Ohio's Learning Standards

World Languages and Cultures
Intermediate Mid – Advanced Low Level

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Introduction to Ohio's Learning Standards for World Languages and Cultures

In 2020, the State Board of Education adopted the latest revision of *Ohio's Learning Standards for World Languages and Cultures*. The standards describe what learners should know and be able to do as they build proficiency in the language they are learning. The standards also provide a foundation for an aligned system designed to improve achievement by raising language proficiency and interculturality. Ultimately, they help ensure that learners are well-positioned for success in college and careers in a globally interdependent world upon completion of their K-12 education.

World language specialists in the Ohio Department of Education's Office of Learning and Instructional Strategies facilitated the revision process by engaging diverse stakeholders, soliciting and incorporating a wide range of ideas and viewpoints into numerous drafts, and analyzing and incorporating feedback provided by online reviewers from all over the state. A transparent process was used to ensure active, statewide participation throughout the project's year-long timeline.

The process used to revise the world language standards, as established by the Ohio Department of Education, continued to incorporate an element of national and international benchmarking to ensure Ohio's standards take into consideration the best research and practices, as well as trends affecting the field. With these requirements in mind, Ohio's new world language learning standards embed the following criteria:

- Align with the national World Readiness Standards for Learning Languages (2015) of the American Council on the Teaching of Foreign Language (ACTFL);
- Consider the findings of the 2011 national standards impact study titled "National Foreign Language Standards: Impact and Influence After a Decade Plus";
- Align with the ACTFL Proficiency Guidelines (2012), and ACTFL Performance Descriptors for Language Learners (2012);
- Connect to key elements of the 21st Century Skills Map (2011) by ACTFL;

- Align with the English Language Arts Literacy Standards;
- Integrate the NCSSFL-ACTFL Can-Do Statements for Communication and Intercultural Competence (2017) created by the National Council of State Supervisors for Languages (NCSSFL) in partnership with ACTFL;
- Incorporate elements of the Frameworks for 21st Century Learning (2019) of the Partnership for 21st Century Skills – A Network of Battelle for Kids;
- Are internationally benchmarked against the Common European Framework of Reference (CEFR).

These standards continue to align with the national *World Readiness Standards for Learning Languages* (2015) and the world language standards of nearly every other state in the country. It is important to mention this document continues to fully integrate the well-known Connections, Comparisons and Communities goal areas contained in the national standards. Public feedback continues to support the interweaving of these goal areas within the foundational framework of the Cultures and Communication goals. They have been integrated throughout the benchmarks and learning standards and provide a considerable portion of the foundation for both the Cultures and Communication goals. K-12 language educators should continue to connect their learners to other disciplines to acquire information and diverse perspectives, create opportunities for learners to make linguistic and cultural comparisons, and facilitate contact with target language communities where learners can participate using their communication and intercultural skills.

The adoption of these new learning standards fulfills a requirement of Ohio law (Ohio Revised Code 3301.079), which requires the periodic revision of the Ohio learning standards for grades K-12 in world (foreign) language. The law also specifies that the Department of Education revise the model curriculum to provide world language educators with updated support for implementing the revised learning standards. The revised model curriculum will continue to provide high-quality, standards-based resources, tools and guidance for teachers to use in planning standards- and proficiency-based instruction and developing local performance assessments.

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ORGANIZATION OF THE STANDARDS

KEY DESIGN CONSIDERATIONS

Ohio's revised *Learning Standards for World Languages and Cultures* represent a research-supported approach to language learning that prepares learners to use their language proficiency and intercultural competence to participate effectively in a global society. The standards embrace a communicative and proficiency-based approach to teaching and learning a world language that is well-supported by decades of research. Their implementation in world language programs around Ohio will help prepare learners to be successful in both college and the workplace.

The most notable change in the new standards document is the inclusion of proficiency levels in addition to grade bands. This clearly defines learning outcomes across the first seven sublevels of proficiency as defined by the

American Council on the Teaching of Foreign Languages: **Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High and Advanced Low.** This emphasizes developing language proficiency regardless of the grade level at which the language is learned.

The standards also change the order in which the learning end goals are presented, with Cultures preceding Communication. Placing the Cultures standards in the first position sends a clear message to Ohio educators that the study of culture is equal to language study. To achieve high levels of proficiency in another language, learners must simultaneously develop their intercultural competence and communicative proficiency.

Goals	Goals are the desired end results as learners build their cultural competence and their language proficiency to: ○ Interact with intercultural competence using knowledge and understanding of native and other cultures; ○ Communicate effectively in languages other than English in person and via technology.
Benchmarks	Benchmarks are specific statements of what learners should know and be able to do interculturally and communicatively within: ○ The major proficiency levels of Novice, Intermediate and Advanced; ○ The modes of interpretive, interpersonal and presentational communication.
Standards	Standards are statements of the knowledge and skills that learners master to reach the corresponding benchmark. Standards deconstruct the benchmark proficiency levels into: ○ Novice Low through Advanced Low sublevels; ○ Culture, communication and literacy knowledge and skills; ○ Interpretive, interpersonal and presentational knowledge and skills.
Progress Indicators	Progress Indicators show what intercultural communication looks like in a classroom or real-life situation. The indicators in the standards: ○ Serve as concrete examples of how progress could be measured across each proficiency sub-level; ○ Include modern languages, classical languages, American Sign Language, and elementary, immersion and exploratory programs; ○ Can be used as written, can be elaborated upon or can be used as examples of how to create personalized progress indicators; ○ Can be modified or re-ordered by topic while staying within the descriptors of each proficiency sublevel.

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STANDARDS OVERVIEW

KEY FEATURES

Goals
Goals are the desired end results as learners build their cultural competence and language proficiency.

1. **Cultures:** Interact with intercultural competence, using knowledge and understanding of native and other cultures.
   o Investigate, reflect on and explain the relationship between products, practices and perspectives.
   o Interact with others in and from other cultures.

