CURRICULUM, INSTRUCTION, AND ASSESSMENT

PRELIMINARY DRAFT

FRAMEWORK

LANGUAGES OTHER THAN ENGLISH

(LOTE)

NEW YORK STATE EDUCATION DEPARTMENT

2/3/95

This is a preliminary draft distributed for review, comment, and further development in consultation with educators and the interested public. It does not represent Regents policy.

FOREWORD

The Curriculum and Assessment Committee for Languages Other Than English (LOTE) was appointed by the Board of Regents and charged by the Commissioner of Education to set standards and advise on assessment strategies for the discipline. The members of that committee met regularly for two years, during which time they studied national trends in second language education, projected future needs, and reviewed present policy and practices in public education in New York State. The primary effort was directed toward linking curriculum, instruction, and assessment through the development of standards, performance indicators, assessment strategies, and exemplars that were applicable to all languages, including Modern Languages, Latin, Native American Languages, and American Sign Language (ASL).

The Framework that follows is the product of that effort. As such, it is clearly a logical step in a process that began in 1984 with the Regents Goals for Elementary and Secondary School Students. Contained within those goals was the mandate that all students attain competence in a language other than English. That goal led to development of communication-based syllabi beginning with Modern Languages and Latin. These syllabi emphasize the application of what students ought to know and be able to do in practical communication situations. These syllabi allow considerable discretion for local school districts to develop curriculum and instruction most appropriate for them.

The 1984 Regents Goals and the syllabi provide a point of departure toward the standards presented in this Framework. These standards, based on the Revised Regents Goals (Appendix B) presented in 1991 in *A New Compact for Learning*, continue to emphasize the learning of languages other than English as an integral part of all students' schooling. Goal 1.6 states: "Each student will master communication and computation skills as a foundation to speak, listen to, read, and write in at least one language other than English." Goal 3 stresses cultural knowledge, awareness, and appreciation. Other goals focus on creative thinking, problem solving, and developing lifelong habits of learning. The Compact promotes student-centered learning in a performance-based K-12 curriculum that focuses not only on knowledge, but also on how knowledge relates to skills that all students will apply in real-life situations and in lifelong learning. Each standard and each dimension of learning in this Framework are direct applications of workforce preparation Essential Skills and Dispositions (Appendix C) derived from the SCANS report (U. S. Labor Secretary's Commission on Achieving Necessary Skills).

It is expected that this Framework and its standards will generate discussion among language educators at all levels of instruction, elementary through postsecondary, school administrators, teacher trainers, and parents and community members. It is also expected that these standards will be the foundation for revised syllabi that will guide instruction in languages other than English in future years.

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> ## A response form for readers is on page 73. The next version of this document will reflect comments from those who respond.

ACKNOWLEDGMENTS

CHAPTER I:
NEW CHALLENGES

The Framework for Languages Other Than English (LOTE) introduces a view of second language learning based on the experiences of the past decade and consistent with the national K-12 standards being developed by foreign language professionals and underwritten by the United States Department of Education and the National Endowment for the Humanities. It is anticipated that this Framework will become the foundation for revised State syllabi and for locally developed curricula that

- promote competence in second languages for all students;

- provide opportunities for the development of the skills that students will need in the world of work;

- provide opportunity for native speakers of languages other than English to maintain and enhance their proficiency in their primary language;

- create a compact among learner, school, and society;

- center education on the learner;

- balance individual needs and common standards;

- emphasize the development of problem-solving and creative thinking skills; and

- develop a firm foundation for lifelong learning.

In accordance with research in second language instruction and with Regents policy, State syllabi currently call for a shift of instructional emphasis from linguistic analysis to practical use of the target language. In addition, performance-based assessment strategies were developed to measure the progress of all of the State's students in communicative proficiency rather than in isolated memorization of discrete grammatical or lexical items. New York has also worked toward developing a strategy for the deliberate articulation of high school and college education with its *SUNY 2000 Report on College Entry-Level Knowledge and Skills.* Thus, this Framework for the learning of languages other than English is built on a solid foundation.

New York State is undergoing an explosion of international information flows and interconnectedness that link the State's residents to a polyglot world. To take only the example of business, New York is the primary hub for much of America's international trade. Corporations headquartered in New York deal daily with a multitude of countries in a multitude of languages. American firms trade abroad, and New York is the home for many foreign businesses. Similarly, the media, transnational political and social organizations, governments, professions, entertainment, and the arts from around the globe have significant ties to this State.

The State's linguistic character has continued to evolve dramatically over the years. New York hosts an ever-increasing tide of foreign visitors. The number of foreign nationals who come to New York State for brief visits has increased by nearly 25 percent in the past five years. About 40,500 foreign students are registered in New York colleges and universities. About 2.8 million of New York's residents were born abroad. In New York State schools there are approximately 150,000 limited English proficient children enrolled in classes of English as a Second Language (ESL) or bilingual instruction. These children represent 142 world languages. As a result, a large part of the linguistic challenge for the educational system is how to use these world language skills that exist among the people of New York as a major resource for the State.

Accordingly, the debate about the relevancy of second language learning in the twenty-first century has become moot. Clearly, the citizens of New York State must all learn to survive in a multilingual world. The school system must begin to educate citizens to be proficient in a second language when they graduate and to have the capacity to acquire competence in new languages as adults.

Orienting Instruction toward Adult Use

One important new challenge in second language education is to prepare students who graduate from secondary and postsecondary institutions to use their language competencies effectively as adults, particularly in the world of work. They may need to know not only the languages offered in schools, but also the languages of immigrant populations. Perhaps even more significantly, they should be prepared to acquire independently languages that are now less commonly taught but whose importance is increasing with evolving world conditions. This larger task of enabling the adult population to acquire and use a wide range of world languages is the responsibility of society as a whole. However, it has major implications for what is done in the schools, focusing attention on a variety of new considerations in the development of curriculum, instruction, and assessment. Adult-use orientation in second language education requires

- raising the level of general second language skill that students should acquire before the end of high school;

- extending the range of languages that should be made available for students to learn;

- broadening the purposes that language learning serves;

- viewing the learning of languages other than English as a companion to, not an alternative to, vocational education;

- orienting assessment of learning toward practical use in authentic contexts associated with work and leisure;

- emphasizing teaching students how to learn new languages whenever they may need them;

- providing students a certification of their proficiency that more fully reflects individual achievement and that documents, beyond test scores and courses taken, their language learning experiences and the competencies they have achieved.

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The attainment of proficiency in at least one language other than English is a necessity for youngsters to become successful in New York's multilingual, multicultural social and economic environment. It is critical, however, that they acquire enough proficiency to make the language truly usable and to be able to acquire additional languages independently as adults.

New York's current regulations require second language instruction for local high school and Regents diplomas. Skill levels for three benchmarks are defined by Checkpoints A, B, and C in the current State syllabi. Checkpoint A represents the standard for one unit of Regents credit, Checkpoint B, for three units of Regents credit, and Checkpoint C, for five units of Regents credit.

At this time, a large number of students reach only Checkpoint A, a bare introduction to a second language. A smaller number of students, those wishing to qualify for a Regents diploma, go on to certification at Checkpoint B, a better foundation for the range and complexity of language skills needed for everyday use but not enough experience with the variety of contexts in which a student might need to use the language in real life. Even fewer students reach Checkpoint C, where they acquire considerable sophistication in the target language and can profit from the cultural insights, the problem-solving skills, or the skills to learn other languages efficiently. This Framework, therefore, upgrades the calibrations for each checkpoint. The committee recommends that all students be held accountable to the Checkpoint B performance standard in order to earn a high school diploma.

Enhancing the Skills of Bilingual Students

An increasingly important goal of programs in languages other than English is to provide opportunity for students who are native speakers of the languages taught in the school to maintain and enhance their proficiency in their primary language. Bilingual students bring to the classroom linguistic and cultural resources that provide a foundation for their own continued language development. The language competency of those students may vary greatly. For some, classroom instruction will provide the opportunity to become literate in the language that they use only orally in their home. For others, instruction will extend the range of registers and the degree of conscious control over both the spoken and written forms of their language. Still others will reach exceptionally advanced levels of competence in their language that will prepare them for future career opportunities.

Many native speakers of languages other than English have achieved sufficient competence in their language to receive Regents credits without taking any courses in that language. The practice of excusing those students from further language study is not necessarily in the students' best interests. Not only do many have the potential to reach advanced levels of proficiency in their language, as mentioned above, but participation in advanced classes in their primary language could also develop the cross-cultural, problem-solving, and general language learning skills that are essential dimensions of language study. In some cases these students also may benefit from studying an additional language, drawing on the language learning strategies they have acquired through studying both their primary language and English to become truly multilingual.

Providing Instruction in Elementary Schools

To achieve the language competencies of the performance indicators in this Framework, students need opportunities to begin the study of a language other than English in elementary school and to continue that study in a sequential, developmental program through secondary school. Currently, over 75,000 students are enrolled in second language courses during grades K-6. Many observers argue that this is the optimal time to begin language study. There is a growing movement here and in Europe to develop elementary school and early-start language programs. The National Governors' Association Report and the Task Force on National Standards urge language study in the early grades. These studies and others point to the need for the State's schools both to lengthen the duration of language instruction and, equally important, to increase its continuity.

Assuring Continuity of Instruction

Successful language learning is cumulative, and to be cumulative it must be continuous. In many cases, the current language instructional system is full of discontinuities, and extension of language education into the early grades threatens to introduce more. Students encounter gaps and shifts in focus from elementary to middle to high school, and between language courses in high school and in college. All too often students graduating from high school language classes are placed in elementary classes upon entering college. These discontinuities are wasteful. Articulated programs need to be developed and introduced. Two of the sharp differences between the American and other national strategies in language instruction are the number of years students are required to study a foreign language and, more important, the continuity of that instruction. New York State should also create opportunities for students with language aptitude and motivation to study languages over many years, as students do in other parts of the world, and to achieve levels of proficiency well beyond what is now possible for most students in their precollegiate years. Opportunities for language study abroad ought to be expanded so that more students can further their language skills by using them in countries where these languages are spoken. If these measures produce truly high levels of proficiency, it may be possible for some students to use their language skills with ease as part of their studies in higher education, or to use the language with facility in their occupations, opportunities that are rarely possible in the current system.

Conclusion

One of the major changes in the design of language instruction over the past decade has been the explicit realization that learning a language other than English serves multiple purposes. The central goal of second language learning must continue to be the ability to communicate with native speakers of other languages.

Language learning provides an entree into many aspects of another culture and the ability to penetrate other cultures more generally. It fosters strategies for acquiring knowledge and problem solving not offered by other disciplines. It provides general skills in language learning that prepare students for acquiring new language competencies for later use. Each of these purposes is elaborated in subsequent chapters.

CHAPTER II:
SETTING THE STANDARDS

The Two Standards

The two standards for languages other than English are

Standard 1: Students will be able to use a language other than English for communication.

Standard 2: Students will develop cross-cultural skills and understandings.

These two standards provide the foundation for teaching and learning languages. They contain critical components for the development of functional, cross-cultural communication. They reflect current knowledge about how people learn to communicate effectively across cultures. They are applicable to all students of languages, including students of languages other than English, students of English as a Second Language, and students with a native language other than English who wish to pursue the study of that language.

The two standards are stated separately, but they are interdependent threads of the entire process of second language learning. While communication is the primary purpose of language learning (Standard 1), the use of a language cannot be effective without the cultural contexts that can assign meaning and govern understanding in meaningful interactions (Standard 2).

In the New York State Framework, the standards are presented in four areas of study: Modern Languages, Latin, Native American Languages, and American Sign Language. The Framework is based upon the recognition that there are commonalities in the teaching and learning of all languages. A visitor to any number of classrooms in which these languages are being taught and learned will undoubtedly see similarities in teaching approaches and instructional materials. On the other hand, the Framework also takes into account the unique characteristics of the individual languages. To this end, performance indicators unique to each area of study are presented for Standard 1 and Standard 2 in Chapters III and IV.

The two standards describe the kinds of knowledge and skills that second language students should acquire as a result of their study. In addition, there are essential dimensions, related to problem-solving and creative thinking skills and the acquisition of individual learning strategies, that accompany the standards and characterize the proficient student. These dimensions and their relationship to second language learning are fully explained in Chapter V.

