

Ohio's Learning Standards

World Languages and Cultures

Novice High – Intermediate Mid 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.

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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

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.
 - Investigate, reflect on and explain the relationship between products, practices and perspectives.
 - 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.

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.

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 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 be found in the model curriculum

Ohio's Learning Standards for World Languages and Cultures

Cultures Goal	<p>Interact with intercultural competence using knowledge and understanding of native and other cultures.</p> <ul style="list-style-type: none">• Investigate, reflect on and explain the relationship between products, practices and perspectives.• Interact with others in and from other cultures.
Communication Goal	<p>Communicate effectively in languages other than English in person and via technology.</p> <ul style="list-style-type: none">• 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	NOVICE (N)	INTERMEDIATE (I)
INTERCULTURAL Communication (ICC)	<ol style="list-style-type: none"> 1. Identify typical products and practices to help understand perspectives in native and other cultures using the target language. 2. Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors. 	<ol style="list-style-type: none"> 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.
INTERPRETIVE Communication (INT-C)	<ol style="list-style-type: none"> 1. Comprehend information in very familiar, everyday contexts from authentic texts that are spoken, written or signed. 2. Identify the general topic and basic information from words, phrases and simple sentences in authentic informational and fictional texts and observed or overheard conversations. 	<ol style="list-style-type: none"> 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.
INTERPERSONAL Communication (INP-C)	<ol style="list-style-type: none"> 1. Communicate in spontaneous spoken, written or signed conversations on very familiar, everyday topics. 2. Request and provide information using a variety of practiced or familiar words, phrases, simple sentences and questions. 	<ol style="list-style-type: none"> 1. Communicate in spontaneous spoken, written or signed conversations on familiar topics. 2. Exchange information using connected sentences and a variety of questions.
PRESENTATIONAL Communication (P-C)	<ol style="list-style-type: none"> 1. Present prepared or spontaneous information on very familiar, everyday topics through written, spoken or signed language. 2. Inform, narrate and express preferences and opinions using a variety of practiced or familiar words, phrases and simple sentences. 	<ol style="list-style-type: none"> 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.

INTERPRETIVE INTERCULTURAL COMMUNICATION (INT-C)

STANDARDS	NOVICE HIGH – INTERMEDIATE MID		
	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
	Identify the topic and basic related information from simple sentences.	Identify the topic and related information from simple and connected sentences.	Understand the main idea and key information from connected sentences and short paragraphs.
Investigate Intercultural Products, Practices and Perspectives	INT-C.NH.1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.	INT-C.IL.1. Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures.	INT-C.IM.1. Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures.
Compare Intercultural Behaviors	INT-C.NH.2. Identify and compare familiar or everyday behaviors in native and other cultures.	INT-C.IL.2. Identify appropriate and inappropriate everyday behaviors in native and other cultures.	INT-C.IM.2. Compare appropriate and inappropriate behaviors in native and other cultures.
Comprehend Authentic Texts* That Are Spoken, Written or Signed	INT-C.NH.3. Understand the topic and some isolated facts in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations.	INT-C.IL.3. Understand the topic and relevant information in: a. Complex authentic informational texts; b. Complex authentic fictional texts; c. Complex overheard or observed conversations.	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.

*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 LITERACY (INT-LIT)

STANDARDS	NOVICE HIGH – INTERMEDIATE MID		
	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
	Use literacy skills to comprehend 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 Meaning of Texts	INT-LIT.NH.1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.	INT-LIT.IL.1. Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.	INT-LIT.IM.1. Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.
Use Organizational Features of Texts	INT-LIT.NH.2. Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions.	INT-LIT.IL.2. Use visual, aural and organizational features to identify the author's purpose and point of view in straightforward texts, such as poetry, short stories, charts, or pros and cons.	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.
Apply Self-Questioning Skills	INT-LIT.NH.3. Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as "What happened or what might happen next?"	INT-LIT.IL.3. Use inferential self-questioning before, during and after engaging with texts, such as "Why did the character do this or what can I conclude about the actions of a character?"	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?"
Make Text Connections	INT-LIT.NH.4. Make simple text-to-text connections using information from previous texts.	INT-LIT.IL.4. Make text-to-text connections using information from previous texts.	INT-LIT.IM.4. Make text-to-world connections using information from previous texts, research and diverse sources.
Select, Use and Cite Resources	INT-LIT.NH.5. Select relevant digital and cultural resources and use appropriately.	INT-LIT.IL.5. Select relevant digital and cultural resources, use appropriately and cite accurately.	INT-LIT.IM.5. Select relevant digital and cultural resources, use appropriately and cite accurately.

