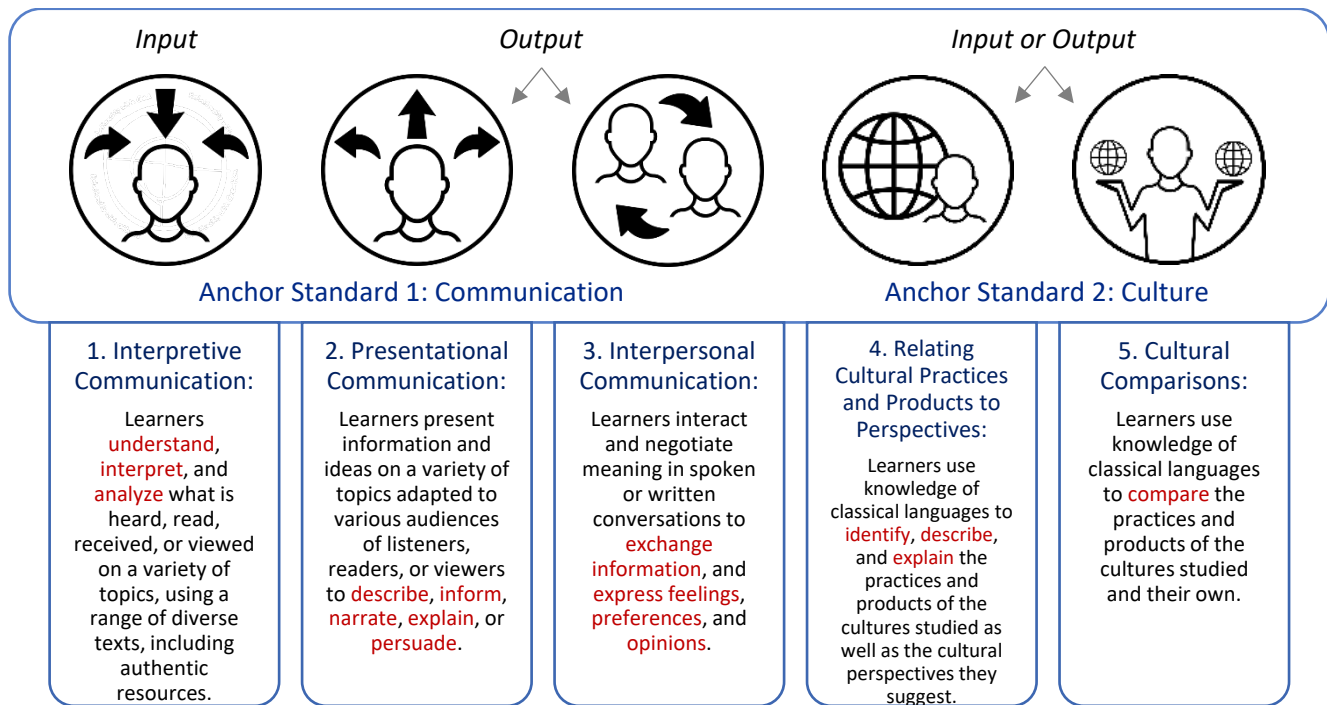Administrator Reference Guide

Revised New York State Learning Standards for World Languages
Part 2 of 3: The Standards in Action
(Classical Languages)

The Learning Standards Defined and Illustrated

To know what the revised NYS Learning Standards for World Languages look like in action, it's important to understand them individually and collectively. As defined and illustrated below, Interpretive Communication is an *input*-based standard, while Presentational and Interpersonal Communication are *output*-based standards. It is through input that students make meaning of the target language and through output that they can interpret input and express their own meaning.