Key Competencies and Concepts

When students learn a language other than English to communicate and to acquire cross-cultural understandings, they also acquire related competencies and concepts. Listed below are some of the key competencies and concepts. Many of them are familiar, since they reflect the goals set forth in earlier syllabi. Others represent a new and important dimension that will require the serious attention of second language educators at all levels of instruction. Although the competencies may be applied and demonstrated separately, two or more are often integrated in a communicative situation.

Key Competencies

- Socializing

- Providing and obtaining information

- Expressing personal feelings and opinions

- Persuading

- Deriving meaning from context

- Using repetition and rephrasing to communicate meaning

- Detecting emotional overtones in all forms of communication

- Making inferences

- Maintaining communication in spite of intermittent communication breakdowns

- Evaluating one's own communicative performance and identifying its aspects that need improvement

Key Concepts

- Language is a system of communication that continually evolves according to the place, time, and group with which it is used.

- Language usage is governed by norms.

- Breakdowns in communication often occur.

- Culturally appropriate behavior exists and can affect communication.

- Assumptions about other cultures cannot be made based upon knowledge of one's own culture.

- There are multiple interpretations of issues and events, and these interpretations can be linked to culture.

- One culture can influence another, transcending time and distance.

- Language learning is a lifelong endeavor.

   Learning a language other than English may begin at any time; therefore, performance standards are keyed to checkpoints, which may be measured at any point in the K-12 continuum, instead of beginning, intermediate, or advanced levels, which have traditionally implied specific grade levels. The achievement of learning standards at any checkpoint varies according to the age when students begin language study, the frequency and length of the lessons, the students' previous experience with second language learning, and their motivation. Checkpoint A is considered to be a way station en route to proficiency. Checkpoint B corresponds to the level of performance that all students should demonstrate in order to obtain a high school diploma. Checkpoint C proficiency corresponds to a more advanced level of performance that can be attained on an elective basis.

CHAPTER III:
STANDARD 1: COMMUNICATION SKILLS

Students will be able to use a language other than English for communication.

The needs that students will have for communication in a language other than English during their lifetimes are as varied and diverse as the students themselves. Communication skills may be used in career related activities, in explorations of personal interests, in daily interactions with other individuals in this country or abroad, in learning about the cultures of antiquity, or in acquiring a greater awareness of how languages themselves work. Therefore, the focus of Standard 1 is on the use of language and its communicative functions in firsthand interactions using spoken, written, or signed language.

Communication is a complex process by which people interact to perform functions such as socializing, providing and obtaining information, persuading, and expressing opinions. This interaction is carried out by means of a common system that may be oral, written, or symbolic in nature, and students learn how to use that system to communicate an understanding of the world and to gain insights into the cultures that those languages represent. The content and scope of the communication can range from basic needs and survival skills to sophisticated, spontaneous interactions requiring a significant level of proficiency and involving a wide variety of topics according to the learners' age and interests. These topics may include information about age, social class, religion, ethnicity, and place of residence; information about daily habits and activities in the home, at school, or in the larger community; information about art, music, literature, history, and geography; and information about and opinions on historical and contemporary events. As students acquire the ability to negotiate meaning in a second language, they will learn how to express and comprehend the finer nuances as well as how to deal with the miscommunications that inevitably occur as they attempt to make use of their new language in authentic contexts.

Students acquire languages most successfully when they have ample opportunity to use the target language actively in oral, written, or signed form, and in culturally relevant situations. To be successful, learners at all levels must be involved in deciphering and creating language and in learning to use strategies that will help them overcome any breakdowns in communication that may occur. In the context of such a communicative approach, therefore, the knowledge of the structure of the language is ancillary to, yet supports, the primary goal of instruction-meaningful communication.

Communication in Modern Languages occurs in the community and in the workplace for the following purposes, each illustrated by a few examples:

- **Socializing by**
  greeting
  leave taking
  introducing
  thanking
  apologizing

- **Providing and acquiring information about**
  facts
  events
  needs
  opinions
  attitudes

- **Expressing personal feelings and opinions about**
  facts
  events
  opinions
  attitudes

- **Getting others to adopt a course of action by**
  suggesting
  requesting
  directing
  advising
  warning
  convincing
  praising

Checkpoint A
Modern Language Performance Indicators

* Listening *

Students can comprehend simple language consisting of familiar vocabulary and structures, about selected everyday activities and major events in their lives and the lives of peers, friends, and familiar adults in face-to-face communication.

Students can comprehend the main idea(s) of more extended conversations and messages which contain some unfamiliar vocabulary and structures as well as cognates of English words frequently found in the target language. The messages and conversations may include age-appropriate messages about current events, family and social activities and interests, contemporary culture, folktales, and songs. Evidence will be seen in students' ability to

- understand information from providers of common public services in face-to-face communication;

- understand announcements broadcast over loudspeakers, radio, and television;

- follow informal face-to-face communications with familiar individuals and providers of common public services; and

- follow simple narratives.

In order to derive meaning from spoken language, students call upon repetition, rephrasing, and nonverbal cues.

* Speaking *

Students can use appropriate strategies to initiate and then engage in simple conversations with native speakers of the same age group, familiar adults, and providers of common public services. Examples include

- initiating conversations to obtain information;

- responding appropriately to simple statements and questions;

- participating in informal conversations about everyday activities and interests at home, in school, and in the community, and about self, family, and friends;

- composing language that consists primarily of familiar words and expressions for objects and people generally present in the everyday environment for personal and family interests;

- employing commonly used descriptors and simple sentence structures using the present tense and, occasionally, markers for past and future time; and

- repeating or rephrasing their utterances and relying on gestures in order to make their speech comprehensible to the native speaker and to compensate for errors in pronunciation and structure.

* Reading *

Students can understand the main idea and some details of simple informative materials written for native speakers. Examples include

- obtaining information from short notes or brief messages about the everyday activities and interests of young people and familiar adults, posters illustrating issues and people in the target cultures, printed advertisements, and illustrated simple texts from newspapers and magazines containing information about people or contemporary issues that are important to the students and to members of the target cultures;

- making use of familiar vocabulary and sentence structures to expand comprehension of written text; and

- guessing the meaning of more complex written material using context, recognition of words that are similar in their own language (cognates) where appropriate, accompanying illustrations, and knowledge of situations and issues that they have acquired in their native language.

* Writing *

Students can compose short informal notes and messages to exchange information with members of the target culture about themselves, their family, and their friends, and about everyday activities and interests at home, in school, and in the community. Errors in spelling and structure may frequently occur. Examples of their ability to use the target language to convey messages will be seen in their

- using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; and

- using simple sentence structures not necessarily limited to the present tense to perform writing functions pertaining to everyday needs.

Checkpoint B
Modern Language Performance Indicators

* Listening *

Students can comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone.

Students can understand the main idea and some discrete information in television, radio, or live presentations on topics which are within their personal area of interest or which are of interest to the general public in the target cultures. Evidence will be seen in their ability to

- follow conversations and understand messages that concern school, community, and family interests, needs, and issues as they relate to everyday life and to the larger society;

- determine the main ideas and significant details of communications on current events that are of personal interest to the students and have an impact on the societies of the target cultures; and

- sustain comprehension when listening to native speakers who are aware of the nonnative status of the listener through reliance upon nonverbal cues, repetition, and rephrasing.

* Speaking *

Students can initiate and sustain conversations, face to face or on the phone, with native-speaking individuals or groups of familiar peers and adults. When speaking, the students are able to select vocabulary appropriate to a range of topics of personal and general interest, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers to describe actions, people, and objects. Students

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rely heavily on formulaic utterances but occasionally exhibit spontaneity in their interactions, particularly when the topic is familiar. Students can use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation, particularly in spontaneous speech. Examples of such conversations include

- meeting one's personal needs in communication with native speakers talking about a variety of topics within the students' area of personal interest and knowledge or of general interest to their contemporaries in the target culture, including school, community, and family needs and issues related to everyday life at home and in the community;

- expressing views about programs presented on radio and television and articles appearing in newspapers or magazines for the general public; and

- discussing songs, stories, and selected excerpts from literature that emanate from the various cultures of the target languages.

* Reading *

Students can read and comprehend materials written for native speakers when the topic and language are familiar. Students can use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend simple written materials after an initial independent reading, but they may require time and assistance and may have to guess at meaning when dealing with longer or more complex written material. Examples include

- obtaining information from personal letters and notes, simple business correspondence, pamphlets, feature articles or editorials in newspapers or magazines published for the general public;

- determining the main idea and some specific information on topics of personal interest or of interest to the general public in the target cultures (including everyday school, community, and family needs and interests and significant issues and themes from the literature of the target cultures in selected short stories and poems);

- discovering subtleties of meaning through the use of learned vocabulary and structures, simple and complex sentences which express present, past, and future time frames, and modifiers.

* Writing *

Students can write short notes, uncomplicated personal and business letters, brief journals, and short reports. Students can write brief analyses of more complex content when given the opportunity for organization and advance preparation. Errors may occur more frequently when the content is complex. They can produce written narratives and expressions of opinion about programs presented on radio and television, articles appearing in newspapers or magazines for the general public, and selected stories, songs, and literature from the

various cultures of the target language. Examples of students' ability to express themselves include

- conveying their own opinions on a variety of topics that are within their areas of personal interest or experience, using learned and practiced vocabulary, complex sentence structures in the present and, to an increasing extent, the past and future; and

- writing independently and with some degree of spontaneity on familiar topics dealing with school and family needs and issues related to everyday life at home and in the community.

Checkpoint C
Modern Language Performance Indicators

* Listening *

Students can understand standard speech delivered in most authentic settings.

Students can understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers. Students can draw on a wide range of language forms to understand communications. In that context, they can use vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language outside the class setting. Students can comprehend subtler, nuanced details of meaning with some repetition and rephrasing. Evidence of this ability includes

- detecting emotional overtones and understanding inferences in personal communications and formal presentations; and

- understanding messages on a wide range of topics associated with everyday life and society in general, and on contemporary and historical themes and issues that are of global and cultural concern.

* Speaking *

Students can converse with confidence and engage in extended discussions with native speakers on a broad range of topics that extend beyond the students' daily lives at home, in school, and in the community to include issues, ideas, and opinions that are of general interest to members of the target cultures. Evidence of their conversational ability includes

- using culturally appropriate vocabulary, expressions, gestures, and verbal and nonverbal cues associated with the suggested range of topics;

- employing simple and complex sentences to communicate through the full range of time frames;

- maintaining a natural conversational pace; and

- producing virtually error-free speech in brief interactions using simple structures and familiar vocabulary. Errors which may interfere with communication tend to occur during more extended and complicated discourse.

* Reading *

Students can comprehend the content of most nontechnical prose and expository texts on topics of general interest to native speakers. As they read, students can draw on a broad range of learned vocabulary, idioms, and structures that include simple and complex sentence structures and the full range of time frames, as well as on vocabulary, idioms, and structures acquired as a result of independent reading outside the classroom. Examples include

- understanding the full meaning of personal and business correspondence and pamphlets, full-length feature articles or editorials in newspapers or other periodicals of interest to the general public, general advertising, documentation accompanying commonly used products; and

- interpreting full-length original versions of poetry and prose that express significant themes and issues of global and cultural concern.

* Writing *

Students can write multiparagraph essays, journals, personal and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion. Errors in form may occur, particularly when the students are writing about complex themes or issues requiring the expression of opinions, or when the topic is outside their realm of experiences. Students can use culturally appropriate learned vocabulary and structures associated with a broad range of topics, and structures such as simple and complex sentences that enable the students to communicate through the full range of time frames. Examples of this ability include

- writing independently about a broad range of topics that extend beyond the students' daily lives at home, in school, and in the community to include issues, ideas, and opinions that are of general interest to members of the target cultures as expressed in songs (live and recorded), feature programs on television and radio, movies, articles in newspapers and magazines, other forms of media presentations used by native speakers, and literature selections; and

- expressing complex ideas using simpler forms of language.

Learning to read Latin is the main goal for students of Latin, and listening, speaking, and writing support that goal. Reading ancient authors is, indeed, communicating with them in their time. As students' skill at reading Latin increases, the ability to apply that skill to their own language and to the acquisition of subsequent languages also increases. While they study Latin, they learn to value their own language more by becoming more aware of the vocabulary, grammar, derivation, and word structure of English and, indeed, of an entire family of languages.

Since reading is the primary goal for students of Latin, performance indicators for reading are listed first; skills of listening, speaking, and writing support the reading skill. The performance indicators for reading Latin show an increment through the checkpoints that far exceeds the increments in the ancillary skills of listening, speaking, and writing.