2. **Communication**: Communicate effectively in languages other than English in person and via technology.
   - **Interpretive**: Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.
   - **Interpersonal**: Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings and opinions.
   - **Presentational**: Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoken, written or signed language when negotiation of meaning is not possible.

The revised Cultures goal continues to incorporate the familiar categories of cultural products, practices and perspectives in an integrated way. Most significantly, this goal requires learners to not only gain cultural knowledge but also to develop their cultural competence skills to communicate in appropriate ways. The Cultures goal is intended to be used in an integrated fashion with the Communications goal since language and culture are inextricably linked.

The revised Communication goal continues to be organized around the three modes of communication: interpretive, interpersonal and presentational. These modes, purposefully appearing in this order, correspond to the way in which language learners typically process new information. Learners are first exposed to new information through authentic sources. They build their language proficiency by engaging in listening, reading or viewing comprehension activities which enable them to form an initial understanding of what they heard, read or viewed. Next, the learners engage in interpersonal activities. By discussing, questioning and exchanging viewpoints, they expand their understanding of the new information along with their ability to use it in a communicative context. Finally, they present their expanded understanding of the new information to others through writing, speaking or signing. This performance-based framework provides language learners with real-world, culturally rich contexts for communication.

With its focus on building learners' oral and literacy skills, the Communication goal is aligned with the literacy requirements contained in Ohio's English language arts standards. During this most recent revision of the world language standards, continued attention was given to the English language arts literacy standards. The Communication goal clarifies the progression of literacy development across proficiency levels in specialized interpretive literacy, interpersonal literacy and presentational literacy sections. The Communication goal sets parallel expectations between learners' literacy development in English and the development of their second language literacy skills.

STANDARDS OVERVIEW

KEY FEATURES

Benchmarks, Standards and Modes of Communication: The Cultures and Communication goals are broken down as follows:

- **Benchmarks** are specific statements of what learners should know and be able to do communicatively and culturally within each major level of proficiency: Novice, Intermediate and Advanced.

- **Standards,** with a progression from Novice Low to Advanced Low, are statements of the knowledge and skills learners must master to reach the corresponding benchmark. Thus, the standards represent a deconstruction of the benchmarks. When mastered in a progressive sequence, with purposeful integration of previously taught concepts, the standards build learner proficiency and contribute to mastery of the benchmarks they support.

- **Interpretive Communication (Reading, Listening, Viewing)**
  Learners comprehend the main idea and relevant details in a variety of culturally authentic and age-appropriate oral, written or signed messages. They understand and interpret culturally authentic texts, both nonfictional and fictional, as well as overheard, observed or written conversations. Learners derive meaning using listening, viewing and reading strategies.

- **Interpersonal Communication (Listening and Speaking, Reading and Writing, Viewing and Signing)**
  Learners initiate and sustain spontaneous meaningful spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure their messages are understood and they can understand others.

- **Presentational Communication (Speaking, Writing, Signing)**
  Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through creative endeavors and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.

Progress Indicators: Progress indicators are examples that show what the standards could look like during learner performance.

The progress indicators that follow each set of standards allow educators to see what performance looks like in a classroom or real-life situation and give concrete samples of how progress could be measured across each proficiency sublevel. *The progress indicators are intended to be examples only* and can be used as written, can be elaborated upon or can be used as examples of how to create personalized progress indicators. Educators have the freedom to modify or reorder the topics or create their own progress indicators.

The alignment of Ohio's world languages and cultures standards with the proficiency continuum has resulted in an appropriately rigorous set of expectations for K-12 language learners. Academic rigor is instilled in teaching, learning and assessment through standards which strengthen learners' capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging.

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FREQUENTLY ASKED QUESTIONS ABOUT THE STANDARDS

Important Questions Raised by Ohio Educators

1. WHAT IS THE ROLE OF THE STANDARDS IN THE CLASSROOM? DO THEY TELL TEACHERS WHAT TO TEACH?

The standards define what all learners should know and be able to do; they do not include prescribed lists of resources or language-specific content nor do they tell what or how teachers should teach. For instance, the standards do not specify defined language structures and vocabulary words, but this is fundamental to standards expectations that learners be able to access authentic resources, interact with others and present and share information. Given the large number of languages offered in Ohio schools as well as the wide range of grade levels where learners begin their language studies, it would be challenging for the standards to enumerate all or even most of the content that learners should learn or in which grade it should be taught.

A well-developed, content-rich curriculum that is consistent with the expectations laid out in this document will complement these standards. The sample progress indicators in the standards documents, although *not mandated*, give ideas of what performance might look like at each level.

Resources related to content and instructional strategies can be found in the model curriculum.

2. WHEN SHOULD TEACHERS EXPECT LEARNERS TO MASTER EACH PROFICIENCY SUB-LEVEL?

The standards define a cumulative progression designed to enable learners to meet Intermediate High/Advanced Low by the end of high school in a vertically aligned, well-articulated language program. Intermediate High is consistent with the level at which learners also can earn the Ohio Seal of Biliteracy. Given that programs across the state begin language study in different grade levels, every program should determine the appropriate sublevel for learners to reach by the end of each school year. The world language model curriculum has a recommended set of proficiency targets that take into account language,

program type and hours of study. While not mandated by the state, these targets serve as a research-based starting point for schools to determine the appropriate end goals for their learners. Educators should be mindful that learners often master proficiency sublevels at different rates for each mode or skill. By providing a variety of learning opportunities and formative and summative assessments across all three modes of communication and four language skills, teachers and learners will gain insight into areas of strength and areas of focus.

Resources and rubrics related to assessment of proficiency and performance can be found in the model curriculum.

3. HOW DO I USE THE STANDARDS FOR VERTICAL ALIGNMENT OF LANGUAGE COURSES?

Districts should use the standards to determine the final proficiency goals for their programs. This may vary among districts depending on the number of years of continuous language studies offered. Once the end goal of the program has been determined, the proficiency levels for the previous years will be backward aligned from highest to lowest. Research-based targets are provided, but they are not state-mandated.