Revised NYS Learning Standards for World Languages (Classical Languages)

Input	Output		Input or Output	

Anchor Standard 1: Communication **Anchor Standard 2: Culture**

1. Interpretive Communication:	2. Presentational Communication:	3. Interpersonal Communication:	4. Relating Cultural Practices and Products to Perspectives:	5. Cultural Comparisons:
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.	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.	Learners interact and negotiate meaning in spoken or written conversations to exchange information, and express feelings, preferences, and opinions.	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.	Learners use knowledge of classical languages to compare the practices and products of the cultures studied and their own.

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Identifying Learning Targets with Can-Do Statements

With contextualized communicative proficiency development at the heart of the Revised NYS Learning Standards for World Languages, unit- and lesson-level learning targets are designed to reflect these priorities. Written as "Can-Do Statements," learning targets begin with "*I can*" followed by a *language function* (purpose for communication) and *meaningful context* (that may be content-based or cultural). Language functions (in red above) are associated with specific standards. Meaningful contexts derive from the NYS World Language Themes and Topics. **The role of vocabulary and grammar is to support students' ability to carry out the language function(s) in the meaningful context** and may be noted in Can-Do Statements at the lesson level. The examples below align to Standard 1, Interpretive Communication:

- **Unit-level:** *I can identify characteristics of friendship.*
- **Lesson-level:** *I can identify characteristics of friendship in Cicero's essay Dē amīcitiā by listing relevant quotes.*

World Language Can-Do Statements Compared to Other Content-Area Learning Objectives

The chart below compares world language Can-Do Statements to other content-area learning objectives.

World Language Can-Do Statements with Acceptable Evidence	Other Content-Area Learning Objectives (ABCDE Model)
I Can + • *Student-facing, student-friendly*	A – Audience • *Teacher facing: Students will be able to (SWBAT)*
Language Function + • *Purpose for communication, as per learning standard*	B – Behavior • *Observable action; may reflect Bloom's Taxonomy*
Meaningful Context + • *As per NYS WL Themes and Topics; may be content-based or cultural*	C – Condition • *Supports, tools, or other learning conditions*
Supporting Language Form(s) (optional) + • *Language structure and/or vocabulary*	D – Degree • *Accuracy, mastery*
Acceptable Evidence • *Communicative task appropriate to proficiency level*	E – Evaluation • *Assessment*

Identifying How Well Students Can Perform at Three Proficiency Checkpoints

How well a student carries out the language function and associated learning tasks depends on their proficiency level. Language proficiency—**what students can do with language**—develops over time and with repeated use of the target language in a variety of contexts. The following chart summarizes performance expectations in terms of *input* and *output* at Checkpoints A, B, and C, each a two-year course of study in a grade 7-12 program. For programs that start world language education prior to grade 7, Checkpoint A begins with the first course in the sequence. More precise performance descriptors by Checkpoint, Modality, and Standard are found in the NYS World Language Performance Indicators for Classical Languages.

Summary of Input- and Output-Based Performances by Standard, Modality, and Proficiency Range						
Proficiency Level	Novice-Level Proficiency			Intermediate-Level Proficiency		
Proficiency Sub-Level	Low (NL)	Mid (NM)	High (NH)	Low (IL)	Mid (IM)	High (IH)
Interpretive Reading		Checkpoint A				
Interpretive Reading				Checkpoint B		
Interpretive Reading						Checkpoint C
Interpretive Listening and Presentational Writing		Checkpoint A	Checkpoint B	Checkpoint C		
Presentational Speaking		Checkpoint A	Checkpoints B and C			
Interpersonal Speaking		Checkpoints A and B	Checkpoint C			
	Input: Can understand words and phrases, the topic, and basic facts from simple, highly-predictable texts with strong visual support.			**Input:** Can understand the topic, main ideas, and key information in straightforward texts. At the IH level, begins to understand main ideas, details, and flow of events in more complex texts on a range of topics.		
	Output: Can express short, simple messages in highly familiar contexts using isolated words and phrases; may be difficult to understand.			**Output:** Can express personal meaning on familiar and everyday topics by creating with language using simple sentences.		