This Framework focuses on learning standards and performance indicators for Latin. The same Framework can be equally applied to the study of ancient Greek or to other classical languages.

Checkpoint A
Latin Performance Indicators

* Reading *

Students can understand simple connected materials composed for acquisition of content and/or language skills. Specific learnings that will be evident include

- developing an understanding of Latin grammar in context and recognizing some general principles of language;

- recognizing frequently used vocabulary; and

- using context to deduce meaning.

* Listening *

Students can comprehend simple spoken Latin statements and questions based on classroom situations and Latin questions based on reading or visual/oral stimuli. Evidence will include

- recognizing the sounds of the Latin language; and

- beginning to recognize and appreciate phrase grouping, voice inflection, and meaningful expression when simple Latin is read aloud.

* Speaking *

Students can articulate simple Latin phrases and convey meaning in controlled situations. Examples include

- repeating correctly words or phrases spoken by the teacher;

- reading aloud, with generally correct pronunciation, texts with familiar vocabulary; and

- responding appropriately to simple oral/visual stimuli in the classroom situation and to questions based on reading passages.

* Writing *

Students can write simple Latin in response to oral, visual, or written stimuli in a classroom situation. Examples include

- responding in simple written Latin and in English to questions based on Latin reading or visual/oral stimuli;

- writing simple connected Latin as read aloud by the teacher; and

- expressing in written English the meaning of simple composed passages of Latin.

* Language Skills *

Students can demonstrate a knowledge of basic Latin vocabulary and structures and an awareness of Latin roots in English. Examples include

- demonstrating a knowledge of some elements of Latin grammar and English grammar by comparison and contrast; and

- demonstrating a knowledge of word building in Latin and in English through a study of Latin roots, prefixes, and suffixes.

Checkpoint B
Latin Performance Indicators

* Reading *

Students can understand composed Latin and passages adapted from Latin authors. Evidence includes

- comprehending selected passages in familiar Latin sentence patterns;

- drawing on a knowledge of vocabulary, grammar, and word building skills;

- demonstrating an ability to deduce meaning based on context and accumulating experience; and

- demonstrating an ability to read Latin authors from texts that have been adapted to reflect the interests and language skills of the students.

*Listening *

Students can comprehend simple spoken Latin statements and questions based on a classroom situation or a simple Latin passage read aloud. Evidence includes

- demonstrating familiarity with sounds, words, and forms of expression; and

- recognizing common phrase groupings and structures of the Latin language.

* Speaking *

Students can read familiar Latin aloud and speak Latin with accurate pronunciation, appropriate phrase grouping, voice inflection, and expression in controlled classroom situations. Evidence includes

- reading Latin passages aloud; and

- responding to a range of oral/visual stimuli in the classroom situation and to questions based on reading.

* Writing *

Students can respond in simple written Latin and in English to questions based on composed Latin and on passages adapted from Latin authors. Examples include

- responding in simple written Latin to questions based on readings and to visual/oral stimuli in a way that demonstrates an expanding vocabulary and understanding of language structure; and

- expressing in written English the general and/or specific meaning of a passage adapted from a Latin author.

* Language Skills *

Students can demonstrate a knowledge of basic Latin vocabulary and language structures and an increased English vocabulary based on Latin. Evidence includes

- demonstrating a knowledge of Latin and English grammar through comparison and contrast;

- demonstrating a knowledge of Latin vocabulary and an increased English vocabulary based on it; and

- deriving meaning in Latin and in English based on word building skills.

Checkpoint C
Latin Performance Indicators

* Reading *

Students can read and understand selected authors of prose and poetry with some assistance. Evidence includes

- distinguishing main ideas from lesser ones to advance understanding;

- recognizing some features of an author's style;

- analyzing Latin grammar and language patterns in context;

- using the aids and resources available to readers of authentic texts of the major authors of Latin prose and poetry; and

- demonstrating an ability to read authentic Latin texts of selected authors of Latin prose and poetry, while using appropriate resources.

* Listening *

Students can recognize and appreciate the linguistic and artistic qualities of oral Latin prose and poetry when read aloud. Evidence includes

- recognizing some effects of metrical structure and diction; and

- distinguishing between classical and ecclesiastical pronunciation.

* Speaking *

Students can read aloud Latin prose and poetry with attention to features such as the correct metrical structure. Evidence includes

- reading with appropriate attention to metrical structure, phrase grouping, voice inflection, and expression; and

- responding appropriately in Latin to classroom situations and readings of prose and poetry.

* Writing *

Students can express in English the general and specific meaning of Latin passages of prose or poetry, assisted by glosses, and can demonstrate a controlled, but increasing, ability to write Latin.

* Language Skills *

Students can demonstrate an expanding knowledge of Latin vocabulary and language structures, and an increased English vocabulary based on it. Evidence includes

- demonstrating a knowledge of Latin and English grammar through comparison and contrast and through applied use in

reading Latin and in reading, listening, speaking, and writing English;

- deriving meaning in English and in Latin based on an increased knowledge of vocabulary and word building skills; and

- using Latin language skills and language learning strategies in exploring possibilities for future use within and outside the family of Romance languages and the Indo-European language group.

Area of Study: American Sign Language

The primary goal of American Sign Language (ASL) learning is to allow students to communicate with deaf people in the context of Deaf culture. American Sign Language is a visual-gestural language. It is devoid of voice and does not have a written form. It is governed by its own norms (morphology, syntax, and discourse structure). It is also governed by sign production, registers, and non-manual grammar (facial grammatical signals [eyebrows, eye gaze, lower face and body postures]). When students learn this language, the greatest emphasis is on communication so that they will be able to use ASL as a tool to perform specific communicative functions. This ability is applied in situations that can be characterized as receptive, expressive, and interactive.

Communication in American Sign Language, like that in any modern language, occurs for the following purposes, each illustrated by a few examples:

- Socializing by
  greeting
  leave taking
  introducing
  thanking
  apologizing

- Providing and acquiring information about
  facts
  events
  needs
  opinions
  attitudes
  feelings

- Expressing personal feelings and opinions about
  facts
  events
  opinions
  attitudes

- Getting others to adopt a course of action by
  suggesting
  requesting
  directing
  advising
  warning
  convincing
  praising

Checkpoint A
American Sign Language Performance Indicators

* Receptive *

Students can comprehend simple statements and questions in standard dialect about selected everyday activities and major events in their lives and the lives of other school age youths, family, and friends. Examples of skills related to this ability include

- comprehending the main idea(s) of extended but simple messages and conversations from instructional videotape and in informal, interactive face-to-face communications with familiar individuals who are deaf;

- understanding selected age-appropriate narratives about current news, family and school activities and interests, stories and folktales, and other expressions of Deaf culture;

- recognizing familiar vocabulary and structures including, but not limited to, nouns for objects and people generally present in the everyday environment or associated with personal and family interests, commonly used descriptors, yes/no and information questions, and simple narratives; and

- sustaining comprehension by relying on repetition and rephrasing even when watching persons who are used to signing with nonfluent signers.

* Expressive *

Students can express basic personal needs and compose statements, questions, and short messages with ASL, usually to signers of the same age group and familiar adults. (Errors in sign production and grammar frequently occur.) Examples include

- composing simple statements and questions;

- participating in informal everyday conversations about self, family, friends, and everyday activities and interests at home, in the school, in the community, or in the workplace;

- using basic vocabulary and structures in simple sentences and phrases; and

- making their message comprehensible to ASL signers by repeating or rephrasing their utterances.

* Interactive *

Students can initiate and respond to simple statements and engage in simple face-to-face conversations

- using vocabulary and structure appropriate to the communicative situations and functions of this level with native ASL signers, usually of the same age group, and familiar adults; and

- making their messages comprehensible to fluent signers through some repetitions and paraphrasing.

Checkpoint B
American Sign Language Performance Indicators

* Receptive *

Students can comprehend messages and short conversations in standard dialect or dialects based on region, age, and educational differences, when those messages and conversations contain frequently used grammatical features and word order patterns.

Students can understand some main ideas and some discrete information when watching signed television broadcasts, instructional videotapes, and films on topics of interest to them or to the general public. Examples include

- understanding communications related to school, community, and family interests; in everyday life and the larger society; and folklore, stories, and folktales of the Deaf culture;

- determining the main ideas and some details of longer conversations and messages on familiar subjects; and

- sustaining comprehension by relying on contextual inferences.

* Expressive *

Students can express themselves on a range of topics that include school, community, and family needs; issues related to everyday life at home and in the community; the content of programs on television and videotapes; the content of articles in newspapers or magazines for the general public; and stories and excerpts from Deaf literature. Such communications require

- using vocabulary relevant to the range of topics;

- employing simple and complex sentences in present, past, and future time frames; and

- developing sequential relationships in communicating simple messages, although major errors still occur in expressing more complex thoughts.

* Interactive *

Students can initiate and sustain face-to-face conversations, including group discussions, with deaf individuals or groups of familiar peers and/or unfamiliar adults. Examples include

- interacting on a variety of topics of personal interest or of general interest to their contemporaries;

- employing common grammatical features and word order accurately, even when using more complex patterns;

- relying on paraphrasing to compensate for limited vocabulary range and frequent errors in formation and selection;

- signing comprehensibly in spite of difficulty in producing certain features in certain positions or combinations; and

- repeating messages as needed in order to be understood by fluent ASL signers.

Checkpoint C
American Sign Language Performance Indicators

* Receptive *

Students can understand a wide range of registers delivered with some repetition and paraphrasing by fluent ASL signers. Comprehension may be hindered when the topics are unfamiliar or when more advanced signed communication is being used. Examples include

- determining the essential content of face-to-face discussions or presentations, of signed feature films, and of signed programs on television and videotape;

- understanding communications on a wide range of familiar and unfamiliar topics associated with everyday life and society in general, contemporary, and historical themes, and issues of concern globally and in Deaf culture; and

- recognizing learned vocabulary and structures as well as those acquired through independent exposure to the language outside the class setting.

* Expressive *

Students can organize presentations on everyday topics and express complex ideas with confidence. Evidence includes

- demonstrating good control of the morphology of the language and of the most frequently used syntactic structures, although errors may still occur; and

- using culturally appropriate behaviors regularly.

* Interactive *

Students can converse with confidence and engage in extended discourse with native ASL signers on a broad range of topics that extends beyond the students' interests to those of general interest to members of the Deaf culture. Examples include

- using appropriate learned vocabulary and structures, although limited control of more complex structures may interfere with communication;

- employing simple and complex sentences and all conversational tenses that enable them to communicate in all time frames; and

- using culturally appropriate behaviors of the Deaf community.

This Framework focuses on Iroquoian languages, including Mohawk, Oneida, Onondaga, Cayuga, and Seneca; however, the performance indicators apply to the teaching and learning of other Native American Languages. The primary goal of Iroquoian and other Native American language programs is to promote these languages and insure that they do not become extinct. Most of the people who speak Ögwehöwe:ka:? languages are over 40 years old, and it is rare to hear native people speak their own language.

The primary purpose of instruction in Ögwehöwe:ka:? languages, then, is to teach children how to speak their own language. In all Iroquoian languages, the base word undergoes many changes with different prefixes and suffixes to show who is being talked about. The base vocabulary includes verbs, nouns, and particles.

Linguists have worked with all communities in establishing writing systems for the Iroquoian languages, but communication in Iroquoian languages takes place primarily to obtain information about facts, events, opinions, attitudes, and feelings through the spoken word. The literary texts are supplied for the students to read aloud. The writing system is used as a blueprint to show the students exactly how to say the words, by telling the reader how to pronounce them, including tone or length markers.

Ögwehöwe:ka:? languages have historically been oral traditions. It is not the intent of this Framework to move away from oral tradition. It is only in the past 20 years, with the introduction of Native American language programs in the schools, that writing systems have been developed for these languages. These writing systems vary among the Native Languages. For the purposes of this Framework, each nation will decide if and to what extent a writing system will be used in instruction. However, the emphasis of this Framework is to encourage functional communication in the listening and speaking skills.

Checkpoint A
Native American Languages Performance Indicators

* Listening *

Students can comprehend simple statements and questions within the context of the classroom situation. Repetition may be required for comprehension.

Students can usually comprehend the main idea of extended but simple messages and conversations. Evidence of this ability includes

- following simple directions; and

- giving appropriate verbal and nonverbal responses.