The standards should be looked at as cumulative performance descriptors, in which each sublevel includes all the information from the previous sublevels. For example, the Novice Low and Mid Interpretive standards mention using visuals or gestures to increase comprehension when reading, viewing or listening. The use of visuals or gestures is not mentioned from Novice High through Advanced Low; however, it is understood that any skills mastered in previous sublevels will be subsumed and built upon in the following sublevels, even if not explicitly stated.

Resources related to vertical alignment and backward design can be found in the model curriculum.

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4. DO THE STANDARDS INCLUDE MODIFICATIONS FOR DIVERSE LEARNERS?

It would be challenging for the standards to fully reflect the great variety in abilities, needs, learning rates and achievement levels of learners in any given classroom. All learners should have equal access to the knowledge and skills necessary in their post-high school lives. The standards do not define the intervention methods or materials to support learners who are below or above language-level expectations.

With the inclusion of proficiency levels as the basis of the standards, programs now have the means for the widest possible range of learners to participate fully from the outset. Using intentional pre-assessment to determine language learners' abilities when they enter a course allows teachers to set appropriate target goals for each learner's growth. For example, native or heritage speakers may have strong speaking and listening skills, but they may have weak reading and writing skills. Knowing this allows teachers to place learners in the appropriate level course and determine the skills to focus on to progress.

Resources for teaching diverse learners can be found in the model curriculum.

5. HOW DO AUTHENTIC MATERIALS, TEACHER-CREATED MATERIALS AND TEXTBOOKS FIT INTO THE STANDARDS?

The standards specify the progression and end goals of K-12 learners developing intercultural communicative competence and stronger literacy skills using authentic cultural materials and interactions. The standards do not define how teachers should teach nor the specific materials they should use. Teachers should incorporate a variety of materials and strategies that help learners achieve the end goals, but there is not one set methodology to accomplish this. Textbooks, leveled readers and teacher-created materials are tools that can serve as a scaffold or bridge to the ultimate goal of learners accessing authentic materials and culture and to increasing communication and literacy skills.

Learners should be exposed to authentic media and texts beginning at Novice Low, regardless of the methodology, learning materials or instructional approach. Exposure to a variety of authentic language and cultural resources as early as possible is essential to developing intercultural communicative competence for all learners.

Resources related to teaching with authentic materials for various languages and incorporating literacy can soon be found in the model curriculum.

6. WHAT IS THE ROLE OF GRAMMAR, ESPECIALLY FOR CLASSICAL LANGUAGES?

The decision on how, when or if grammar is explicitly taught is addressed by educators and curriculum directors of individual language programs, consistent with meeting the expectations of the state standards. Given the large number of languages taught in Ohio, as well as district-determined scope and sequence for courses, it would be challenging for the standards to give specific grammar to teach at each level. Many best practice strategies for teaching grammar in context are available in the model curriculum.

For classical languages, reading and understanding written messages of the ancient world are key goals for learners. Explicit grammar learning may play an important role in comprehending and using the language of historical texts. As with other languages, the role of grammar should be determined by the teachers and curriculum directors of individual programs. Interpretive listening and presentational or interpersonal speaking and writing can also be important communicative elements in a well-balanced classical language program. The oral and written use of the language can be employed to build learner interest and heighten understanding of and appreciation for a classical language and its culture.

Resources for classical languages can soon be found in the model curriculum

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Ohio's Learning Standards for World Languages and Cultures

Cultures Goal	**Interact with intercultural competence using knowledge and understanding of native and other cultures.** • Investigate, reflect on and explain the relationship between products, practices and perspectives. • Interact with others in and from other cultures.
Communication Goal	**Communicate effectively in languages other than English in person and via technology.** • **INTERPRETIVE:** Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources. • **INTERPERSONAL:** Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings and opinions. • **PRESENTATIONAL:** Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoken, written or signed language when negotiation of meaning is not possible.

BENCHMARKS	INTERMEDIATE (I)	ADVANCED (A)
INTERCULTURAL Communication (ICC)	1. Make comparisons between products and practices to help understand perspectives in native and other cultures using the target language. 2. Interact at a functional level in familiar contexts with people in and from other cultures using the target language and appropriate learned behaviors.	1. Explain some diversity among products and practices and how it relates to perspectives in native and other cultures using the target language. 2. Interact at a competent level in familiar and some unfamiliar contexts with people in and from other cultures, using the target language and adjusting behaviors as needed.
INTERPRETIVE Communication (INT-C)	1. Comprehend information in a variety of familiar contexts from authentic texts that are spoken, written or signed. 2. Understand the main idea and related information from connected sentences and short paragraphs in authentic informational and fictional texts and overheard or observed conversations.	1. Comprehend information in a wide variety of familiar and general interest contexts from authentic texts that are spoken, written or signed. 2. Understand the main message and supporting details from paragraphs across various time frames in complex, organized authentic texts and overheard or observed conversations.
INTERPERSONAL Communication (INP-C)	1. Communicate in spontaneous spoken, written or signed conversations on familiar topics. 2. Exchange information using connected sentences and a variety of questions.	1. Maintain spontaneous spoken, written or signed conversations and discussions on familiar and unfamiliar concrete topics. 2. Discuss and explain information, incorporating various time frames, series of connected sentences, paragraphs and probing questions.
PRESENTATIONAL Communication (P-C)	1. Present prepared or spontaneous information on familiar topics through written, spoken or signed language. 2. Explain, narrate and express viewpoints using sentences and series of connected sentences.	1. Present detailed and organized presentations on familiar as well as unfamiliar concrete researched topics. 2. Analyze, narrate and convey persuasive arguments using various time frames and paragraphs.

