

### ***New York State Proficiency Ranges for Modern Languages (Category 3-4)***

Checkpoint	Proficiency Ranges for Modern Languages (Category 3-4)
A	Novice Mid—Novice High
B	Novice High—Intermediate Low
C	Intermediate Low—Intermediate Mid

Modern languages include any human language that has living, native speakers. Modern languages are contrasted with classical languages, such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history. NYS delineates two (2) categories of modern languages based on the time needed for English speakers to develop proficiency. Category 1 and 2 modern languages include those use a Roman-based alphabet (e.g., Spanish, French, German, Italian, Swahili). Category 3 and 4 modern languages include indigenous languages (e.g., Seneca, Tuscarora), those languages that are character-based (e.g., Japanese, Korean, Mandarin), and those that use non-Roman-based alphabets (e.g., Arabic, Greek, Hebrew, Russian). As part of the standards-revision process, care was taken to develop separate and reasonable proficiency ranges and performance indicators for Category 1-2 languages and Category 3-4 languages.

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, the NYS World Language 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 chart above. More specifically, the performance indicators **are aligned with the proficiency target range identified for each checkpoint**, so all learners are appropriately challenged. These performance indicators are written as Can-Do Statements that are aligned with the target range identified for each checkpoint so that all learners are appropriately challenged. However, it should also be noted that the developmental and spiraled nature of the performance indicators, consistent with ACTFL's 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.

While **proficiency targets describe the four elements of language functions, context, text type, and accuracy**, these performance indicators address only the first three. The performance descriptions for each proficiency target include the relevant language functions, context and text type. The fourth element of proficiency, accuracy, is not addressed in the performance indicators. In proficiency-focused instruction, **accuracy is a function of the comprehensibility of the learner.** The principal consideration in determining comprehensibility is dependent on the experience of the receiver of the communication in dealing with non-native speakers of the language.

The following **descriptors of accuracy** can apply to each proficiency sublevel across the five standards:

- **Novice Mid** learners are sometimes comprehensible to a person accustomed to engaging with language learners.
- **Novice High** learners are usually comprehensible to a person accustomed to engaging with language learners.
- **Intermediate Low** learners are sometimes comprehensible to a native speaker accustomed to engaging with non-native speakers of their language (sympathetic interlocutor).
- **Intermediate Mid** learners are generally comprehensible to a native speaker accustomed to engaging with non- native speakers of their language (sympathetic interlocutor).
- **Intermediate High** learners are usually comprehensible to most native speakers of the language.
- **Advanced Low** learners are comprehensible to most native speakers of the language.



				<b>Intermediate High</b>	<b>Advanced Low</b>
	<b>Novice High</b>	<b>Intermediate Low</b>	<b>Intermediate Mid</b>	Intermediate High learners are usually comprehensible to most native speakers of the language.	Advanced Low learners are comprehensible to most native speakers of the language.
<b>Novice Mid</b>	Novice High learners are usually comprehensible to a person accustomed to engaging with language learners.	Intermediate Low learners are sometimes comprehensible to a native speaker accustomed to engaging with non-native speakers of their language.	Intermediate Mid learners are generally comprehensible to a native speaker accustomed to engaging with non-native speakers of their language.		
Novice Mid learners are sometimes comprehensible to a person accustomed to engaging with language learners.					

### References

American Council on the Teaching of Foreign Languages [ACTFL]. (2012). *ACTFL proficiency guidelines 2012*. Retrieved from <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>

National Council of State Supervisors for Languages-American Council on the Teaching of Foreign Languages [NCSSFL-ACTFL]. (2017). *NCSSFL-ACTFL can-do statements*. Retrieved from <https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>



**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 3-4)						
Standard 1 - Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, received <sup>1</sup> , 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:	
	NOVICE MID	NOVICE HIGH	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE LOW	INTERMEDIATE MID
<b>Guiding Question</b>						
<i>What can I understand, interpret, or analyze in a range of diverse texts*, including authentic resources, that I hear, read, receive or view?</i>	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational and literary texts and conversations that are spoken or written.	I can identify the topic and some isolated facts in short informational and literary texts as well as understand familiar questions and statements from simple sentences in conversations that are spoken or written.	I can identify the topic and some isolated facts in short informational and literary texts as well as understand familiar questions and statements from simple sentences in conversations that are spoken or written.	I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts and conversations that are spoken or written.	I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts and conversations that are spoken or written.	I can understand the main idea and key information in short straightforward informational and literary texts and conversations that are spoken or written.

\*The word "text" is defined as any medium that conveys information. For the purposes of these performance indicators, a text can be a print (e.g., infographic, article), an audio (e.g., song, podcast), a visual (e.g., image, painting), or an audiovisual (e.g., music video, multimedia presentation) resource.

Icons for each of the three communication standards created by G. A. Suárez, [Cobb County Public Schools World Languages Department](#) and authorized for use under [CC 4.0](#).