* Speaking *

Students can initiate and respond to simple statements and engage in simple face-to-face conversation involving vocabulary, structures, and sound patterns appropriate to simple communicative situations and functions.

Students can be understood, with some repetition, by speakers of Native American Languages.

* Reading *

Students can understand simple material for informative or social purposes as well as the essential content of short, general public statements and standardized messages.

Students can comprehend the main ideas of materials containing simple structure and syntax. Examples of strategies used for comprehension include

- relying on visual cues and prior familiarity with the topic;

- drawing on knowledge of basic vocabulary and commonly used grammatical patterns;

- guessing at the meaning of unfamiliar words by using context clues; and

- reading material several times to achieve understanding.

* Writing *

Students can express basic personal needs and compose short messages on familiar topics. Evidence will include using basic learned vocabulary and structures in simple phrases and sentences.

Checkpoint B
Native American Languages Performance Indicators

* Listening *

Students can comprehend messages and short conversations when listening to native speakers. Repetition may be necessary for full understanding. Examples include

- understanding fully simple sentences and short conversations on topics in everyday situations;

- attaining a general understanding of long conversations and messages with familiar communicative situations; and

- comprehending the meaning of myths and legends told to them repeatedly by native speakers.

* Speaking *

Students can initiate and sustain conversations with some hesitation in short and familiar communicative situations. Conversational abilities include

- using common verbal structures accurately, although errors occur in more complex patterns;

- articulating comprehensibly to native speakers in spite of difficulty in producing certain sounds;

- repeating phrases in order to make the meaning understood; and

- producing an extended communication through a series of short connected utterances.

* Reading *

Students can understand simple narrative and descriptive authentic materials and edited texts within a familiar context. Students can read native texts or stories aloud with accurate pronunciation and attention to dialogue. Examples include

- obtaining meaning from selected passages in familiar sentence patterns;

- acquiring essential points of information from simple narrative and descriptive writing; and

- guessing meaning of writing on topics of special interest by using context clues.

* Writing *

Students can write short communications that are comprehensible to native speakers used to dealing with students. Difficulties still occur when expressing more complex thoughts. Examples of this ability include

- writing simple notes, letters, and short reports;

- using elementary vocabulary and commonly encountered structures accurately; and

- expressing themselves in present, future, and past time frames.

Checkpoint C
Native American Languages Performance Indicators

* Listening *

Students can understand speech delivered with some repetitions and rewording by competent native speakers.

Students can understand the essential points of discussion or presentations on familiar topics in lengthy messages and presentations.

* Speaking *

Students can handle most communicative situations with confidence but may need help with complicated, unfamiliar topics. Examples include

- using elementary constructions accurately and demonstrating some limited control of complex structures; and

- producing extended communications consisting of simple and more complex utterances.

* Reading *

Students can understand most factual information in nontechnical prose as well as some informative and descriptive texts on topics related to areas of special interest. Examples include

- reading excerpts from literature for pleasure;

- distinguishing main ideas and analyzing materials for the general public; and

- detecting the overall tone and intent of a text.

* Writing *

Students can compose unified and organized texts on everyday topics. Abilities include

- demonstrating command of sufficient vocabulary to express oneself clearly;

- expressing complex ideas sequentially with simple language; and

- writing in a style and form comprehensible to native speakers.

CHAPTER IV:
STANDARD 2: CULTURAL UNDERSTANDING

Students will develop cross-cultural skills and understandings.

In the context of language acquisition, culture is understood to mean the history, customs, beliefs, social rituals, and behaviors that are shared by members of a particular group. Using a language other than English requires learners to adapt their communicative strategies to the cultural contexts of that language, and, in addition, it provides a vehicle for them to share information, experiences, and perspectives across cultures. In language study, special importance is given to those aspects of culture that are most closely related to the comprehension and production of language.

Successful cross-cultural communication depends on people's ability to adapt to the cultural contexts within which they communicate. Knowledge of cultural differences and similarities is an essential element of second language learning. This knowledge must include not only comparison with and appreciation of the learners' own society, but awareness of cultural variability within and across countries. Because cultural familiarity is essential to effective communication, cultural knowledge already has been specified as one component of the competencies in the performance indicators of Standard 1.

One of the main benefits of studying a language other than English is that it leads to knowledge of a particular culture and sensitivity to the meaning of cultural differences more generally. This cultural understanding acquired through language learning adds a special dimension to learners' intellectual growth. By studying Modern Languages, American Sign Language, and Native American Languages, learners not only communicate more appropriately with target language speakers and signers, but also become more effective communicators in a wider range of cultural settings. In Latin, students learn to understand Greco Roman history and culture and to view the present and the future with a keen understanding of the past. In short, the study of languages other than English enhances students' ability to identify cultural themes in other societies and to understand other cultures.

Accordingly, Standard 2 refers to the student's familiarity with the cultural features in the target language society or societies. It prescribes the attainment of various levels of cross-cultural competency in the specific language and culture being studied and in other cultures more generally.

Communicating effectively involves meaning that goes beyond the level of words, expressions, and structures. How close to each other do speakers of the language stand when communicating? How do they perceive time, body language and gestures, common stories, songs, and lore? How are families and communities structured, and how do they interact? All these elements can affect whether and how well a message is received. At various checkpoints, students should be able to demonstrate that they know the dynamics of language that are culture laden.

Checkpoint A
Modern Language Performance Indicators

Students should be able to use some key cultural traits of the societies in which the target language is spoken. Examples include

- recognizing cultural patterns and traditions of the target cultures in the target language;

- understanding the cultural implications of the spoken language and of the dynamics of social interaction; and

- correctly using and interpreting cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain.

Checkpoint B
Modern Language Performance Indicators

As their proficiency in a language grows, students demonstrate broader and more comprehensive knowledge of the cultural traits of societies that speak that language. Evidence of this ability will include

- perceiving broad patterns of traits and traditions and drawing comparisons with students' own society and other societies;

- recognizing important linguistic and cultural variations among different groups within a society and among various countries where the target language is spoken; and

- knowing how words, body language, rituals, and social interaction influence effective communication.

Checkpoint C
Modern Language Performance Indicators

The students should be able to produce on their own culturally appropriate behaviors reflecting a wide variety of different cultural contexts within the target language society. Evidence will include

- modeling how spoken language, body language, and social interaction influence effective communication;

- communicating in the target language using silences, pauses, and turn-taking appropriately;

- knowing and using the registers that reflect gender differences and expectations; and

- writing in the target language to articulate similarities and differences in cultural behaviors.

Area of Study: Latin

The study of Latin opens lines of communication that transcend time and space. The ideas, words, political institutions, myths, art, architecture, literature, and customs of daily life of the ancient Roman world, formed in a multiethnic, multicultural past, have become a part of our present. The materials that students use in learning Latin provide the cultural contexts for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Checkpoint A
Latin Performance Indicators

Students can demonstrate knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history, and architecture, and can recognize manifestations of them in the modern world. The main source of this knowledge is their reading of a selection of culturally authentic passages, some of which are based directly on Latin authors.

Checkpoint B
Latin Performance Indicators

Students can demonstrate an increased knowledge of selected facts of Greco-Roman myths and legends, architecture and art, and of their influence on subsequent civilizations. The main source of their knowledge is their reading of culturally authentic passages of Latin adapted from Latin authors. They can demonstrate a knowledge of some

aspects of Roman daily life, history and public life, and of their influence on the modern world. Students begin to develop a knowledge of some facts of Latin literature, some authors, and some techniques of style and can apply some of this knowledge to the world literary tradition.

Checkpoint C
Latin Performance Indicators

Students can demonstrate a knowledge of selected facts of Greco-Roman daily life, myths and legends, history and public life, architecture and art, and of their influence on subsequent civilizations. The main source of their knowledge is an extensive and/or intensive study of authentic, unadapted reading from Latin prose and poetry and their use of aids and resources resulting from such reading. They can demonstrate an understanding of some literary genres, some authors, and some techniques of style and can make comparisons with those of world literary traditions.

Area of Study: American Sign Language

Checkpoint A
American Sign Language Performance Indicators

Students are aware of and able to use key cultural traits that exist in settings where American Sign Language is used. This awareness does not consist of memorized, isolated facts characterizing Deaf culture, but of cultural patterns learned through the use of American Sign Language as a vehicle of communication.

Checkpoint B
American Sign Language Performance Indicators

Students demonstrate broader and more comprehensive knowledge of the traits of Deaf culture as their proficiency in signing increases. Evidence of this understanding includes

- perceiving broad patterns of these traits and drawing comparisons both with their own society and other societies; and

- recognizing important linguistic and cultural variations among different groups within the culture and among the various states in the United States and Canada where American Sign Language is used.

Checkpoint C
American Sign Language Performance Indicators

Students should be able to produce, on their own, behaviors that are consistent with the Deaf culture and reflect a wide variety of different

Checkpoint A
Native American Languages Performance Indicators

Students can demonstrate an awareness of Iroquoian culture by visiting and talking with local cultural groups or visiting a reservation. The students learn what Iroquoian culture is from the daily lives of people. They know the names of the cultural items and their uses. They know the wampum belts that record history and other cultural symbols. They can talk with the orators of the people and hear the rich local folktales and myths. They know about the clan system and how the clans fit into the nations and the nations into the government.

Checkpoint B
Native American Languages Performance Indicators

Students have an increased knowledge of selected facts of Iroquois culture through the myths and legends, art and architecture, literature and government. They recognize how Iroquoian cultural ideas exist within modern America.

Checkpoint C
Native American Languages Performance Indicators

Students show a thorough knowledge of the history, myths, rituals, and culture of the Iroquois peoples. They are able to distinguish among the various subgroups and to relate this knowledge to their understanding of the culture of other Native American groups.

CHAPTER V: ESSENTIAL DIMENSIONS OF SECOND LANGUAGE LEARNING

The standards for communication skills and cultural understanding presented in this Framework deal with the acquisition of a second language in ways that are most immediately evident and assessable with specific performance indicators. Two other dimensions result from language learning that may ultimately be as important in students' adult lives as the standards: problem-solving and creative thinking skills, and language learning strategies. These dimensions are common to all four areas of study: Modern Languages, Latin, American Sign Language, and Native American Languages. They transcend the standards and need to be addressed in program development and instruction.

Problem-solving and creative thinking skills and language learning strategies, although not always assessable by the usual methods, are essential parts of student achievement over time. Integrated with the standards, these dimensions establish a cross-reference system for evaluating student performance at each checkpoint. Assessment of these dimensions will rely heavily on the teacher's documentation of student progress. The descriptions that follow indicate how each of these dimensions manifests itself at each checkpoint.

Problem-solving and Creative Thinking Skills

From the beginning, second language learners use problem solving and creative thinking to bridge the communication gaps that result from differences of language and culture. They learn unique approaches to meet the challenges posed by these gaps, and they acquire useful strategies for interacting with different cultures, either in their personal lives or in their occupations.

While these skills can be acquired in part through work in other settings and subject areas, second language learning has a unique role to play. The use of another language enables students to acquire new information through direct personal contact with speakers of that language and through the use of authentic documents and media that are available only in that language. From direct exposure to people and their cultures, students learn to identify key cultural and linguistic traits that lead to sensitive and meaningful interaction. They recognize the roles and responsibilities that they and others share in addressing challenges creatively. They explore and identify ways to reach consensus, to accommodate different points of view, and to solve common problems. On a personal level, students are able to look back, reflect upon, and evaluate their performance and accomplishments; revise their actions; and identify ways of dealing with similar challenges in the future.

Information is increasing exponentially with time and with the development of technology. The problems associated with sharing the planet are also increasing. One of the important challenges of education for the next century is to prepare learners to access information

more fully and to gain experience interacting with people of other cultures. These challenges can only be met through the use of appropriate technology.

The descriptions below indicate the range of achievement that may be expected at each of the three checkpoints.

Checkpoint A

Students can recognize that information is produced outside the United States and that ideas are expressed in languages other than English. They can work independently and cooperatively to analyze a communication need and then perform communicative tasks that respond to that need. They can recognize that their understanding of the issues and their responses to them may differ from others, and that there may be more than one acceptable and viable solution to a problem. They understand that there is more than one way in which concepts can be expressed in any language.