INTERPRETIVE LISTENING AND VIEWING

PROGRESS INDICATORS*	NOVICE HIGH – INTERMEDIATE MID		
	Novice High	Intermediate Low	Intermediate Mid
	Identify the topic and basic related information from simple sentences.	Identify the topic and related information from simple and connected sentences.	Understand the main idea and key information from connected sentences and short paragraphs.
Investigate Intercultural Products, Practices and Perspectives	<ul style="list-style-type: none"> Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Video and cell phones, school life, importance of extracurriculars; Currency, shopping, saving vs spending. 	<ul style="list-style-type: none"> Compare everyday cultural products, practices and perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Professions, work hours, attitudes toward vacation time; TV channels, prime time programming, popularity of various shows. 	<ul style="list-style-type: none"> Compare the relationships among everyday cultural products, practices and perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Arts, dancing, ideas of beauty; Literature, cultural events, importance of traditions.
Comprehend Informational Media or Content	<ul style="list-style-type: none"> Identify individual facts from radio or video ads, such as product name, cost and where to buy it. 	<ul style="list-style-type: none"> Identify the topic and simple related information from a cultural documentary or story. 	<ul style="list-style-type: none"> Compare the targeted age group and demographics from publicity for several newly released films.
Comprehend Fictional Media or Content	<ul style="list-style-type: none"> Identify individual events in an episode of a video-streamed series, including characters, setting or theme. 	<ul style="list-style-type: none"> Compare events in a video series, including connections, sequencing or importance to the story line. 	<ul style="list-style-type: none"> Compare two short literary or fiction films, including characters, authors' points of view, conflicts or tone.
Follow Instructions	<ul style="list-style-type: none"> Follow simple steps in an online video to make food or draw an image. 	<ul style="list-style-type: none"> Follow multistep instructions to create a craft or take medication. 	<ul style="list-style-type: none"> Follow a series of directions to a destination or to build a model from a kit.
Comprehend Overheard or Observed Conversations	<ul style="list-style-type: none"> Identify simple information and questions about weekend plans or preferences from a conversation among peers. 	<ul style="list-style-type: none"> Understand details from a planning session about attire for a dance or a server's questions about someone's dinner order. 	<ul style="list-style-type: none"> Understand storyline and details from friends' conversation about a bad date or questions between team members about a collaborative project.

INTERPRETIVE READING

PROGRESS INDICATORS*	NOVICE HIGH – INTERMEDIATE MID		
	Novice High	Intermediate Low	Intermediate Mid
	Identify the topic and basic related information from simple sentences.	Identify the topic and related information from simple and connected sentences.	Understand the main idea and key information from connected sentences and short paragraphs.
Investigate Intercultural Products, Practices and Perspectives	<ul style="list-style-type: none"> Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Meals, grocery shopping, food trends; Rooms in a house, use of space, size of appliances. 	<ul style="list-style-type: none"> Compare everyday cultural products, practices and perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Graphic novels, reading, the role of literacy in learning and life; Landmarks, behavior at landmarks, how landmarks represent national identity. 	<ul style="list-style-type: none"> Compare the relationships among everyday cultural products, practices and perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Invitations, special occasions, cultural value of celebrations; Ancient architecture, religious ceremonies, impact of mythology.
Comprehend Informational Media or Content	<ul style="list-style-type: none"> Identify the topic and a few events in a family story or historical account. 	<ul style="list-style-type: none"> Identify the position and requirements in a job application. 	<ul style="list-style-type: none"> Understand the qualifications among job applicants to choose the best fit for a position.
Comprehend Fictional Media or Content	<ul style="list-style-type: none"> Identify some details or actions from a scene in a play, including characters, setting or theme. 	<ul style="list-style-type: none"> Compare events in two short stories or poems, such as theme, connections, sequencing or importance to story line. 	<ul style="list-style-type: none"> Compare short literary works from different genres, including plot points, authors' point of view, conflicts or tone.
Follow Instructions	<ul style="list-style-type: none"> Follow multiple steps to learn a simple dance or complete a scavenger hunt. 	<ul style="list-style-type: none"> Follow multistep directions to create an outfit for a cultural event. 	<ul style="list-style-type: none"> Follow a series of directions to arrive at a destination.
Comprehend Written Conversations	<ul style="list-style-type: none"> Identify simple descriptions in a group text. 	<ul style="list-style-type: none"> Understand the main idea or opinions expressed in a social media thread. 	<ul style="list-style-type: none"> Compare the opinions and perspectives of individuals participating in an online discussion or social media thread.

