

NYS Proficiency Ranges and Performance Indicators
for Modern Languages



PERFORMANCE INDICATORS FOR MODERN LANGUAGES (CATEGORY 3-4)

	Checkpoint A		Checkpoint B		Checkpoint C	
Target Ranges	NOVICE MID	NOVICE HIGH	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE LOW	INTERMEDIATE MID
 Standard 1 - Interpretive Communication: 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.	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, written or signed.	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, written or signed.	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, written or signed.	I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts and conversations that are spoken, written or signed.	I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts and conversations that are spoken, written or signed.	I can understand the main idea and key information in short straightforward informational and literary texts and conversations that are spoken, written or signed.
 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 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.
 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.	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, written or signed language.	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, written or signed language.	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, written or signed language.	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, written or signed language.	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, written or signed language.	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, written or signed language.
 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.	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.
 Standard 5 - Cultural Comparisons: Learners use the target language to compare the products and practices of the cultures studied and their own.	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.	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.	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.	I can describe comparisons of practices and products of the target cultures with my own culture, using sentences.	I can describe comparisons of practices and products of the target cultures with my own culture, using sentences.	I can describe comparisons of practices and products of the target cultures with my own culture, using strings of sentences.

NYS delineates two (2) categories of modern languages based on the time needed for English speakers to develop proficiency, as informed by the Foreign Service Institute’s language learning timelines. The following is a list of modern languages that are classified as “Category 1-2 languages”: Afrikaans, Danish, Dutch, French, German, Haitian Creole, Indonesian, Italian, Malaysian, Norwegian, Portuguese, Romanian, Spanish, Swahili, and Swedish. All other modern languages are classified as Category 3-4 languages.