Checkpoint B

Students can identify, organize, and discuss topics, themes, and events encountered in print, in media, and in face-to-face interactions with native language users. When given specific problems in a real or simulated cultural setting, students can identify the issues, search the relevant databases, select and organize the relevant information, designate the roles of the participants, and design and perform interactive communicative tasks that will lead to culturally valid solutions. The final performance of such tasks is in the target language, but the actual organization and negotiation of the planning may be carried out in the students' native language. They can independently and collectively identify missing knowledge, and they can distinguish the appropriate information from among a list of possibilities. They can recognize that people can and do interpret data differently, and that these different viewpoints can contribute to the solution of problems.

Checkpoint C

Students can detect nuances of meaning and emotion in dealing with topics within and outside their range of personal experiences. They can use a full range of databases available in the language of the target society. When working with others to resolve problems and to acquire new information, they can incorporate their understanding of those nuances to reflect different possible interpretations of the same information. They are able to structure and engage effectively in group discussion, recognizing the personal and cultural roles that individuals play. Working in groups or independently, students are able to produce a final product in the target language that elicits full consideration by native speakers.

Students can identify and employ the language learning strategies that are most effective for them as individuals. Children begin to acquire knowledge at birth from interactions with the people, objects, information, and events in their environment. Most knowledge accumulated during a lifetime is acquired outside of the classroom and independent of teachers and schools. One significant goal of schooling must be to prepare learners for that independent pursuit of knowledge. Teachers and schools need to apply forethought and planning if learners are to receive systematic training in understanding the ways in which they actually learn. Students need to be empowered in their search for knowledge so that they are confident of their ability to acquire it.

All learners can acquire proficiency in a second language, provided that the goals and the modes of instruction are appropriately designed and delivered. Instruction should help learners discover their unique language learning strategies, while developing their ability to assess their own language learning.

Proficiency in a second language comes as a direct result of learners developing an awareness of what language is and how it works and synchronizing that awareness with their personal learning strategies. It is the responsibility of second language teachers to enable learners to make those connections and, in so doing, to enhance the possibility of success in school and in acquiring other languages in the future.

The evidence suggested at the various checkpoints demonstrates the ways in which language learning strategies are integrated with the standards to provide a more comprehensive account of student achievement.

Checkpoint A

Learners recognize that they can employ the limited knowledge that they already have to decipher, comprehend, and communicate oral and written messages in the target language. This knowledge includes words and language forms and structures that are similar in their own and in other languages, common discourse patterns, and the ability to draw tentative decisions based on general familiarity with the topic. They recognize that there are linguistic and nonlinguistic cues, including gestures, intonation, and visual organizers that they can rely on in communicative situations. They recognize that the knowledge and cues can be fallible, so they will be prepared to make errors without embarrassment or discouragement.

Learners identify and employ language practices that are most meaningful to them, result in the greatest retention of language, and that maximize their performance. They determine the roles that listening, writing and rewriting, visualizing, speaking and repeating, interacting person-to-person with a teacher or a peer, or practicing such interaction with an imaginary partner play in developing proficiency. They recognize their particular difficulties, identify the correction and feedback procedures that can most benefit them, and communicate this information to their teachers. They establish realistic goals for themselves. They realize how much time they require to reach these goals and organize their study plans accordingly.

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Checkpoint B

Students employ previously successful strategies for future learning, remembering and practicing the language. They become aware that their assumptions of language and content can be erroneous; they recognize the possibility of other meanings and interpretations. They recognize and respond to such influences as the role and status of the participants and the cultural contexts in which the communication is taking place.

Students are aware that breakdowns in communications can occur and begin to demonstrate the ability to bridge those gaps. They demonstrate a willingness to admit that they do not understand an utterance or a message or that they cannot express their intended message adequately. They are able to sustain conversation by asking appropriate questions or making appropriate statements for clarification. Students practice rephrasing and circumlocution, and they use gestures and visual cues, acquired from observing native language users or borrowed from their own personal repertoire. Students recognize that their personal gestures may be determined by their own culture or be so unique to them that they may not be understood by members of the target culture.

Students demonstrate the ability to seek the gist of a message from larger chunks of language. They piece what they know together to make informed guesses about meaning. As their ability to express themselves and to comprehend messages expands to a wider range of topics, they also recognize that their ability to engage in communicative interactions is limited to what has been practiced in class. As a result, they can select topics for which they have adequate levels of discourse, and they begin to know at what point the language they are producing will not be understood by a native user who is accustomed to dealing with foreigners attempting to use that language.

Checkpoint C

Students recognize that their ability to comprehend language usually surpasses their ability to produce it. They realize that they cannot yet produce language to express their thoughts at the same level as they can in their native language. Therefore, they learn to balance translation from their native language and acquired second language patterns to create language that is appropriate for communicating meaning at the desired level.

They continue to practice rephrasing and circumlocution in the creation of language. They can use the dictionary and other resources more efficiently when seeking words and phrases because they are increasingly sensitive to the existence of nuances of meaning that were not previously evident.

They continue to strengthen their ability to read, listen, and watch for meaning using chunks of language rather than single words, and they continue to focus on parts of a message that they can understand to make informed guesses about what is not clear. They can tell which sections of a message (written, spoken, or signed) are necessary for comprehension, and which can be overlooked without seriously interfering with comprehension.

Students refine their preferred strategies for learning, remembering, and using the wider, subtler, and more complex range of vocabulary, sentence structures, and nonverbal cues encountered at this level. They draw upon previously acquired linguistic and subject-specific knowledge in forming and comprehending message content. Aware that errors in communication can and do occur frequently, and that communication can often break down as a result of their lack of knowledge and experience, they maintain a healthy sense of humor, patience, and tenacity to persevere in restoring and continuing communication.

Conclusion

Problem-solving and creative thinking skills and language learning strategies are embedded throughout the language learning process and enhance the standards. Students' progress in relation to these dimensions is best measured through teacher observation. The ultimate assessment is in their lives and in their future.

CHAPTER VI: ASSESSMENT PRACTICES

The standards in this Framework provide the direction along which curriculum, instruction, and assessment must be aligned. Assessment is an integral part of the teaching and learning process and, in many of its aspects, it is indistinguishable from the day-to-day instructional activities in which it is imbedded.

The major function of assessment is to inform. It informs teachers about the learners' needs. It informs learners about their strengths and weaknesses and how to deal with them. It informs postsecondary institutions and potential employers about students' level of competence. It conveys this information through the formal certification of the students' achievements against the standards.

All assessment programs need to have many components that are authentic and performance-oriented. They must give students the opportunity to apply their knowledge and skills in real-life situations.

Existing State and national testing instruments in foreign languages exhibit some of these desirable characteristics of authenticity and performance orientation because, to a large extent, concern for proficiency is the organizing principle for language instruction. These commonly used, on-demand tests provide a snapshot of students' performance at a particular time and in highly controlled situations. Such tests need to be supplemented with evidence of a broader range of performance in a variety of contexts over which students may have some control. These experiences allow them to engage in self-assessment that will help them take more responsibility for their own learning. Because the results are reliable and comparable from one place to another, State-developed and -administered tests will continue to play an important role in the overall assessment and certification of students' competence. Locally developed assessments round out the picture of students' competence by gathering evidence of achievement in formats like portfolios.

Principles for Second Language Assessment

Performance Orientation

Language teachers share a common view of performance oriented teaching and testing practices that is rooted in their concern for proficiency. This common view is based on the following understandings about the elements of assessment:

- Students are expected to be able to communicate, to perform, to create, or do something using the language.

- Interaction takes place between the teacher and the student during the assessment process.

- Students know the criteria in advance for successful completion of the task.

- Models and opportunities to practice are provided for the students.

- Students are involved in self-assessment of their performance in the language, in part as an aid to helping them manage their own learning.

- Assessments are made of students' progress over time, particularly since mastering a language is a gradual process and requires time.

- Assessment activities are realistic and they integrate language and culture.

These criteria make it evident that objective tests consisting in large measure of multiple-choice questions fall short of an acceptable practice. Both formal testing and assessment imbedded in instruction need to use more open-ended procedures. This approach implies that the teacher needs to be sure that the students' answers really mean what the teacher thinks they mean. The teacher must determine whether a correct answer hides thoughtless recall or whether apparently wrong answers hide thoughtful understanding. There must be personal interaction in the assessment process, so that teachers can respond with further questions or probes that will yield more explanation or substantiation. At the same time, the teacher can involve the students in their own self-assessment. Thus, teachers should design and conduct assessments that will not just audit performance, but improve it by helping students know their strengths and weaknesses.

Authenticity

In proficiency based assessment, the issue of authenticity is fundamental. The following criteria may be used to evaluate the authenticity of intellectual performance in general, and can be applied successfully to assessment in languages other than English. Authentic tests contain

- engaging and worthy problems or questions of importance in which students must use knowledge to fashion their performance effectively and creatively (Tasks are either replicas of or analogous to the kinds of problems faced by individuals, adult citizens, and consumers, or professionals in the field.);

- faithful representation of the contexts facing workers in a field of study or of the real-life tests of adult life;

- problems that require the use of good judgment in determining which knowledge is appropriate and of skill in prioritizing and organizing the phases of problem clarification and solution;

- tasks that require the student to produce a quality product and/or performance;

- opportunities for thorough preparation as well as accurate self-assessment and self-adjustment by the student (Questions and tasks may be discussed, clarified, and even appropriately modified through discussion with the teacher and/or other students.);

- interaction between the teacher and the student (Tests require students to justify their answers or choices and often to respond to follow-up or probing questions.);

- concurrent feedback and the possibility of self-adjustment during the test so that the students may be consistently sensitive to the audience, the situation, and the context of the communication being tested;

- trained teacher judgment of performance in reference to clear and appropriate criteria;

- emphasis on the consistency of students' patterns of response in diverse settings under differing constraints (A real test replicates, within reasonable and reachable limits, the authentic intellectual challenges facing people in the field and the extent to which they demonstrate consistency in meeting those challenges.).

The clear implication of these principles of performance orientation and authenticity is that the communicative dimension of Standard 1 and the cultural dimension of Standard 2 must always be integrated in all assessment tasks required of students. Cultural knowledge and understanding cannot be assessed independently of the application of language.

Illustrations of Assessment Practices

The language testing program in New York State, including the Regents testing program in languages other than English and local adaptations of statewide testing initiatives, has been carefully designed and serves its purpose in the State's schools. This Framework is built on the assumption that parts of the language statewide testing program will and should be maintained. Clearly, however, there needs to be coordination between the statewide testing program and local testing and assessment initiatives as well as integration with newer models of assessment.

State Assessment System

The current New York State testing program in second languages includes the Second Language Proficiency Examinations and the Regents Comprehensive Examinations. These examinations are built on a philosophy that is generally consistent with the standards in this Framework. The authentic performance parts of current examinations can serve as models for use in curriculum development, instruction, and local assessment.

One such part of the Regents Comprehensive Examinations is a speaking test that consists of communication tasks to be performed by students with their teacher. Each task is a simulated conversation in which the student always plays the role of himself or herself in a real-life situation involving a native speaker played by the teacher. Each task specifies the communication problem which needs to be resolved. It may involve one or more of the communication functions identified in this Framework: socializing, providing and obtaining information, expressing personal feelings and opinions, and getting others to adopt a course of action. Each task is designed so that it can be completed in six interactions between the student and the teacher. Specific instructions to the teacher for administering and rating take into consideration the student's need for repetition, clarification, and paraphrasing. Sample tasks of this speaking test follow.

[Student initiates] Teacher says: I am a(n) (nationality) restaurant owner. You want me to provide the food for one of your (language) club activities. You start the conversation.

[Teacher initiates] Teacher says: I am a student. You are an exchange student in my school. We have just heard that a school trip has been canceled. We are going to share our reactions to that decision. I will start the conversation.

Another part of the Regents Comprehensive Examination consists of writing tasks which include a note and a choice between a letter and a story based on a visual stimulus. Sample writing tasks follow:

Notes:

"You are looking for a friend. . . . He is not at home. Write him a note in (target language) so that you can meet him later."

"You have been invited to spend the weekend at your friend's house. In (target language), write your friend a note saying that you cannot go and explain why."

Letter:

You would like to take a trip to (country), but you do not have much money. In (language), write a letter to the Tourist Bureau to get information about traveling with very limited funds.