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INTERPRETIVE INTERCULTURAL COMMUNICATION (INT-C)

STANDARDS	INTERMEDIATE MID – ADVANCED LOW		
	Intermediate Mid (IM)	**Intermediate High (IH)**	**Advanced Low (AL)**
	Understand the main idea and key information from connected sentences and short paragraphs.	Follow the main message or flow of events from paragraphs across various time frames.	Understand the underlying message and some supporting details across major time frames.
Investigate Intercultural Products, Practices and Perspectives	**INT-C.IM.1.** Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures.	**INT-C.IH.1.** Relate products and practices from concrete researched topics or personal studies to perspectives in native and other cultures.	**INT-C.AL.1.** Analyze how products and practices of public and personal interest are related to perspectives in native and other cultures.
Analyze Intercultural Behaviors	**INT-C.IM.2.** Compare appropriate and inappropriate behaviors in native and other cultures.	**INT-C.IH.2.** Relate significant differences in behavior to cultural norms in native and other cultures.	**INT-C.AL.2.** Analyze how to adjust behavior according to cultural norms in familiar situations in native and other cultures.

Analyze Components of Authentic Texts* That Are Spoken, Written or Signed	**INT-C.IM.3.** Understand the main idea and supporting information in:
	  a. Complex authentic informational texts;
	  b. Complex authentic fictional texts;
	  c. Complex overheard or observed conversations.
		INT-C.IH.3. Relate components of:
		  a. Complex authentic informational texts;
		  b. Complex authentic fictional texts;
		  c. Complex overheard or observed conversations.
			INT-C.AL.3. Analyze components of:
			  a. Complex authentic informational texts;
			  b. Complex authentic fictional texts;
			  c. Complex overheard or observed conversations.

*Authentic texts are defined as target language content that has been created by native speakers for native speakers that learners read, hear or view.

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INTERPRETIVE LITERACY (INT-LIT)

STANDARDS	INTERMEDIATE MID – ADVANCED LOW		
	Intermediate Mid (IM)	**Intermediate High (IH)**	**Advanced Low (AL)**
	Use literacy skills to deepen understanding of authentic texts* that are spoken, written or signed.	Use literacy skills to comprehend authentic texts* that are spoken, written or signed.	Use literacy skills to deepen understanding of authentic texts* that are spoken, written or signed.
Infer Nuances of Texts	**INT-LIT.IM.1.** Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.	**INT-LIT.IH.1.** Infer underlying message of text via literary devices used, such as anecdotes, satire or suspense.	**INT-LIT.AL.1.** Infer nuances of text via literary devices used, such as alliteration, juxtaposition or symbolism.
Use Organizational Features of Texts	**INT-LIT.IM.2.** Use visual, aural and organizational features to compare the points of view of various authors on similar topics in straightforward texts, such as short novels, survey results, recommendations or cause and effect.	**INT-LIT.IH.2.** Use visual, aural and organizational features to compare and relate the points of view of various authors on similar topics in complex texts, such as novels, descriptions, song lyrics, or problems and solutions.	**INT-LIT.AL.2.** Use visual, aural and organizational features to analyze the points of view of various authors in complex texts, such as novels, reports, rationales or editorials.
Apply Self-Questioning Skills	**INT-LIT.IM.3.** Use analytical self-questioning before, during and after engaging with texts, such as "What evidence is provided or what is confusing?"	**INT-LIT.IH.3.** Use evaluative self-questioning before, during and after engaging with texts, such as "What would I change or do I agree with the author?"	**INT-LIT.AL.3.** Use critical self-questioning before, during and after engaging with texts, such as "Who is affected by this or how is this similar to a certain group of people?"
Make Text Connections	**INT-LIT.IM.4.** Make text-to-world connections using information from previous texts, research and diverse sources.	**INT-LIT.IH.4.** Make in-depth connections among various texts using researched information from diverse sources.	**INT-LIT.AL.4.** Make in-depth connections among various texts using researched information from diverse sources.
Select, Use and Cite Resources	**INT-LIT.IM.5.** Select relevant digital and cultural resources, use appropriately and cite accurately.	**INT-LIT.IH.5.** Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.	**INT-LIT.AL.5.** Select a variety of relevant digital and cultural resources and cite accurately.

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Authentic texts are defined as target language content that has been created by native speakers for native speakers that learners read, hear or view.

INTERPRETIVE LISTENING AND VIEWING

PROGRESS INDICATORS*	INTERMEDIATE MID – ADVANCED LOW		
	Intermediate Mid	**Intermediate High**	**Advanced Low**
	Understand the main idea and key information from connected sentences and short paragraphs.	Follow the main message or flow of events from paragraphs across various time frames.	Understand the underlying message and some supporting details across major time frames.
Investigate Intercultural Products, Practices and Perspectives	• Compare the relationships among everyday cultural products, practices and perspectives in native and other cultures, such as: ○ Arts, dancing, ideas of beauty; ○ Literature, cultural events, importance of traditions.	• Compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as: ○ Green products, recycling, earth-friendly beliefs; ○ Historical events, social norms, value of demonstrations.	• Analyze the relationships among global cultural products, practices and perspectives in native and other cultures, such as: ○ Pharmaceuticals, use of antibiotics, attitudes toward vaccinations. ○ National identity, globalized practices, use of foreign words.
Analyze Informational Media or Content	• Compare the targeted age group and demographics from publicity for several newly released films.	• Break down the marketing strategies of two video ads promoting similar products.	• Analyze the marketing strategies of a popular modern-day product or service and compare to strategies used to promote it in the past.
Analyze Fictional Media or Content	• Compare two short literary or fiction films, including characters, authors' points of view, conflicts or tone.	• Relate an event in a historical fiction film to a similar historical or current event, including causes, outcomes or impact of the events.	• Analyze a film to determine the moral of the story or relationships among characters.
Follow Instructions	• Follow a series of directions for a destination or model kit.	• Follow an online tutorial to change a tire or redecorate a bedroom.	• Follow how-to videos for gamers or job interviews.
Comprehend Overheard or Observed Conversations	• Understand storyline and details from friends' conversation about a bad date or questions between team members about a collaborative project.	• Understand the cause of an argument between people in a public place or an interview of a celebrity as to what he or she has done or plans to do while visiting a city.	• Understand differing or similar views from a discussion about room remodeling between designer and customer or debates on candidates' past beliefs and future plans.

