p>	<p>Identify comparisons of practices and products of the target cultures with my own using words, phrases, or simple sentences with graphic or visual support.</p>	<p>Describe comparisons of practices and products of the target cultures with my own using sentences and strings of sentences.</p>	<p>Explain comparisons of practices and products of the target cultures with my own using connected sentences that may combine to form paragraphs.</p>

Standards Workgroups

- [World Language Leadership Team](#)
- [Regional Standards Committees and Language-Specific Committees](#)

Glossary of terms

Anchor standard - Anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in world languages. These anchor standards are parallel across languages and grade levels.

Benchmark standard – Benchmark standards describe the specific knowledge and skills that teachers expect students to demonstrate in world languages. They explicitly list what students need to know and be able to do in world languages. These benchmarks can be used to assess a student’s progress toward year-end performance goals.

Checkpoints – Checkpoints are key intervals that designate a specific level of performance in world languages. Because learning a language other than English may begin at any time, proficiencies are keyed to checkpoints which are neither age nor grade specific. Checkpoints are measured at three distinct intervals—A, B, and C—which can be reached at any point in the K-12 continuum, instead of elementary, intermediate, or commencement levels which traditionally implied specific grade levels. Achievement of learning standards at any checkpoint varies according to the age when students begin study, the frequency and length of lessons, the student’s previous experience with second language learning, and motivation. In the most traditional program where language study begins in 7th grade, Checkpoint A is designated as 7th and 8th grades, Checkpoint B as 9th and 10th grades, and Checkpoint C as 11th and 12th grades.

Cultural perspectives - Philosophical perspectives, meanings, attitudes, values, beliefs, ideas that underlie the cultural practices and products of a society, which represent a culture’s view of the world. (Adapted from http://carla.umn.edu/cobaltt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf)

Cultural practices - Patterns of social interactions, behaviors, which involve the use of products. They represent the knowledge of “what to do when and where” and how to interact within a particular culture. (Adapted from http://carla.umn.edu/cobaltt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf)

Cultural products - Tangible or intangible creations of a particular culture, that reflect a culture’s perspectives. Tangible products may include artwork, a building, a poem, or cooking utensils. Intangible products can include a story told orally, a dance, a system of education, or a law. (Adapted from http://carla.umn.edu/cobaltt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf)

Essential question - Essential questions are questions that provide a framework for a unit of study as a problem to be resolved. These questions are open-ended, intellectually engaging, and call for critical thinking skills.

Interpersonal communication – Direct, oral, written, or signed communication, which is face-to-face, tele/videophonic or in writing, between two or more individuals who are in personal contact. The productive abilities demonstrated by interpersonal communication include speaking and writing. The receptive abilities demonstrated by interpersonal communication are listening and reading.

Interpretive communication – Receptive communication of oral, written, or signed messages, such as mediated communication via print and non-print materials. The listener, viewer or reader works with visual or recorded materials by a creator who is absent. The receptive abilities demonstrated by interpretive communication are listening, reading, and viewing.

Performance indicators – Performance Indicators describe language performance that is the result of explicit instruction in an instructional setting and reflect how language learners perform whether learning takes place in classrooms, online, through independent project-based learning, or in blended environments. (Adapted from the American Council on the Teaching of Foreign Languages.)

Presentational communication - Productive communication using oral, written, or signed language in the form spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode. The author or creator of visual or recorded material is not known personally to the listener, reader or viewer. The productive abilities demonstrated by interpretive communication are speaking, writing, showing and signing.