Visual stimulus:

In (language), write a story about the situation shown in the picture below. It must be a story relating to the picture, not a description of the picture. Do *not* write a dialogue.
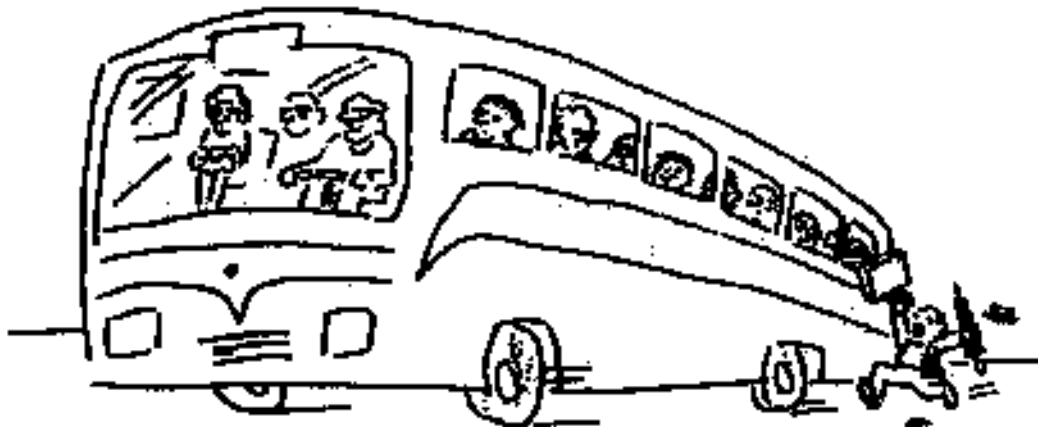
Instructions are provided for rating the students' writing samples in terms of appropriateness and comprehensibility. The rating scale allows for flexibility while penalizing students primarily for errors that interfere with comprehensibility.

Local Assessment

State tests are one dimension of the entire assessment program. Local districts need to develop a multifaceted assessment program that reflects students' progress in the four skill areas identified in the performance indicators. Its components should be authentic in nature, culturally appropriate, performance-based, integrated in the instructional process, and they should be elaborated over time to show students' progress.

A major component of local assessments is the development of portfolios. A portfolio is a collection of students' work, selected by the students, with teacher guidance, to demonstrate their accomplishments and competence. Second language teachers are currently exploring effective ways to include portfolios in the assessment process. Second language instruction lends itself particularly well to the development of an all-inclusive portfolio that highlights all of the skills. As performance plays a major role in language acquisition, audio and video recordings should be included to document progress over time. Samples of writing based on various experiences including readings may demonstrate improvement over time and self-correction. The process of developing a portfolio offers not only the opportunity for all concerned (teachers, students, parents, and others) to understand the work that has been done and the level of competence that has been reached, but it allows students to take responsibility for their own learning as they produce and select samples for inclusion. The storage of portfolio materials is an important question which schools address in a variety of ways. Some teachers are experimenting with different ways of accumulating students' work: file folders, binders, and boxes. Some school districts are using technology by developing computer-based portfolios, including CD ROM to organize all the student's work into one coherent document. This program may include writing samples, audio and video recordings, and even samples of art work. As teachers continue to experiment with portfolios and their applications to assessment, opportunities will emerge for developing processes that will enrich instruction and assessment in foreign language programs.

The following activities show how instruction can yield significant components of a local assessment program.

Sampler of Activities

SAMPLE 1
Area of Study—Modern Languages

Context
A beginning Spanish class is studying ways to describe people in terms of physical appearance and personalities.

Student Activity
Students, working in cooperative groups, will bring two pictures of different people from Spanish language magazines and describe them to each other in terms of physical characteristics and create a personality for each one. Members of the group will ask questions about the people concerning clothing, their likes and dislikes, where they live, and whatever else may be of interest to them. The speaker must respond to the questions. Following the group discussions, each group will mount its photographs and will eventually discuss them with the entire class.

Students will choose one of the photographs and write about that person; the photos and descriptions will be posted on the bulletin board. Students may choose to give the name of the person and information about his/her age, description, relationship, where he/she lives, and anything else they may care to include.

Knowledge Guiding Practice

- Students show greater motivation to communicate when the subject is of their choice, and they have some control over the content of what they say.

- Valuable insights in Hispanic cultures can be derived from current authentic materials.

- Students'learning is reinforced when they receive immediate feedback about the success of their attempts at communicating in the language from their peers' reactions and questions.

Assessment Tools and Evidence

Tools:

Teacher observation of student's participation in group and classroom discussions will serve as the basis for the assessment of listening and speaking. The written descriptions will be used for assessment of writing.

Evidence:

Students will demonstrate the following:

- narrate descriptions and discuss people, in accordance with the performance indicators for speaking and listening at Checkpoint A for Standard 1.

- write descriptions of people based on a photograph and the student's imagination, in accordance with the performance indicators for writing at Checkpoint A for Standard 1.

- show familiarity with some aspects of Spanish and/or Latin American culture as gleaned from the Spanish language magazines, in accordance with the performance indicators at Checkpoint A for Standard 2.

SAMPLE 2
Area of Study—Modern Languages

Context

An intermediate French class is studying clothing and fashion trends for men and women in France and the United States. In role plays the students will describe and discuss articles of clothing and attempt to convince others to buy their products.

Student Activity

Students will play the role of couturiers and will simulate a fashion show in which they will present and describe their "creations" to the buyers (their classmates). Students must adequately describe their fashion "creation" by using expressions dealing with clothing with the goal of convincing the prospective "buyers" to purchase the garment. By random drawing, some students will play the role of couturier and others will play the part of the buyers. Roles may be reversed to give all students the opportunity to play both roles.

Knowledge Guiding Practice

• Role playing that requires the dynamic negotiation of meaning places students in situations where they have to integrate creatively the knowledge and coping devices at their disposal to achieve their purpose. In order to achieve any primary purpose such as persuading, students need to incorporate other functions such as socializing, providing information, and expressing personal feelings and opinions.

• Cultural understanding can be derived from a great variety of activities that may match certain students' interests while providing new experiences for others.

• Simulations demonstrate to students that the knowledge and skills they have acquired are applicable to real-life situations, including those of the workplace.

Assessment Tools and Evidence

Tools:

Students will select or create a garment and in five minutes inform the potential buyers about its features (color, fabric, quality) and functions (where to wear it, for whom it is best suited). The couturiers, as creators, must narrate and try to convince the buyers to purchase their product. They may either select classmates to model the garments or may do so themselves. The buyers will take notes and will ultimately select a garment and explain why they made the selection.

Evidence:

Students will demonstrate the following abilities:

• narrate, ask, and answer questions, discuss the products, in accordance with the performance indicators for listening and speaking at Checkpoint B for Standard 1.

• demonstrate an understanding of the role of clothing and fashion in contemporary society in the French culture as compared with the American culture, in accordance with the performance indicators described at Checkpoint B for Standard 2.

(adapted from material submitted by Pamela A. Lewis, Hunter College High School)

SAMPLE 3
Area of Study—Modern Languages

Context

An advanced Italian class, working on an interdisciplinary project involving collaboration with classes in Latin, English, art, and global studies, explores the art, architecture, literature, and history of the Greco-Roman world, and its influence on contemporary Italian and American culture.

Student Activities

Through a variety of resources (slides, books, magazines, the Internet, e-mail, and videos) the students will gain knowledge about homes and family life in the Greco-Roman world. In cooperative groups students will construct floor plans of classical homes as well as modern Italian and American homes and discuss the similarities, differences, and possible influences. They will also prepare family albums and interview each other about family life and patterns of family life in the Greco-Roman world and discuss the similarities and differences with their modern Italian and American counterparts.

Students will keep a personal journal of their findings in Italian, culminating in a written analysis of their observations.

<u>Knowledge Guiding Practice</u>
- **Research-based projects build cultural knowledge while developing all communication and information management skills. The interdisciplinary dimension of advanced level projects establishes the interconnectedness of different areas of the school curriculum.**

- **The discovery of the impact of other cultures on the student's immediate environment across time and space leads to a better appreciation of one's own culture and of the culture of others.**

- **Opportunities for students to synthesize complex knowledge and to convey it verbally and in writing refine their ability to express themselves clearly in all situations in school, in their personal lives, and in the workplace.**

<u>Assessment Tools and Evidence</u>
Tools:
Teacher observation of students' participation in group and classroom discussions will serve as a basis for the assessment of listening and speaking skills. Journal entries and final written observations will be used to assess writing.

Evidence:
Students will demonstrate the following abilities:

- discuss, analyze, and express opinions and observations in Italian, in accordance with the performance indicators for speaking and listening at Checkpoint C for Standard 1.

- synthesize knowledge gained and express personal observations in their journals, in accordance with the performance indicators for writing described at Checkpoint C for Standard 1, as well as problem-solving and creative thinking skills.

- express cross-cultural insights gained as well as knowledge about the influences of the Greco-Roman world, in accordance with the performance indicators at Checkpoint C for Standard 2.

(adapted from materials submitted by Alfred Valentini, Utica City School District)

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SAMPLE 4
Area of Study—Latin

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<u>Context</u>
In an intermediate Latin class students become aware that authentic Latin inscriptions tell us about the time, the place, and the people who wrote them and read them. They discover similar inscriptions in their own world, some of them in Latin, and they apply their new discoveries to create their own Latin inscription.

<u>Student Activity</u>
Students listen to a story told in Latin about a real child who lived in the second century A.D.: his name, date of birth, his sickness and untimely death, all based on an inscription from a Roman tombstone found in the catacomb of Commodilla outside Rome.

After hearing the Latin story, the students see a reproduction of the stone containing the inscription and a variety of symbols surrounding the inscription. Together they decipher the letters, transliterate them into meaningful Latin, discuss the message conveyed by the symbols and by the words. With guidance from the teacher and selected resource materials, they come to some conclusions about the daily life of the Romans and about the peculiar language patterns of the stone cutter.

Students are asked to consider inscriptions on stone or wood (even graffiti) in today's world: where they would be found, what they might say, and what evidence they would provide of the culture that produced them. At the conclusion of the classroom activity, groups of three students will be given their own authentic inscription (or graffiti) to read and to research. Each group will be responsible for an oral report to the class. The report will contain the following: a transliteration of the inscription into meaningful Latin, a discussion of the message and artistry of the carver, conjectures or conclusions about the daily life or civilization as revealed in the inscription, conjectures or conclusions about the monument (or medium) that contained the inscription; in addition, the group will be asked to find an inscription in their own community that can be compared to the Latin inscription; and, finally, they will be asked to write an original Latin inscription for the class to consider in terms of language, artistry, and culture. The group will be asked to submit a log of their work which includes the task, the person responsible, and the time involved.

Knowledge Guiding Practice

The ancient world becomes real through artifacts and written messages, including literature and the scratches on public walls. We can come closer to a culture by listening to its words and viewing its things. Furthermore, by observing the reflections of another culture in our own language and our own things, we can view the dynamics of cultural change. By using the tools of language and artifacts to create something that is unique and our own, we transform knowledge into creative production.

Assessment Tools and Evidence

Tools:

The assessment will be based on a combination of teacher, class, and group self-evaluation. The content of the three parts of the oral presentation will be considered by class and teacher, and the log will contain group self-evaluation and will be evaluated by the teacher.

Evidence:

Students will demonstrate the following:

- increased communicative ability in listening and reading comprehension, and practice in writing Latin, in accordance with performance indicators for listening and reading at Checkpoint B for Standard 1.

- increased knowledge of Roman culture (daily life, public monuments, public and political institutions, the calendar), and its parallel in today's world, in accordance with performance indicators at Checkpoint B for Standard 2.

- increased ability to analyze, synthesize, and create an original product based on an ancient model.

- new knowledge of the Latin language in the context of an authentic artifact (vocabulary, forms, grammar, derivation, word building), and an increased knowledge of how languages work, in accordance with performance indicators at Checkpoint B for Standard 1.

Assessment Challenges

While the language teaching profession has made tremendous strides recently in identifying standards for language programs and in standardizing assessment procedures, several unresolved issues remain prominent. They are the subject of current debate and are likely to be the focus of intense national deliberation during the next decade. Several of the main issues which are being addressed are summarized below.

Statewide and Local Testing

Discussions at the state level in many areas of the country center on the relationship between statewide testing and local testing and the decisions regarding the use of the data from both types of tests. Concerns for issues of validity, reliability, and accountability with regard to State tests clearly must be matched with those dealing with fairness with respect to learning styles and cultures of individual students.

Summarizing Learners' Performance

In the study of languages other than English, it is difficult to summarize students' learning in a single score because of the nature of the discipline. For example, within Standard 1 a student might demonstrate a high level of proficiency in speaking but a much lower level in writing. It is reasonable to expect some type of qualitative statement on the learners' ability to use the language for some purpose and to some degree of accuracy as part of the profile which defines attainment of success in the language program.