Communicative progress indicators will be developed at the district level. The above examples can be used, elaborated upon, modified by topic or not used.

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INTERPRETIVE READING

PROGRESS INDICATORS*	INTERMEDIATE MID – ADVANCED LOW		
	Intermediate Mid	**Intermediate High**	**Advanced Low**
	Understand the main idea and key information from connected sentences and short paragraphs.	Follow the main message or flow of events from paragraphs across various time frames.	Understand the underlying message and some supporting details across major time frames.
Investigate Intercultural Products, Practices and Perspectives	• Compare the relationships among everyday cultural products, practices and perspectives in native and other cultures, such as: 　○ Invitations, special occasions, cultural value of celebrations; 　○ Ancient architecture, religious ceremonies, impact of mythology.	• Determine the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as: 　○ Family structures, weddings, treatment of elders; 　○ Obituaries, funerals, attitudes toward death.	• Analyze the relationships among global cultural products, practices and perspectives in native and other cultures, such as: 　○ Love poems, marriage, discrimination; 　○ Political groups, public speaking, social class nuances.
Analyze Informational Media or Content	• Understand the qualifications among job applicants to choose the best fit for a position.	• Relate the impact of sequential historical events to modern-day happenings.	• Understand basic information from researched-based journals or political treatises.
Analyze Fictional Media or Content	• Compare short literary works from different genres, including plot points, authors' points of view, conflicts or tone.	• Relate the sequence of events in a folktale to a plot twist.	• Analyze fictional texts to determine culturally ingrained messages and perspectives.
Follow Instructions	• Follow a series of directions to arrive at a destination.	• Follow multistep instructions to submit an online job application.	• Follow a multistep tutorial for writing an argumentative essay.
Comprehend Written Conversations	• Compare the opinions and perspectives of individuals participating in an online discussion or social media thread.	• Determine the main points of a debate between people in a blog post.	• Compare cultural perspectives that influence the opinions in an online thread, such as the definition of family.

Communicative progress indicators will be developed at the district level. The above examples can be used, elaborated upon, modified by topic or not used.

INTERPERSONAL INTERCULTURAL COMMUNICATION (INP-C)

STANDARDS	**INTERMEDIATE MID – ADVANCED LOW**		
	Intermediate Mid (IM)	**Intermediate High (IH)**	**Advanced Low (AL)**
	Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.	Negotiate meaning while exchanging information in extended conversations and discussions and ask a variety of questions using connected sentences that may form paragraphs across various time frames.	Maintain discussions and extended conversations using a few simple paragraphs across major time frames.
Investigate Intercultural Products, Practices and Perspectives	**INP-C.IM.1.** Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.	**INP-C.IH.1.** Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.	**INP-C.AL.1.** Share how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures.
Interact with Culturally Appropriate Language and Behavior	**INP-C.IM.2.** Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders.	**INP-C.IH.2.** Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures.	**INP-C.AL.1.** Converse in familiar and some unfamiliar situations, showing some awareness of subtle cultural differences by adjusting behavior accordingly.
Exchange Information and Ideas	**INP-C.IM.3.** Converse on a variety of familiar topics and some concrete researched topics.	**INP-C.IH.3.** Converse on a variety of familiar and concrete researched topics.	**INP-C.AL.1.** Discuss a variety of familiar and unfamiliar concrete researched topics.
Meet Personal Needs and Address Situations	**INP-C.IM.4.** Interact with others to meet needs in a variety of familiar and everyday situations.	**INP-C.IH.4.** Meet needs in a variety of familiar and everyday situations, sometimes involving a complication.	**INP-C.AL.1.** Resolve an unexpected complication in a familiar or everyday situation.
Exchange Advice and Viewpoints	**INP-C.IM.5.** Exchange and react to preferences, feelings, opinions and simple advice on a variety of familiar topics.	**INP-C.IH.5.** Explain and react to viewpoints, emotions and advice on a variety of familiar topics and some concrete researched topics.	**INP-C.AL.1.** Explain, react to and compare viewpoints, emotions and advice on a variety of familiar and unfamiliar concrete researched topics.

INTERPERSONAL LITERACY (INP-LIT)

STANDARDS	INTERMEDIATE MID – ADVANCED LOW		
	Intermediate Mid (IM)	**Intermediate High (IH)**	**Advanced Low (AL)**
	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use interpersonal skills to interact, negotiate meaning and communicate effectively.
Communicate, React and Show Interest	**INP-LIT.IM.1.** Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest.	**INP-LIT.IH.1.** Use culturally appropriate and relevant content and syntax and begin to adjust language or behaviors as needed to communicate, react and show interest.	**INP-LIT.AL.1.** Use culturally appropriate and relevant content and syntax and adjust language or behaviors as needed to communicate, react and show interest.
Continue and Extend Conversations	**INP-LIT.IM.2.** Use some complex interjections, rejoinders, interrogatives and transitions.	**INP-LIT.IH.2.** Use a variety of complex interjections, rejoinders, interrogatives and transitions.	**INP-LIT.AL.2.** Use a variety of complex interjections, rejoinders, interrogatives and transitions.
Increase Comprehensibility and Clarity of Expression	**INP-LIT.IM.3.** Enhance comprehensibility and clarity using simple explanations, rephrasing, circumlocution, self-correction and mostly consistent pronunciation, tone or pitch.	**INP-LIT.IH.3.** Enhance comprehensibility and clarity using self-correction, paraphrasing, and mostly consistent pronunciation, tone or pitch, register and rate of speech.	**INP-LIT.AL.3.** Enhance comprehensibility and clarity using paraphrasing, elaboration, consistent pronunciation, tone or pitch, register and rate of speech.
Infer Meaning of Unfamiliar Language	**INP-LIT.IM.4.** Infer meaning of unfamiliar language from context or topic of conversation.	**INP-LIT.IH.4.** Infer meaning of unfamiliar language from context or topic of discussion.	**INP-LIT.AL.4.** Infer meaning of unfamiliar language from context or topic of discussion.
Select, Use and Cite Resources	**INP-LIT.IM.5.** Select relevant digital and cultural resources, use appropriately and cite accurately.	**INP-LIT.IH.5.** Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.	**INP-LIT.AL.5.** Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

