



| Checkpoint | Proposed Proficiency Ranges for Classical Languages By Modality | | | | |
|------------|---|------------------------|-------------------------|------------------------|------------------------|
| | Interpretive Reading | Interpretive Listening | Presentational Speaking | Presentational Writing | Interpersonal Speaking |
| A | Novice High— Intermediate Low | Novice Mid | Novice Mid | Novice Mid | Novice Mid |
| B | Intermediate Low— Intermediate Mid | Novice High | Novice High | Novice High | Novice Mid |
| C | Intermediate Mid— Intermediate High | Intermediate Low | Novice High | Intermediate Low | Novice High |

Performance indicators for World Languages are identified for each Standard at each checkpoint and aligned with the target proficiency level of that checkpoint. As part of the revisions to the standards, care was taken to develop separate and reasonable proficiency ranges and performance indicators broken out by modality for Classical languages due to their strong focus on the Interpretive Reading mode. 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 as indicated in the charts above. 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 Inverted Pyramid 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 - Communication

Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, while making interdisciplinary language connections.

| PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES | | | | | | |
|--|--|---|---|---|---|---|
| Standard 1 - Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources. | Checkpoint A Target Range: | | Checkpoint B Target Range: | | Checkpoint C Target Range: | |
| Guiding Question | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE MID | INTERMEDIATE HIGH |
| Interpretive Reading: What can I understand, interpret, or analyze in a range of diverse texts that I read or view? | Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational and literary texts. | Identify the topic and some isolated facts from simple sentences in short informational and literary texts. | Identify the topic and related information from simple sentences in short informational and literary texts. | Understand the main idea and key information in short straightforward 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. |

| Guiding Question | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW |
|---|---|--|--|
| Interpretive Listening: What can I understand, interpret, or analyze in conversations or discussions that I hear and in which I am not a participant? | Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations. | Understand familiar questions and statements from simple sentences in conversations. | Identify the main idea in short conversations. |



PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES

| | | | |
|--|--|---|---|
| Standard 2 - Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, and persuade. | <i>Checkpoint A</i> <i>Target Range:</i> | <i>Checkpoint B</i> <i>Target Range:</i> | <i>Checkpoint C</i> <i>Target Range:</i> |
| Guiding Questions | NOVICE MID | NOVICE HIGH | NOVICE HIGH |
| Presentational Speaking: How can I present information to narrate about my life, experiences, and events? | Present personal information about my life and activities, using a mixture of practiced or memorized words, phrases and simple sentences. | Present personal information about my life and activities, using simple sentences most of the time. | Present personal information about my life and activities, using simple sentences most of the time. |
| Presentational Speaking: How can I present information to give a preference, opinion or persuasive argument? | Express preferences on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. | Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. | Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. |
| Presentational Speaking: How can I present information to inform, describe, or explain? | Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. | Present on familiar and everyday topics, using simple sentences most of the time. | Present on familiar and everyday topics, using simple sentences most of the time. |

| | | | |
|---|--|---|--|
| Guiding Questions | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW |
| Presentational Writing: How can I present information to narrate about my life, experiences, and events? | Present personal information about my life and activities, using a mixture of practiced or memorized words, phrases and simple sentences. | Present personal information about my life and activities, using simple sentences most of the time. | Present personal information about my life, activities and events, using simple sentences. |
| Presentational Writing: How can I present information to give a preference, opinion or persuasive argument? | Express preferences on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. | Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. | Express preferences on familiar and everyday topics of interest and explain why, using simple sentences. |
| Presentational Writing: How can I present information to inform, describe, or explain? | Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. | Present on familiar and everyday topics, using simple sentences most of the time. | Present on familiar and everyday topics, using simple sentences. |

| PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES | | | |
|--|--|--|---|
| Standard 3 - Interpersonal Communication: Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions. | Checkpoint A Target Range: | Checkpoint B Target Range: | Checkpoint C Target Range: |
| Guiding Questions | NOVICE MID | NOVICE MID | NOVICE HIGH |
| Interpersonal Speaking: How can I exchange information in conversations? | Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. | Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. | 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. |
| Interpersonal Speaking: How can I meet personal needs or address situations in conversations? | Interact with others to meet basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. | Interact with others to meet basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. | Interact with others to meet basic personal needs related to routine everyday activities, using simple sentences and questions most of the time. |
| Interpersonal Speaking: How can I express feelings, react to and support preferences and opinions in conversations? | Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. | Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. | 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. |



ANCHOR STANDARD – Cultures

Learners use knowledge of classical languages to identify, describe, compare, and explain the practices, products and perspectives of ancient and other cultures.

| PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES | | | | | | |
|---|---|---|---|--|--|--|
| Standard 4 - Relating Cultural Practices and Products to Perspectives: Learners use knowledge of classical languages to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest. | Checkpoint A Target Range: | | Checkpoint B Target Range: | | Checkpoint C Target Range: | |
| Guiding Question | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE MID | INTERMEDIATE HIGH |
| Uncovering Cultural Perspectives: How can I understand cultural perspectives by examining cultural products and practices of ancient civilizations? | Identify cultural products and practices in my own and ancient cultures to help me understand perspectives using words and phrases, with graphic or visual support. | Identify cultural products and practices in my own and ancient cultures to help me understand perspectives using simple sentences with graphic or visual support. | Describe cultural products and practices in my own and ancient cultures to help me understand perspectives using sentences. | Describe cultural products and practices in my own and ancient cultures to help me understand perspectives using strings of sentences. | Describe cultural products and practices in my own and ancient cultures to help me understand perspectives using strings of sentences. | Explain cultural products and practices in my own and ancient cultures to help me understand perspectives using connected sentences that may combine to form paragraphs. |



| PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES | | | | | | |
|---|---|---|---|--|--|--|
| Standard 5 - Cultural Comparisons: Learners use knowledge of classical languages to compare the products and practices of the cultures studied and their own. | Checkpoint A Target Range: | | Checkpoint B Target Range: | | Checkpoint C Target Range: | |
| Guiding Question | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE MID | INTERMEDIATE HIGH |
| Making Cultural Comparisons: ow can I make cultural comparisons by examining the products and practices of ancient cultures and my own? | Identify comparisons of practices and products of the target cultures with my own culture, using words and phrases, with graphic or visual support. | Identify comparisons of practices and products of the target cultures with my own culture, using phrases and simple sentences with graphic or visual support. | Describe comparisons of practices and products of the target cultures with my own culture, using sentences. | Describe comparisons of practices and products of the target cultures with my own culture, using strings of sentences. | Describe comparisons of practices and products of the target cultures with my own culture, using strings of sentences. | Explain comparisons of practices and products of the target cultures with my own culture, using connected sentences that may combine to form paragraphs. |