Use of Testing and Assessment Data

There is a variety of possible uses for the results of students' testing and assessment data. A dilemma stems from the question of individual rights and the transfer of testing and assessment results from one level to another, particularly as a student moves from the secondary to the postsecondary level. If the transfer of data is to be made, what is the evidence that is to be transferred: a course grade, test score, portfolio, or all of these? And furthermore, how are these results to be transferred, used, and interpreted?

Conclusion

Assessment results should give direct information about student achievement of the standards set forth in this Framework. The results also should be used as the basis for diagnosing students' further learning needs. Since language learning is cumulative, it follows that language assessments must be done continuously and over time, rather than at arbitrarily prescribed points in the course of language study. The notion of checkpoints is critical to the concept of language mastery as outlined in the Framework.

It is anticipated that New York State will continue to offer statewide assessment in languages other than English through the Proficiency and Regents examinations. At the same time, it is imperative that educators develop locally appropriate goals and design assessment procedures that will yield substantive information about student performance against the standards. It is also imperative that teachers have access to training that will ensure the success of innovative practices such as student self-assessment and portfolio assessment.

CHAPTER VII:
SUMMARY AND PROSPECTUS

In the past decade the State of New York has introduced successfully a series of major revisions in its foreign language instructional system, including major changes in the syllabi, in instructional approach, and in the assessment process. This Framework, building upon those successes, reaffirms these changes. In the preceding chapters, the following changes are recommended for immediate implementation:

- Orient language instruction to present and future use by all students through attention to teaching strategies that learners will ultimately employ as they acquire languages and to the language content they will need as adults in their personal lives and in the workplace.

- Raise the level of skill required to be attained by a larger percentage of students.

- Increase opportunities for all students, including those whose first language is not English, to develop advanced language competencies.

- Integrate into appropriate learning contexts the previous language learning of students whose home language is other than English.

- Articulate the standards for communicative competency and cross-cultural skills with the dimensions of problem solving, creative thinking, and students' awareness of how they learn best.

- Set standards according to benchmarks rather than number of courses taken or number of hours required.

- Expand language instruction into elementary schools.

- Improve the continuity and cumulative effect of language learning for students from kindergarten through college.

- Expand the choice of languages that students can study.

- Broaden the purpose of language study to include occupational use.

When fully implemented, these recommendations will introduce important improvements in New York State's language instructional system. These adaptations, however, are designed to meet immediate needs. For more long-range planning it is useful to take a look into the next century.

The following notions represent an agenda for longer-term change in the teaching of languages other than English in New York State.

Creating a Society with High Levels of Language Fluency and Use

The real determinant of language learning is the importance placed on language learning and on the practical, real-life use New Yorkers make of languages other than English: the extent of the demand for and use of languages other than English in the larger society. If the demand is limited, growth of the instructional program will be constrained. If there is a major expansion in our society's demand for the use of languages other than English, the motivation for students to attain high levels of language skill and the capacity of the instructional system to provide it will expand immensely. In business, government, and the professions today, there are signs of such growth in demand.

Developing a Continuous, Interconnected, Elongated System of Instruction

Attention must be focused beyond K-12 language instruction in two important ways. First, school language instruction must be put in the context of lifelong language learning and use. To develop and retain a high level of communicative competence, as specified in Standard 1, calls for an extended period of study. In this country, unlike many others in the world, the extra time on language study tends to occur at the college level. In the long term, more of the responsibility for developing basic competencies in languages other than English should reside in the elementary and secondary schools. In the meantime, however, it is essential that language instruction at various levels of the formal educational system be made both continuous and cumulative. This will call for major investments in syllabus design, materials production, and teacher training and consultation at all levels, K-16.

Second, a more effective instructional system in languages other than English requires the integration of domains of language learning outside the classroom, such as trips to the country where the language is spoken. There is considerable evidence that it is difficult to attain a high level of competence without such exposure. It may not be possible for all students to have this experience, but international travel will become increasingly common. Opportunities for such study need to be expanded, planned, and articulated into regular language instruction.

Study abroad is, of course, only one example of language learning outside the classroom. Such learning also includes work assigned by teachers, plus a wide array of other experiences in second language communication. If the surrounding language environment is enriched, there will be even greater opportunity to integrate nonclassroom language learning more fully with structured instruction in the classroom. The bridging of school and nonschool-based language learning is a special challenge for minority language students, but it will increasingly apply to English-speaking students attempting to master another language. Now is the time to draw the strengths of extra-school language learning more deliberately into the design of school-based instruction.

In addition, planning for future language instruction should include other programs that serve lifelong learning needs. Some of the

suggestions in this Framework already point toward this goal. For instance, teaching students to discover their own most productive language learning strategies can prepare them to use nonschool-based language learning programs well when they need them. Indeed, one future goal of language policy in New York State should be to draw in the organizations and facilities that provide opportunities for lifelong language learning, such as continuing education programs, proprietary language schools, so-called Saturday schools, training programs for business and government employees, and self-instructional and distance learning courses on computer and television. Such educational programs serve adults who find that they must either begin the study of a new language or recapture or upgrade skills in a previously learned language.

Such language learning facilities lie largely outside the school system, but will and should become a major and expanding part of the State's educational system for languages other than English. They currently receive almost no direct attention in statewide language planning, nor are they articulated with instruction in the classrooms of the formal educational system. The almost total discontinuity between the school-based foreign language system and the adult-oriented, informal sector is another hindrance to the cumulativeness of second language learning. The goal should be to create a seamless web of language instructional programs so that individual learners can receive articulated, high quality language instruction as they move from school to college and beyond.

Shift to Student Responsibility for Language Learning

The variety of purposes for competency in a language other than English and the variety of programs, domains, and styles of language instruction often leave the individual student to put the pieces together. Similarly, in the classroom, it should be the student's responsibility to develop a useful competence in the language being studied. The corollary is that teaching and learning strategies should be tailored, as far as possible, to the learning progression of individual students. This shift to individual responsibility is implied by the Framework's emphasis on teaching students to manage their own language learning process. It is also implied in the new individual-learner-oriented assessment system that provides feedback to the learner as well as the teacher. It is implied, as well, in the notion of a language learning portfolio with evidence of cumulative language skill acquisition acquired in a variety of learning environments and with formal certification of that competence at various levels.

The change to an individual-learner-centered language instruction system requires a change in perspective and in the teaching/learning strategies of both teacher and learner. It requires a major upgrading and shift in focus in the classroom use of electronic technology. Electronic teaching materials must shift from being substitutes for teacher-taught courses to being segmented modules that can be called upon as needed to enhance teachers' effectiveness and the cumulativeness of learning. Most currently available models of full-length television or computer courses do not fully serve this need. The goal should be highly differentiated instructional and drill materials that can be called upon at the teacher's and the student's discretion to reinforce particular parts of the learning process. These materials should be accompanied by "expert systems," detailed guidance to users on how to employ them most effectively to solve particular learning problems, and by short-term, diagnostic assessment strategies that quickly

inform teacher and student about what competencies have been mastered and how to proceed. Such a mix of interactive learning modules, assessment feedback to gauge and guide learners' progress, and an expert system will be useful not only for school instruction, but for adult learning. Such an individual learner system will be especially useful when computer-based language learning technology becomes fully interactive, if it can be extended to upper-level language learning rather than predominantly first and second year materials, and if it can enhance ability to produce and comprehend authentic language as implied in Checkpoint C of both Standards 1 and 2.

There are two further developments that unfolding electronic communication technology will make possible. First, it will expand the possibility for repeated interpersonal communication in languages other than English. Many students already interact with faraway partners through electronic networks. This use is likely to become more widespread. Teachers can assist in the language learning aspects of such communication. In some measure, such direct, interactive, interpersonal contact can serve as a substitute for study abroad. As teleconferencing becomes more effective and readily available, the value of such electronically mediated communication will increase immensely.

The second development is the creation of devices that complement partial language competencies, making communication possible when learners' language skills are incomplete. This includes effective use of human and machine interpreting and translating services that expand rather than substitute for users' skills, such as electronic dictionaries, glossaries, and guides to and digests of foreign language materials. It is unlikely that adults who must use a foreign language will have full fluency in all of the languages they may need. As the demand for foreign languages expands in the United States, such supplements to personal language competency will become important. Indeed, they already are in occupations that require extensive language usage. Such skills should be taught as part of second language instruction in the schools.

Expanding Language Choices

In New York, future demand for languages other than English is likely to differ from the present choice of languages available in our instructional system. New York State was an early national leader in broadening the choice of languages offered to include non-European languages. However, these efforts have produced only modest results.

Low enrollments in the study of languages of most of the world testify to the difficulty of introducing these languages into K-12 instruction. For one thing, student demand for these languages is low. For another, the present teaching corps is trained in Western European languages. Nevertheless, broadening the spectrum of languages studied is essential to the State's future ability to cope in a multilingual world. The earlier momentum of growth in enrollments in other world languages needs to be recaptured. Schools need to develop strategies for expanding the range of languages that students are offered and actually take.

The Importance of Teacher Training

If the changes recommended here are to succeed, teachers must share in and keep abreast of new pedagogical approaches through consultation and pre- and inservice training. The burden placed on teachers is awesome: refocusing instruction on the eventual goal of adult

Appendix A:
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Organizations

Ambassade de France, Services Culturels Français, 972 Fifth Avenue, New York, NY 10021, (212) 570-4400.

American Association of Teachers of French (AATF). Prof. Fred M. Jenkins, Executive Director, University of Illinois, 57 East Armory Avenue, Champaign, IL 61820, (217) 333-2842.

American Association of Teachers of German, 112 Haddontowne Court #104, Cherry Hill, NJ 08034-3661, (609) 795-5553, Fax: (609)795-9398. Goethe House New York, 1014 Fifth Avenue, New York, NY 10028, (212) 879-4242.

American Association of Teachers of Italian (AATI). Anthony Mollica, Executive Director, 4 Oakmount Road, Welland, ON L3C 4X8, Canada.

American Association of Teachers of Slavic and East European Languages, AZ 85287, (602) 965-6391.

American Association of Teachers of Spanish and Portuguese (AATSP). Lynn Sandstedt, Executive Director, 106 Gunter Hall, University of Northern Colorado, Greeley, CO 80639.

American Classical League (ACL), Miami University, Oxford, OH 45056.

American Council on the Teaching of Foreign Languages, Inc. (ACTFL), 6 Executive Plaza, Yonkers, NY 10701-6801, (914) 963-8830.

American Sign Language Teachers Association (ASLTA), 817 Thayer Avenue, Silver Spring, MD 20910 (V: 301-587-1788; TDD: 301-587-1789; Facsimile: 301-587-1791).

Association of Teachers of Japanese (ATJ), Hillcrest 9, Middlebury College, Middlebury, VT 05753, (802) 388-3711, ext. 5915.

Classical Association of the Empire State (CAES), P.O. Box 12722, Albany, NY 12212.

Classical Association of New England (CANE), University of Massachusetts, Amherst, MA 01002.

Computer Assisted Learning and Instructional Consortium (CALICO), 014 Language Building, Duke University, Durham, NC, 27706: (919) 489-5949. SCOLAWorldlink.

Council on International Education Exchange (CIEE), 205 East 42nd Street, New York, NY 10017, (212) 661-1414.

French Institute: Alliance Française, 22 60th Street, New York, NY 10022, (212) 255-6100.

Instituto Italiano di Cultura, 686 Park Avenue, New York, NY 10021, (212) 879-4242.

Multilingual Computing, Worldwide Publishing Group, Antelope Mountain Road, PO Box 327, Clark For, ID 83811; e-mail 71224.1003@CompuServe.com (fromInternet/Bitnet), 71224,1003 (from CompuServe), or MULTILINGUAL (from AppleLink).

NAFSA: Association of International Educators, 1875 Connecticut Avenue NW, Suite 1000, Washington, DC.

National Council of Organizations of Less Commonly Taught Languages, National Foreign Language Center, 1619 Massachusetts Avenue NW, Washington, DC.

National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC.

New York State Association of Foreign Language Teachers (NYSAFLT). Robert Ludwig, Executive Director, 1102 Ardsley Road, Schenectady, NY.

Northeast Conference on the Teaching of Foreign Languages, Box 623, Middlebury, VT.

Teachers of English to Speakers of Other Languages (TESOL), 1600 Cameron Street, Suite 300, Alexandria, VA 22314: (703)836-0774.