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INTERPERSONAL LISTENING AND SPEAKING OR SIGNING

	INTERMEDIATE MID – ADVANCED LOW		
PROGRESS INDICATORS*	**Intermediate Mid**	**Intermediate High**	**Advanced Low**
	Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.	Negotiate meaning while exchanging information in extended conversations and discussions and ask a variety of questions using connected sentences that may form paragraphs across various time frames.	Maintain discussions and extended conversations using a few simple paragraphs across major time frames.

Investigate Intercultural Products, Practices and Perspectives	• Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as:
	  ○ Fashion houses, clothing trends, attitude toward thrift shops;
	  ○ Social media, ways people communicate, how technology affects socializing.
		• Exchange information to compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as:
		  ○ Commercials, advertising, what sells a product;
		  ○ Buildings, neighborhoods, how city design affects lifestyles.
			• Exchange information to compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as:
			  ○ Migrant workers, seasonal hiring, acculturation;
			  ○ Public schools, educational testing, role of education in quality of life.

Interact with Culturally Appropriate Language and Behavior	• Demonstrate respect through culturally appropriate dress and voice volume when visiting historical sites.	• Demonstrate culturally appropriate reactions and behaviors when trying unfamiliar food or drink.	• Offer culturally appropriate gifts in a socially conventional manner as a guest at a celebration.
Exchange Information and Ideas	• Make plans with a friend to go to a concert, such as how much to spend on tickets, merchandise for sale, transportation and how to dress.	• Research and discuss the school or healthcare systems in various cultures and how they reflect societal attitudes.	• Research and discuss various political systems, including political parties, form of government and voting process.
Meet Personal Needs and Address Situations	• Interact with the waiter to substitute vegan or gluten-free ingredients for menu items.	• Exchange ideas for postsecondary options with representatives at a college and career fair.	• Negotiate a refund for an item that broke after the warranty expired.
Exchange and Support Advice and Viewpoints	• Exchange opinions about movies in cinema club and argue whether the book or movie is better.	• Interact via social media or live podcast to exchange and support personal viewpoints on an upcoming election.	• Discuss and compare the pros and cons of university entrance requirements in various cultures with a teacher or advisor.

Ohio | Department of Education   **Communicative progress indicators will be developed at the district level. The above examples can be used, elaborated upon, modified by topic or not used.*

INTERPERSONAL READING AND WRITING

	INTERMEDIATE MID – ADVANCED LOW		
PROGRESS INDICATORS*	**Intermediate Mid**	**Intermediate High**	**Advanced Low**
	Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.	Negotiate meaning while exchanging information in extended conversations and discussions and ask a variety of questions using connected sentences that may form paragraphs across various time frames.	Maintain discussions and extended conversations using a few simple paragraphs across major time frames.
Investigate Intercultural Products, Practices and Perspectives	• Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as: ○ Reusable bags, recycling, environmental responsibility; ○ Food pyramid, exercise routines, trends in dieting.	• Exchange information to compare relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as: ○ Curriculum vitae, applying for a job, employer expectations; ○ University life, applying for university, societal value of various professions.	• Exchange information to compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as: ○ Material comforts, lifestyles, value of efficiency; ○ Exports, trade practices, disaster relief efforts.
Interact with Culturally Appropriate Language and Behavior	• Use culturally appropriate formatting, salutation, titles and closing in a formal email exchange.	• Use culturally appropriate formatting, syntax, punctuation and capitalization when exchanging formal or informal emails.	• Use culturally appropriate personal details, academic information, terminology and formatting when corresponding with references from a job application.
Exchange Information and Ideas	• Discuss and compare academic testing requirements and purposes in response to a blog post.	• Collaborate with an online group or organization to publicize an upcoming event.	• Interact online with a career counselor to discuss in-demand jobs where a second language is advantageous.
Meet Personal Needs and Address Situations	• Email an employer to express interest in a job and ask for more details about desired experience.	• Text a friend to explain why weekend plans were canceled and what the alternative plans will be.	• Exchange correspondence with an event planner to make changes to an upcoming celebration.
Exchange and Support Advice and Viewpoints	• Exchange personal reactions to a blog post in the comments section and respond to others' comments.	• Give advice online to a foreign student who has questions about studying in the USA.	• Write a rebuttal to a post criticizing today's youth compared to past generations and request evidence for this point of view.

