

Proposed Performance Indicators for Modern Languages

Introduction to the Performance Indicators

Performance Indicators for Modern Languages are identified for each Standard at each checkpoint and aligned with the target proficiency level of that checkpoint. These performance indicators are adapted from the 2017 NCSSFL-ACTFL **Can-Do Statements**, the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL), and aligned to ACTFL proficiency sublevels: Novice Mid-High (Checkpoint A); Intermediate Low-Mid (Checkpoint B); and Intermediate Mid-High (Checkpoint C) as illustrated in the chart on the right. More specifically, the Performance Indicators **are aligned with the target range identified for each checkpoint**, so all learners are appropriately challenged. However, it should also be noted that the developmental and spiraled nature of the Can-Do Statements, consistent with **ACTFL's Proficiency Pyramid (see page 20)**, makes differentiation manageable. This can be achieved through the use of proficiency-oriented analytic rubrics that contain qualitative and constructive feedback to accommodate a **range of performance levels**.

Checkpoint	Performance Target Ranges for Modern Languages
A	Novice Mid-High
B	Intermediate Low-Mid
C	Intermediate Mid-High

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

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

The World Language Content Advisory Panel is currently working on developing Performance Target Ranges for both Classical Languages and Category 3 and 4 Languages (those that use a non-Roman alphabet).

ANCHOR STANDARD - Communication

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

Standard 1 - Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	PERFORMANCE INDICATORS		
Essential Questions	Checkpoint A – NOVICE MID-HIGH	Checkpoint B – INTERMEDIATE LOW-MID	Checkpoint C – INTERMEDIATE MID-HIGH
Interpretive Communication: What can I understand, interpret, or analyze in a range of diverse texts that I hear, read, receive* or view?	Identify the topic and some isolated facts from simple sentences in short informational and literary texts.	Understand the main idea and key information in short straightforward informational and literary texts.	Follow the main message most of the time in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and literary texts.
Interpretive Communication: What can I understand, interpret, or analyze in conversations or discussions that I hear, read, receive*, or view, in which I am not a participant?	Understand familiar questions and statements from simple sentences in short conversations.	Identify the main idea and key information in short straightforward conversations.	Understand the main idea and flow of events expressed in various time frames in conversations and discussions most of the time.

**Denotes a term specific to American Sign Language.*

Standard 2 - Interpersonal Communication: Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.	<h2>PERFORMANCE INDICATORS</h2>		
Essential Questions	Checkpoint A – NOVICE MID-HIGH	Checkpoint B – INTERMEDIATE LOW-MID	Checkpoint C – INTERMEDIATE MID-HIGH
Interpersonal Communication: How can I exchange information in conversations?	Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	Exchange information in conversations and discussions on a variety of familiar and some concrete and researched topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
Interpersonal Communication: How can I meet personal needs or address situations in conversations?	Interact with others to meet basic personal needs related to routine everyday activities, using simple sentences and questions most of the time.	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	Interact with others to meet personal needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
Interpersonal Communication: How can I express feelings, react to and support preferences and opinions in conversations?	Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	Exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, using sentences and series of sentences and asking a variety of follow-up questions.	Explain preferences, opinions, and feelings and provide advice on a variety of familiar and some concrete and researched topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

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Standard 3 - Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.	PERFORMANCE INDICATORS		
Essential Questions	Checkpoint A – NOVICE MID-HIGH	Checkpoint B – INTERMEDIATE LOW- MID	Checkpoint C – INTERMEDIATE MID- HIGH
Presentational Communication: How can I present information to narrate about my life, experiences, and events?	Present personal information about my life and activities, using simple sentences most of the time.	Tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
Presentational Communication: How can I present information to give a preference, opinion or persuasive argument?	Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.	State preferences and opinions about familiar topics and give some reasons to support them, using sentences and series of connected sentences.	State preferences and opinions on familiar or researched topics and provide reasons to support them, using a few short paragraphs, often across various time frames.
Presentational Communication: How can I present information to inform, describe, or explain?	Present on familiar and everyday topics, using simple sentences most of the time.	Give straightforward presentations on a variety of familiar topics and some concrete and researched topics, using sentences and series of connected sentences.	Give detailed presentations on a variety of familiar topics and some concrete and researched topics, using a few short paragraphs, often across various time frames.

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ANCHOR STANDARD – Cultures

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

<p>Standard 4 - Relating Cultural Practices and Products to Perspectives: Learners use the target language to identify, describe, and explain the practices and products of the cultures studied, as well as the cultural perspectives they suggest.</p>	<p>PERFORMANCE INDICATORS</p>		
<p>Essential Question</p>	<p>Checkpoint A – NOVICE MID-HIGH</p>	<p>Checkpoint B – INTERMEDIATE LOW-MID</p>	<p>Checkpoint C – INTERMEDIATE MID-HIGH</p>
<p>Uncovering Cultural Perspectives: How can I understand cultural perspectives by examining cultural products and practices?</p>	<p>Identify cultural products and practices in my own and other cultures to help me understand perspectives using words, phrases, or simple sentences with graphic or visual support.</p>	<p>Describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences and strings of sentences.</p>	<p>Explain cultural products and practices in my own and other cultures to help me understand perspectives using connected sentences that may combine to form paragraphs.</p>

<p>Standard 5 - Cultural Comparisons: Learners use the target language to compare the products and practices of the cultures studied and their own.</p>	<p>PERFORMANCE INDICATORS</p>		
<p>Essential Question</p>	<p>Checkpoint A – NOVICE MID-HIGH</p>	<p>Checkpoint B – INTERMEDIATE LOW-MID</p>	<p>Checkpoint C – INTERMEDIATE MID-HIGH</p>
<p>Making Cultural Comparisons: How can I make cultural comparisons by examining the products and practices of other cultures and my own?</p>	<p>Identify comparisons of practices and products of the target cultures with my own using words, phrases, or simple sentences with graphic or visual support.</p>	<p>Describe comparisons of practices and products of the target cultures with my own using sentences and strings of sentences.</p>	<p>Explain comparisons of practices and products of the target cultures with my own using connected sentences that may combine to form paragraphs.</p>