TOEFL Program Office, P.O. Box 6155, Princeton, NJ.

Appendix A: Regents Goals for Elementary, Middle, and Secondary School Students

In 1984 the Board of Regents established the Regents Goals for Elementary and Secondary School Students as part of the Regents Action Plan to Improve Elementary and Secondary Education Results. Then in 1991, in connection with the implementation of *A New Compact for Learning,* the Board of Regents revised the Regents Goals for Elementary, Middle, and Secondary School Students. The goals define the broad aims for education but do not provide the basis for assessment.

The Regents Goals are the same for all students. They represent expectations for students, with the understanding that all students are not the same. Each student has different talents, developmental and learning differences, abilities, and interests. Schools must recognize and attend to these differences in order to provide an educational experience that enables all students to succeed.

Goal 1: Each student will master communication and computation skills as a foundation to:

1.1 Think logically and creatively
1.2 Apply reasoning skills to issues and problems
1.3 Comprehend written, spoken, and visual presentations in various media
1.4 Speak, listen to, read, and write clearly and effectively in English
1.5 Perform basic mathematical calculations
1.6 Speak, listen to, read, and write at least one language other than English
1.7 Use current and developing technologies for academic and occupational pursuits
1.8 Determine what information is needed for particular purposes and be able to use libraries and other resources to acquire, organize, and use that information for those purposes

Goal 2: Each student will be able to apply methods of inquiry and knowledge learned through the following disciplines and use the methods and knowledge in interdisciplinary applications:

2.1 English language arts
2.2 Science, mathematics, and technology
2.3 History and social science
2.4 Arts and humanities
2.5 Language and literature in at least one language other than English
2.6 Technical and occupational studies
2.7 Physical education, health, and home economics

Goal 3: Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization, and develop the skills to express personal artistic talents. Areas include:
3.1 Ways to develop knowledge and appreciation of the arts

3.2 Aesthetic judgments and the ability to apply them to works of art

3.3 Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups

3.4 Ability to produce or perform works in at least one major art form

3.5 Materials, media, and history of major art forms

3.6 Understanding of the diversity of cultural heritages

Goal 4: Each student will acquire and be able to apply knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

4.1 Political, economic, and social processes and policies in the United States at national, State, and local levels

4.2 Political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems

4.3 Roles and responsibilities the student will assume as an adult, including those of parent, home manager, family member, worker, learner, consumer, and citizen

4.4 Understanding of the institution of the "family," respect for its function, diversity, and variety of form, and the need to balance work and family in a bias-free democratic society

Goal 5: Each student will respect and practice basic civic values and acquire and use the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights

5.2 Respect for self, others, and property as integral to a self-governing, democratic society

5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes

Goal 6: Each student will develop the ability to understand, appreciate, and cooperate with people of different race, sex, ability, cultural heritage, national origin, religion, and political, economic, and social background, and to understand and appreciate their values, beliefs, and attitudes.

Goal 7: Each student will acquire the knowledge of the ecological consequences of choices in the use of the environment and natural resources.

Goal 8: Each student will be prepared to enter upon post-secondary education and/or career-level employment at graduation from high school. Included are:

8.1 The interpersonal, organizational, and personal skills needed to work as a group member

8.2 The ability to use the skills of decision making, problem solving, and resource management

8.3 An understanding of ethical behavior and the importance of values

8.4 The ability to acquire and use the knowledge and skills to manage and lead satisfying personal lives and contribute to the common good

Goal 9: Each student will develop knowledge, skills, and attitudes which will enhance personal life management, promote positive parenting skills, and will enable functioning effectively in a democratic society. Included are:

9.1 Self-esteem
9.2 Ability to maintain physical, mental, and emotional health
9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs and of other practices dangerous to health
9.4 Basic skills for living, decision making, problem solving, and managing personal resources to attain goals
9.5 Understanding of the multiple roles adults assume, and the rights and responsibilities of those roles
9.6 Basic skills for parenting and child development

Goal 10: Each student will develop a commitment to lifetime learning and constructive use of such learning, with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, refining the ability to judge, and applying skills needed to take ethical advantage of technological advances.

Appendix C:
Essential Skills and Dispositions

A person who is prepared to live well, to work productively, and to participate effectively in civic and political life in a democracy exhibits the following skills and dispositions. An effective curriculum develops these essential skills and dispositions in every student across all subject areas.

A. MANAGING RESOURCES
Resources include time, fiscal and material means, and human qualities and endeavors which are needed to carry out activity.

1. Identifies, organizes, plans, and allocates resources—time, fiscal, material, and human—to accomplish goals.
2. Monitors, reflects upon, and assesses one's own progress and performance.

B. MANAGING INFORMATION
Information management focuses on the ability to access and use information from various sources, such as other people, libraries, museums and other community resources.

1. Acquires and evaluates information using a wide variety of sources and technologies.
2. Manages, organizes, interprets, and communicates information for different purposes.
3. Accesses and processes information acquired from data bases, computer networks, and other emerging information systems.
4. Appreciates and gains understanding of new developments in information technology.
5. Selects and analyzes information and communicates the results to others using written, graphic, pictorial, or multimedia methods.

C. DEVELOPING PERSONAL COMPETENCE
Personal competence includes self-management and the ability to plan, organize, and take independent action.

1. Exhibits integrity and honesty.
2. Takes initiative and personal responsibility for events and actions.
3. Exhibits ethical behavior in home, school, workplace, and community.
4. Regards oneself with esteem and others with respect, with intelligent and humane regard for cultural differences and different abilities.
5. Balances personal, family, and work life.

D. DEVELOPING INTERPERSONAL AND CITIZENSHIP COMPETENCIES

Interpersonal competencies lead to good teamwork and cooperation in large and small groups in family, social, and work situations. Citizenship competencies make for effective participation in our democratic society.

1. Can analyze new group situations.
2. Participates as a member of a team. Works cooperatively with others and contributes to the group with ideas, suggestions, and effort.
3. Teaches others. Helps others learn.
4. Exercises leadership. Communicates thoughts, feelings, and ideas to justify a position; encourages, persuades, convinces, or otherwise motivates an individual or group.
5. Negotiates and works toward agreements that may involve exchanging resources or resolving divergent interests.
6. Understands, uses, and appreciates multiple perspectives. Works well with males and females and with people from a variety of ethnic, social, or educational backgrounds.
7. Joins as an informed participant in community, civic, and political life.

E. WORKING WITH SYSTEMS AND TECHNOLOGY

Systems skills include the understanding and ability to work with and within natural and constructed systems. Technology is the process and product of human skill and ingenuity in designing and making things out of available resources to satisfy personal and societal needs and wants.

1. Understands systems. Knows how social, organizational, biological, and technological systems work and operates effectively within them.
2. Monitors and corrects performance. Distinguishes trends, predicts impact of actions (inputs) on system operations, uses output to diagnose deviations in the functions (processes) of a system, and takes the necessary action (feedback) to correct performance.
3. Designs and improves systems. Makes suggestions to improve existing systems and develops new or alternative ones.
4. Selects technology. Judges which set of procedures, tools, apparatus, or machines, including computers and their programs, will produce the desired results.
5. Applies technology to tasks. Understands the overall intent and the proper procedures for using tools, setting up and using apparatus, and operating machines, including computers and their programming systems.

F. DEVELOPING ENTREPRENEURIAL SKILLS

Entrepreneurial skills include both the cognitive abilities needed to make informed judgments, leading to creative and effective activity, and the disposition to meet challenges as varied as public speaking, musical performance, physical activity, and many more. Such skills include exploring the unknown and challenging conventions.

1. Makes considered and informed judgments.
2. Meets and accepts challenges.
3. Makes considered and informed assertions; makes commitments to personal visions.
4. Acts appropriately when the outcome is uncertain.

5. Responsibly challenges conventions and existing procedures or policy.
6. Uses self-evaluation to adjust and adapt.
7. Experiments creatively.

G. THINKING, SOLVING PROBLEMS, CREATING

The thinking and problem-solving category includes observing, experimenting, and drawing upon elements listed under the other essential skills categories. Creativity can be expressed through different types of intelligences such as logical/sequential, visual/spatial, musical, kinesthetic, and interpersonal.

THINKING

1. Makes connections; understands complex relationships and inter-relationships.
2. Views concepts and situations from multiple perspectives in order to take account of all relevant evidence.
3. Synthesizes, generates, evaluates, and applies knowledge to diverse, new, and unfamiliar situations.
4. Applies reasoned action to practical life situations.
5. Imagines roles not yet experienced.

SOLVING PROBLEMS

6. Designs problem-solving strategies and seeks solutions.
7. Asks questions and frames problems productively, using methods such as defining, describing, gathering evidence, comparing and contrasting, drawing inferences, hypothesizing, and posing alternatives.
8. Re-evaluates existing conventions, customs, and procedures in solving problems.
9. Imagines, plans, implements, builds, performs, and creates, using intellectual, artistic, dexterous, and motor skills to envision and enact.
10. Chooses ideas, procedures, materials, tools, technologies, and strategies appropriate to the task at hand.
11. Adjusts, adapts, and improvises in response to the cues and restraints imposed by oneself, others, and the environment.
12. Makes decisions and evaluates their consequences.

CREATING

13. Translates cognitive images and visions into varied and appropriate communication of ideas and information, using the methods of one or more disciplines—Imaging.
14. Originates, innovates, invents, and recombines ideas, productions, performances, and/or objects—Creating.
15. Responds aesthetically—Appreciating.

Appendix D:
Students with Disabilities

The Board of Regents, through the Part l00 Regulations of the Commissioner, the Regents Action Plan, and *A New Compact for Learning,* has made a strong commitment to integrating the education of students with disabilities into the total school program. According to Section l00.2(s) of the Regulations of the Commissioner of Education, "Each student with a handicapping condition as such term is defined in Section 200.l(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with disabilities have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the intellectual potential to master the curricular content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nondisabled peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with disabilities receive instruction in the same content areas as do all other students, so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through a local syllabus/curriculum has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to students with disabilities either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to students with disabilities who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with disabilities in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with disabilities who are participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with disabilities the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education (CSE), or a student's Individualized Education Program (IEP).

Additional assistance is available through consultant teacher services, by means of which school districts can provide direct and indirect services to students with disabilities who are enrolled full-time in a regular education program. Direct consultant teacher services

consist of individualized or group instruction which provides such students with instructional support in the regular education classroom to help them benefit from their regular education program. Indirect consultant teacher services provide support to the regular education teacher in the modification and development of instruction and evaluation that effectively deals with the specialized needs of students with disabilities.

Strategies for Modifying Instructional Techniques and Materials

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with disabilities should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with disabilitiesmay use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program (IEP). Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define, and preteach key vocabulary. Many terms in an education program are specific and may need continuous reinforcement for some students with disabilities. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc., and how they are related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine such understanding.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content for further review within their special education class.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments, and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

Alternative Testing Techniques

Another consideration in assisting students with disabilities to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with disabilities equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a disability.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined no longer to need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as disabled are provided the alternative testing techniques which have been recommended by the CSE and approved by the board of education.

Alternative testing techniques which have been specified on student IEPs must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of students with disabilities to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in this endeavor.

For additional information on alternative testing procedures, contact:

The New York State Education Department
Office for Special Education Services
Room 1610 One Commerce Plaza
Albany, NY l2234

and possible occupational use, developing creative new teaching methods for upper and elementary levels, dealing with the needs of students whose home language is not English, adapting instruction to individual learning styles and skill progression, integrating learning outside the classroom into instruction, and becoming acquainted with, and indeed contributing to, the creation of new high technology tools that help teachers and students move to higher levels of proficiency.

The changes proposed in this Framework require a reorientation in the way teachers are trained. Such preparation involves more than introducing an inventory of activities that can be used in class. It requires careful attention to the entire scope of teaching, including the formation of learning goals, the details of lesson planning, the selection and development of materials, and the practice of new assessment.

These competencies are best attained through training that begins early in the undergraduate experience with systematically designed and supervised field experiences carried out through partnership efforts between institutions. These partnerships can and should be established and maintained throughout the State. Second language programs at all levels need to reflect a proficiency-based approach to provide an appropriate orientation for prospective teachers especially at the postsecondary level, where most teachers have the opportunity to achieve the recommended proficiency.

Finally, it is essential that veteran teachers encourage promising young people to enter the profession and instill in them the passion for teaching. This passion is the basis upon which all other competencies will be built.