INTERPERSONAL INTERCULTURAL COMMUNICATION (INP-C)**NOVICE HIGH – INTERMEDIATE MID**

STANDARDS	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
Investigate Intercultural Products, Practices and Perspectives	INP-C.NH.1. Identify products and practices related to everyday life to help understand perspectives of native and other cultures.	INP-C.IL.1. Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.	INP-C.IM.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.
Interact with Culturally Appropriate Language and Behavior	INP-C.NH.2. Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	INP-C.IL.2. Converse in familiar situations at school, work or play using culturally appropriate learned behaviors and avoiding major social blunders.	INP-C.IM.2. Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders.
Exchange Information and Ideas	INP-C.NH.3. Request and share information on familiar and everyday topics.	IN-C.IL.3. Converse on a variety of familiar topics.	INP-C.IM.3. Converse on a variety of familiar topics and some concrete researched topics.
Meet Personal Needs and Address Situations	INP-C.NH.4. Interact with others to meet basic needs in familiar and everyday situations.	INP-C.IL.4. Interact with others to meet needs in familiar and everyday situations.	INP-C.IM.4. Interact with others to meet needs in a variety of familiar and everyday situations.
Exchange and React to Opinions and Advice	INP-C.NH.5. Express, ask about and react to simple preferences, feelings or opinions on familiar topics.	INP-C.IL.5. Express, ask about and react with some detail to preferences, feelings or opinions on familiar topics.	INP-C.IM.5. Exchange and react to preferences, feelings, opinions and simple advice on a variety of familiar topics.

INTERPERSONAL LITERACY (INP-LIT)

STANDARDS	NOVICE HIGH – INTERMEDIATE MID		
	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
	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.NH.1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.	INP-LIT.IL.1. Use culturally appropriate and relevant language, syntax and learned behaviors to 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.
Continue and Extend Conversations	INP-LIT.NH.2. Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words.	INP-LIT.IL.2. Use a variety of simple interjections, rejoinders, interrogatives and transitions.	INP-LIT.IM.2. Use some complex interjections, rejoinders, interrogatives and transitions.
Increase Comprehensibility and Clarity of Expression	INP-LIT.NH.3. Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution and attention to pronunciation, tone or pitch.	INP-LIT.IL.3. Enhance comprehensibility and clarify information using simple explanations, rephrasing, circumlocution and some consistency in pronunciation, tone or pitch.	INP-LIT.IM.3. Enhance comprehensibility and clarity using simple explanations, rephrasing, circumlocution, self-correction and mostly consistent pronunciation, tone or pitch.
Infer Meaning of Unfamiliar Language	INP-LIT.NH.4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.	INP-LIT.IL.4. Infer meaning of unfamiliar language from context or topic of conversation.	INP-LIT.IM.4. Infer meaning of unfamiliar language from context or topic of conversation.
Select, Use and Cite Digital Resources	INP-LIT.NH.5. Select and use digital tools and resources appropriately.	INP-LIT.IL.5. Select and use appropriate digital tools and resources and cite accurately.	INP-LIT.IM.5. Select and use appropriate digital tools and resources and cite accurately.