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PRESENTATIONAL INTERCULTURAL COMMUNICATION (P-C)

STANDARDS	INTERMEDIATE MID – ADVANCED LOW		
	Intermediate Mid (IM)	**Intermediate High (IH)**	**Advanced Low (AL)**
	Present information using organized connected sentences and series of connected sentences.	Present information using organized connected sentences that may form paragraphs across various time frames	Present information using a few simple paragraphs across major time frames.
Investigate Intercultural Products, Practices and Perspectives	**P-C.IM.1.** Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.	**P-C.IH.1.** Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.	**P-C.AL.1.** Explain how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures.
Communicate in Culturally Appropriate Ways	**P-C.IM.2.** Present in familiar situations using appropriate learned behaviors and avoiding common social blunders, recognizing that significant differences exist among cultures.	**P-C.IH.2.** Present to an audience using appropriate learned behaviors and show some understanding of cultural differences by adjusting behavior as needed in familiar contexts.	**P-C.AL.2.** Present confidently to an audience and show some understanding of cultural differences by adjusting behavior as needed in familiar and some unfamiliar contexts.
Inform, Describe and Explain	**P-C.IM.3.** Inform on, describe and explain a variety of familiar topics and some concrete researched topics.	**P-C.IH.3.** Inform on, describe and explain a variety of familiar and concrete researched topics.	**P-C.AL.3.** Inform on, describe and explain some concrete academic, social and career-related topics of interest.
Narrate about Events and Experiences	**P-C.IM.4.** Narrate about some past, present or future personal and social events and experiences.	**P-C.IH.4.** Narrate about past, present and future personal experiences and school and community events.	**P-C.AL.4.** Narrate about personal, community and career-related experiences.
Support Viewpoints and Arguments	**P-C.IM.5.** State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.	**P-C.IH.5.** State a viewpoint with supporting evidence on a variety of familiar and personal studies topics from native and other cultures.	**P-C.AL.5.** Present an argument with supporting evidence on some researched academic, social and career-related topics from native and other cultures.

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PRESENTATIONAL LITERACY (P-LIT)

STANDARDS	INTERMEDIATE MID – ADVANCED LOW		
	Intermediate Mid (IM)	**Intermediate High (IH)**	**Advanced Low (AL)**
	Use presentational skills to communicate effectively.	**Use presentational skills to communicate effectively.**	**Use presentational skills to communicate effectively.**
Choose Relevant, Authentic Content and Concepts	**P-LIT.IM.1.** Use authentic resources, content, syntax and concepts that are relevant to the topic.	**P-LIT.IH.1.** Use authentic resources, content, syntax, concepts and cultural references that are relevant to the topic.	**P-LIT.AL.1.** Use a variety of authentic resources, content, syntax, concepts and cultural references that are relevant to the topic.
Organize Information	**P-LIT.IM.2.** Organize information in a cohesive format with complex transitions and clarify with simple explanations as needed by the audience.	**P-LIT.IH.2.** Organize information in a cohesive format and explain or clarify as needed by the audience.	**P-LIT.AL.2.** Organize information in a cohesive format and explain or elaborate as needed by the audience.
Increase Comprehensibility and Clarity of Expression	**P-LIT.IM.3.** Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility.	**P-LIT.IH.3.** Approximate native pronunciation and syntax to increase comprehensibility.	**P-LIT.AL.3.** Approximate native pronunciation and syntax to increase comprehensibility.
Maintain and Increase Audience Interest	**P-LIT.IM.4.** Increase audience interest via elaboration, style, technology or visuals.	**P-LIT.IH.4.** Increase audience interest via elaboration, style, technology or visuals.	**P-LIT.AL.4.** Increase audience interest via elaboration, style, technology or visuals.
Select, Use and Cite Resources	**P-LIT.IM.5.** Select relevant digital and cultural resources, use appropriately and cite accurately.	**P-LIT.IH.5.** Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.	**P-LIT.AL.5.** Select a variety of relevant digital and cultural resources, use appropriately and cite accurately.

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PRESENTATIONAL SPEAKING OR SIGNING

	INTERMEDIATE MID – ADVANCED LOW		
PROGRESS INDICATORS*	**Intermediate Mid**	**Intermediate High**	**Advanced Low**
	Present information using organized connected sentences and series of connected sentences.	Present information using organized connected sentences that may form paragraphs across various time frames	Present information using a few simple paragraphs across major time frames.
Investigate Intercultural Products, Practices and Perspectives	• Compare everyday cultural products, practices and perspectives in native and other cultures, such as: ○ Clothing, personal style, appropriate attire; ○ Social media, ways people communicate, levels of formality in relationships.	• Compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as: ○ Commercials, advertising, what sells a product; ○ Buildings, architectural styles, how city design affects lifestyles.	• Compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as: ○ Migrant workers, seasonal hiring, acculturation; ○ Public schools, educational testing, role of education in quality of life.
Communicate in Culturally Appropriate Ways	• Use culturally appropriate language and learned behaviors.	• Use culturally appropriate language and begin to adjust behaviors as needed.	• Show awareness of some subtle differences among cultural behaviors and adjust accordingly.
Inform, Describe and Explain	• Give a presentation on a literary figure or author and his or her contributions to society.	• Explain postsecondary and career options from a college and job fair to your peers.	• Explain the significance of a historical event and its impact on present day society.
Provide Instructions	• Give a peer instructions on how to obtain a driver's permit, prepare a healthy meal or format an outline for a term paper.	• Produce a podcast giving the steps to complete a scientific experiment or solve a math equation.	• Explain the steps and results of a scientific experiment that tested a hypothesis.
Narrate about Events and Experiences	• Make a video or live dramatization of a literary work, creating a surprise ending or changing the author's point of view.	• Describe the benefits of volunteering for a recent or upcoming community event based on personal experience.	• Describe the personal impact of a community issue, such as drug addiction or affordable housing.
Support Viewpoints and Arguments	• Support a personal opinion about school cell phone policy.	• Argue to change a controversial school policy based on current research or societal norms.	• Take a position on a historical, literary or current event, with reasoning to support this position.

