

Introduction to the Performance Indicators

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

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

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

ANCHOR STANDARD 1 - Communication

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

Benchmark Standard 1.1 - Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.	PERFORMANCE INDICATORS		
Essential Questions	Checkpoint A – NOVICE HIGH	Checkpoint B – INTERMEDIATE MID	Checkpoint C – INTERMEDIATE 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.

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

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

ANCHOR STANDARD 2 – Cultures

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

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

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

Glossary of terms

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

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

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

Cultural perspectives - Philosophical perspectives, meanings, attitudes, values, beliefs, ideas that underlie the cultural practices and products of a society, which represent a culture’s view of the world. (Adapted from

http://carla.umn.edu/cobaltt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf)

Cultural practices - Patterns of social interactions, behaviors, which involve the use of products. They represent the knowledge of “what to do when and where” and how to interact within a particular culture. (Adapted from

http://carla.umn.edu/cobaltt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf)

Cultural products - Tangible or intangible creations of a particular culture, that reflect a culture’s perspectives. Tangible products may include artwork, a building, a poem, or cooking utensils. Intangible products can include a story told orally, a dance, a system of education, or a law.

(Adapted from http://carla.umn.edu/cobaltt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf)

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

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

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

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

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