INTERPERSONAL LISTENING AND SPEAKING OR SIGNING

NOVICE HIGH – INTERMEDIATE MID			
PROGRESS INDICATORS*	Novice High	Intermediate Low	Intermediate Mid
	Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.	Exchange information and ask appropriate follow-up questions using simple created sentences.	Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.
Investigate Intercultural Products, Practices and Perspectives	<ul style="list-style-type: none"> Exchange simple information about similarities and differences between cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> School schedules, course selection, importance of academics; National parks, study of geography, importance of natural resources. 	<ul style="list-style-type: none"> Exchange information to make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Monuments, traditional events, national identity; Daily routines, leisure activities, value of free time. 	<ul style="list-style-type: none"> Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Fashion houses, clothing trends, attitude toward thrift shops; Social media, ways people communicate, technology effects on socializing.
Interact with Culturally Appropriate Language and Behavior	<ul style="list-style-type: none"> Use foreign currency with an understanding of its conversion value. 	<ul style="list-style-type: none"> Demonstrate culturally appropriate greeting and leave-taking behaviors when visiting a business. 	<ul style="list-style-type: none"> Demonstrate respect through culturally appropriate dress and voice volume when visiting historical sites.
Exchange Information and Ideas	<ul style="list-style-type: none"> Ask and answer simple questions about an infographic on a topic of interest. 	<ul style="list-style-type: none"> Exchange information with a friend about work schedule and weekend availability. 	<ul style="list-style-type: none"> 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.
Meet Personal Needs and Address Situations	<ul style="list-style-type: none"> Interact with a group of friends to plan deadlines and who will do what for an upcoming event. 	<ul style="list-style-type: none"> Interact with a pharmacist to describe a simple ailment and agree upon treatment. 	<ul style="list-style-type: none"> Interact with the waiter to substitute vegan or gluten-free ingredients for menu items.
Exchange and Support Opinions and Advice	<ul style="list-style-type: none"> Exchange opinions about which photo apps are more useful than others and tell why. 	<ul style="list-style-type: none"> Compare the importance of sports with peers from another culture via video chat. 	<ul style="list-style-type: none"> Exchange opinions about movies in cinema club and argue whether the book or movie is better.

INTERPERSONAL READING AND WRITING

PROGRESS INDICATORS*	NOVICE HIGH – INTERMEDIATE MID		
	Novice High	Intermediate Low	Intermediate Mid
	Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.	Exchange information and ask appropriate follow-up questions using simple created sentences.	Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.
Investigate Intercultural Products, Practices and Perspectives	<ul style="list-style-type: none"> Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Monuments, monument names, national pride; Cultural landmarks, architecture, landmarks' popularity. 	<ul style="list-style-type: none"> Exchange information to make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Youth hostels, sightseeing, sense of personal space; Transportation options, how people travel, global exploration. 	<ul style="list-style-type: none"> Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Reusable bags, recycling, environmental responsibility; Food pyramid, exercise routines, trends in dieting.
Interact with Culturally Appropriate Language and Behavior	<ul style="list-style-type: none"> Use culturally appropriate formatting of contact information when purchasing items or tickets from an online seller. 	<ul style="list-style-type: none"> Use culturally appropriate salutation, titles and signature line in a simple email exchange. 	<ul style="list-style-type: none"> Use culturally appropriate formatting, salutation, titles and closing in a formal email exchange.
Exchange Information and Ideas	<ul style="list-style-type: none"> Send an electronic invitation to teachers for an upcoming school performance and answer questions they may have. 	<ul style="list-style-type: none"> Create a Venn diagram with a peer comparing the way holidays are celebrated in various cultures. 	<ul style="list-style-type: none"> Discuss and compare academic testing requirements and purposes in response to a blog post.
Meet Personal Needs and Address Situations	<ul style="list-style-type: none"> Exchange information with your manager at work to request a day off or change your schedule. 	<ul style="list-style-type: none"> Work with a peer via an online document to complete an assignment for a specific course. 	<ul style="list-style-type: none"> Email an employer to express interest in a job and ask for more details about desired experience.
Exchange and Support Opinions and Advice	<ul style="list-style-type: none"> Write to an e-pal to talk about a new favorite singer from another culture. 	<ul style="list-style-type: none"> Compare the importance of and opportunities for extracurricular activities in various cultures. 	<ul style="list-style-type: none"> Exchange personal reactions to a blog post in the comments section and respond to others' comments.