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PRESENTATIONAL WRITING

PROGRESS INDICATORS*	INTERMEDIATE MID – ADVANCED LOW		
	Intermediate Mid	**Intermediate High**	**Advanced Low**
	Present information using organized connected sentences and series of connected sentences.	Present information using organized connected sentences that may form paragraphs across various time frames	Present information using a few simple paragraphs across major time frames.
Investigate Intercultural Products, Practices and Perspectives	• Compare everyday cultural products, practices and perspectives in native and other cultures, such as: ○ Reusable bags, recycling, environmental responsibility; ○ Food pyramid, exercise frequency, trends in dieting.	• Compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as: ○ Curriculum vitae, applying for a job, employer expectations; ○ Postsecondary education, applying, societal value of professions.	• Compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as: ○ Material comforts, lifestyles, value of efficiency; ○ Exports, trade practices, disaster relief efforts.
Communicate in Culturally Appropriate Ways	• Use culturally appropriate formatting, salutation, titles and closing in a formal email or letter.	• Use culturally appropriate formatting, syntax, punctuation and capitalization in bibliographies or letters.	• Use culturally appropriate personal details, academic information, terminology and formatting when writing a curriculum vitae.
Inform, Describe and Explain	• Write a blog entry summarizing an interview with a personal role model or a review of a book.	• Summarize personal takeaways and professional knowledge gained from an internship with a community leader.	• Compare family roles and structures across cultures and the impact on the younger generation.
Provide Instructions	• Create an infographic with step-by-step recipes for traditional desserts the international club will sell at a festival.	• Write an International Week blog post for the school website, explaining the movements for a traditional dance.	• Create a webpage with transportation or route options for street closings due to a parade, road work or a demonstration.
Narrate about Events and Experiences	• Write an essay about an impactful childhood experience for a semester abroad application.	• Write an editorial for a local target culture newsletter explaining how marketing strategies affected a recent purchase or entertainment choice.	• Create a presentation for international business guests on how social media has influenced a culturally ingrained business perspective.
Support Opinions and Viewpoints	• Prepare speaking points for participation in a debate about the value of cell phones in class.	• Advise the teacher about the best apps to help learn languages outside of class and why they work.	• Create a fundraiser public service announcement for a health care issue that has had a personal impact.

Communicative progress indicators will be developed at the district level. The above examples can be used, elaborated upon, modified by topic or not used.

CLASSICAL LANGUAGES

PROGRESS INDICATORS*	INTERMEDIATE MID – ADVANCED LOW		
	Intermediate Mid	**Intermediate High**	**Advanced Low**
Investigate Intercultural Products, Practices and Perspectives	• Compare everyday cultural products, practices and perspectives in native and other cultures, such as: ○ Epigrams or meditations in texts; ○ Historic events; ○ Work skills or trading practices; ○ Elements of luxury vs. a simple life; ○ Multicultural aspects of the Roman world; ○ Leadership.	• Compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as: ○ Social norms; ○ Patricians/Plebeians; ○ Lives of women in classical Rome; ○ Diverse perspectives on identity; ○ How elements of luxury influence each other; ○ Literary genres and styles.	• Compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as: ○ Political structures; ○ Roman Senate vs. U.S. Senate; ○ President vs consul; ○ Ethical concepts in literature; ○ Ethical concepts in society; ○ Cultural and social identity influences.
Interpretive Listening or Reading	• Compare literary texts such as epigrams, meditations or myths using author's point of view, conflicts or tone. • Understand the main idea of written exchanges between historical figures. • Use knowledge of structures and syntax to deepen understanding.	• Relate the impact of sequential historical events to modern-day happenings. • Determine the main point of debates, dialogues or historical or mythological descriptions. • Use knowledge of structures and syntax to deepen understanding.	• Analyze texts to determine culturally engrained messages or perspectives. • Compare cultural perspectives that influence the opinions of historical figures. • Use knowledge of structures and syntax to deepen understanding.
Interpersonal Communication* *Inclusion of interpersonal communication is determined by individual programs.*	• Rephrase elements of texts to discuss and compare aspects of Roman culture, such as daily or social life, with those of other cultures.	• Paraphrase or summarize elements of texts to participate in discussions or debates about familiar, researched or personal interest topics.	• Summarize elements of text to compare life in the ancient world with modern life, including personal viewpoints and supporting details.
Presentational Speaking or Writing	• Explain the effect of Roman or Greek political and social systems on private and public life.	• Summarize personal takeaways from research on topics such as philosophy, religion, mythology or personal conduct.	• Explain the development and transitions from ancient to current forms of government.

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AMERICAN SIGN LANGUAGE

PROGRESS INDICATORS*	INTERMEDIATE MID – ADVANCED LOW		
	Intermediate Mid	**Intermediate High**	**Advanced Low**
Investigate Intercultural Products, Practices and Perspectives	• Compare everyday cultural products, practices and perspectives in native and Deaf cultures, such as: ○ How people socialize; ○ Characteristics of social norms; ○ Stereotypes or exaggerated views of people or groups.	• Compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and Deaf cultures, such as: ○ Symbolism in literature or art; ○ Impact of elections; ○ Contributions and impact of historical figures on modern day society.	• Compare the relationships among global cultural products, practices and perspectives in native and Deaf cultures, such as: ○ Political policies affecting daily life; ○ Role of the hearing and Deaf in American society; ○ Differences in cultural viewpoints of global events.
Interpretive Viewing	• Compare fictional or non-fictional texts such as biographies, stories or documentaries. • Compare the roles of family members who are deaf and those who are hearing.	• Relate the impact of sequential historical events to modern day happenings. • Determine the main point of debates, dialogues or historical descriptions related to Deaf culture.	• Compare aspects of Deaf minority communities with hearing minority communities in the United States, both historically and in modern society.
Interpersonal Communication	• Discuss and compare news and vlogs related to Deaf life and perspectives. • Interact with members of the Deaf community about contemporary issues related to daily life.	• Paraphrase or summarize elements of works of art, performances or literature to participate in discussions or debates about familiar, researched or personal interest topics.	• Discuss the impact of the institutionalization of deaf people that took place in the past, how it was similar to other groups, and how and why it has changed in current society.
Presentational Signing	• Summarize a current event that impacts the Deaf community. • Summarize personal takeaways from research on deaf athletes, historical figures or technology advances.	• Explain the effect of political or social policies on the private and public life of the Deaf community.	• Analyze and explain the impact of the oralism movement in educating deaf students.

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