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New York State Proficiency Ranges for Category 1 & 2 Modern Languages

Checkpoint	Proposed Proficiency Ranges for Category 1-2 Modern Languages
A	Novice Mid—Novice High
B	Intermediate Low—Intermediate Mid
C	Intermediate Mid– Intermediate High

Performance indicators for World 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 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.

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

PERFORMANCE INDICATORS FOR MODERN LANGUAGES, CATEGORY 1-2

Standard 1 - Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, received[1], or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	*Checkpoint A Target Range:*		*Checkpoint B Target Range:*		*Checkpoint C Target Range:*	
Guiding Questions	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**	**INTERMEDIATE MID**	**INTERMEDIATE MID**	**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 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.
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?	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.	Identify the main idea and key information in short straightforward 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.

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[1] Denotes a term specific to American Sign Language.

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PERFORMANCE INDICATORS FOR MODERN LANGUAGES, CATEGORY 1-2

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.	*Checkpoint A* Target Range:		*Checkpoint B* Target Range:		*Checkpoint C* Target Range:	
Guiding Questions	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**	**INTERMEDIATE MID**	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
Interpersonal Communication: 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 practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	Exchange information in conversations on familiar topics, creating simple sentences and asking appropriate follow-up questions.	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 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 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.	Interact with others to meet basic personal needs in familiar situations, creating simple sentences and asking appropriate follow-up questions.	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 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 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.	Exchange preferences, feelings, or opinions on familiar topics, creating simple sentences and asking appropriate follow-up questions.	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.	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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PERFORMANCE INDICATORS FOR MODERN LANGUAGES, CATEGORY 1-2

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.	Checkpoint A Target Range:		Checkpoint B Target Range:		Checkpoint C Target Range:	
Guiding Questions	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**	**INTERMEDIATE MID**	**INTERMEDIATE MID**	**INTERMEDIATE 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 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.	Tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	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 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.	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 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 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.	Give straightforward presentations on a variety of familiar topics and some concrete and researched topics, using sentences and series of connected sentences.	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.

PERFORMANCE INDICATORS FOR MODERN LANGUAGES, CATEGORY 1-2						
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.	*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?	Identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support.	Identify cultural products and practices in my own and other cultures to help me understand perspectives using simple sentences with graphic or visual support.	Describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences.	Describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.	Describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.	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.

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PERFORMANCE INDICATORS FOR MODERN LANGUAGES, CATEGORY 1-2

Standard 5 - Cultural Comparisons: Learners use the target language 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: How can I make cultural comparisons by examining the products and practices of other 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.