<sup>1</sup> Denotes a term specific to American Sign Language.



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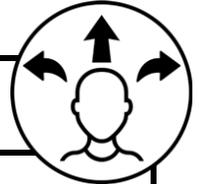
**PERFORMANCE INDICATORS FOR MODERN LANGUAGES (CATEGORY 3-4)**

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.	<i>Checkpoint A Target Range:</i>		<i>Checkpoint B Target Range:</i>		<i>Checkpoint C Target Range:</i>	
	NOVICE MID	NOVICE HIGH	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE LOW	INTERMEDIATE MID
<b>Guiding Question</b>						
<i>How can I exchange information and ideas; and express, react to, and support preferences and opinions in conversations?</i>	I can request and provide information, meet basic needs, express preferences or feelings, and react to those of others on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, sentences, and questions in conversations.	I can request and provide information, and meet basic needs; express, ask about, and react to preferences, feelings, or opinions on familiar and everyday topics, using a mixture of simple sentences and some original questions in conversations, most of the time.	I can request and provide information, and meet basic needs; express, ask about, and react to preferences, feelings, or opinions on familiar and everyday topics, using a mixture of simple sentences and some original questions in conversations, most of the time.	I can request and provide information; express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions in conversations.	I can request and provide information; express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions in conversations.	I can exchange information, preferences, feelings, or opinions on a variety of familiar and some researched topics, by creating sentences and series of sentences and asking follow-up questions in conversations.



**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 3-4**

<p><b>Standard 3 - Presentational Communication:</b> 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>	<p><b>Checkpoint A Target Range:</b></p>		<p><b>Checkpoint B Target Range:</b></p>		<p><b>Checkpoint C Target Range:</b></p>	
<p><b>Guiding Question</b></p>	<p><b>NOVICE MID</b></p>	<p><b>NOVICE HIGH</b></p>	<p><b>NOVICE HIGH</b></p>	<p><b>INTERMEDIATE LOW</b></p>	<p><b>INTERMEDIATE LOW</b></p>	<p><b>INTERMEDIATE MID</b></p>
<p><i>How can I present information and ideas to describe, inform, narrate, explain, or persuade?</i></p>	<p>I can present information about my life and activities, and state preferences and opinions on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, and sentences, through spoken or written language.</p>	<p>I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences, most of the time, through spoken or written language.</p>	<p>I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences, most of the time, through spoken or written language.</p>	<p>I can present information about my life and activities, state and make attempts to support preferences and opinions on familiar and everyday topics, by creating and using simple sentences, through spoken or written language.</p>	<p>I can present information about my life and activities, state and attempt to support preferences and opinions on familiar and everyday topics, by creating and using simple sentences, through spoken or written language.</p>	<p>I can narrate personal experiences, present information, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using sentences and series of connected sentences, through spoken or written language.</p>



**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 3-4**

<b>Standard 4 - Relating Cultural Practices and Products to Perspectives:</b> 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.	<b>Checkpoint A Target Range:</b>		<b>Checkpoint B Target Range:</b>		<b>Checkpoint C Target Range:</b>	
<b>Guiding Question</b>	<b>NOVICE MID</b>	<b>NOVICE HIGH</b>	<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>
<i>How can I identify, describe, and explain cultural perspectives by examining cultural products and practices?</i>	I can 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.	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using simple sentences with graphic or visual support.	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using simple sentences with graphic or visual support.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.



**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 3-4**

<p><b>Standard 5 - Cultural Comparisons:</b> Learners use the target language to compare the products and practices of the cultures studied and their own.</p>	<p><b>Checkpoint A Target Range:</b></p>		<p><b>Checkpoint B Target Range:</b></p>		<p><b>Checkpoint C Target Range:</b></p>	
<p><b>Guiding Question</b></p>	<p><b>NOVICE MID</b></p>	<p><b>NOVICE HIGH</b></p>	<p><b>NOVICE HIGH</b></p>	<p><b>INTERMEDIATE LOW</b></p>	<p><b>INTERMEDIATE LOW</b></p>	<p><b>INTERMEDIATE MID</b></p>
<p><i>How can I identify, describe, and explain cultural comparisons by examining the products and practices of other cultures and my own?</i></p>	<p>I can identify comparisons of practices and products of the target cultures with my own culture, using words and phrases, with graphic or visual support.</p>	<p>I can identify comparisons of practices and products of the target cultures with my own culture, using phrases and simple sentences with graphic or visual support.</p>	<p>I can identify comparisons of practices and products of the target cultures with my own culture, using phrases and simple sentences with graphic or visual support.</p>	<p>I can describe comparisons of practices and products of the target cultures with my own culture, using sentences.</p>	<p>I can describe comparisons of practices and products of the target cultures with my own culture, using sentences.</p>	<p>I can describe comparisons of practices and products of the target cultures with my own culture, using strings of sentences.</p>