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

PRESENTATIONAL INTERCULTURAL COMMUNICATION (P-C)

STANDARDS	NOVICE HIGH – INTERMEDIATE MID		
	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
	Present information using mostly simple sentences and transitions.	Present information using simple sentences and transitions.	Present information using organized connected sentences and series of connected sentences.
Investigate Intercultural Products, Practices and Perspectives	P-C.NH.1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.	P-C.IL.1. Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.	P-C.IM.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.
Communicate in Culturally Appropriate Ways	P-C.NH.2. Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.	P-C.IL.2. Present in familiar situations using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures.	P-C.IM.2. Present in familiar situations using appropriate learned behaviors and avoiding common social blunders, recognizing that significant differences exist among cultures.
Inform, Describe or Explain	P-C.NH.3. Give simple descriptions of familiar and everyday topics.	P-C.IL.3. Inform on, describe and explain familiar and everyday topics.	P-C.IM.3. Inform on, describe and explain a variety of familiar topics and some concrete researched topics.
Narrate about Events and Experiences	P-C.NH.4. Provide details about personal life, interests and activities.	P-C.IL.4. Narrate about personal life, activities, events and experiences.	P-C.IM.4. Narrate about some past, present or future personal and social events and experiences.
Support Opinions and Viewpoints	P-C.NH.5. Express preferences on familiar and everyday topics or topics of interest from native and other cultures.	P-C.IL.5. Express preferences and opinions with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.	P-C.IM.5. State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.

PRESENTATIONAL LITERACY (P-LIT)

STANDARDS	NOVICE HIGH – INTERMEDIATE MID		
	Novice High (NH)	Intermediate Low (IL)	Intermediate Mid (IM)
	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.NH.1. Use authentic resources and familiar content, structures and syntax that are relevant to the topic.	P-LIT.IL.1. Use authentic resources, content, structures and syntax that are relevant to the topic.	P-LIT.IM.1. Use authentic resources, content, syntax and concepts that are relevant to the topic.
Organize Information	P-LIT.NH.2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with simple language or circumlocution as needed by the audience.	P-LIT.IL.1. Organize information in a cohesive format with transitions and clarify with simple language or explanations as needed by the audience.	P-LIT.IM.2. Organize information in a cohesive format with complex transitions and clarify with simple explanations as needed by the audience.
Increase Comprehensibility and Clarity of Expression	P-LIT.NH.3. Communicate with attention to pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.	P-LIT.IL.1. Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility.	P-LIT.IM.3. Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility.
Maintain and Increase Audience Interest	P-LIT.NH.4. Maintain audience interest via details, creativity, emotion, humor, technology or visuals.	P-LIT.IL.1. Maintain audience interest via description, style, technology or visuals.	P-LIT.IM.4. Increase audience interest via elaboration, style, technology or visuals.
Select, Use and Cite Resources	P-LIT.NH.5. Select relevant digital and cultural resources and use appropriately.	P-LIT.IL.1. 0Select relevant digital and cultural resources, use appropriately and cite accurately.	P-LIT.IM.5. Select relevant digital and cultural resources, use appropriately and cite accurately.

PRESENTATIONAL SPEAKING OR SIGNING

PROGRESS INDICATORS*	NOVICE HIGH – INTERMEDIATE MID		
	Novice High	Intermediate Low	Intermediate Mid
	Present information using mostly simple sentences and transitions.	Present information using simple sentences and transitions.	Present information using organized connected sentences and series of connected sentences.
Investigate Intercultural Products, Practices and Perspectives	<ul style="list-style-type: none"> Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> School schedules, course selections, importance of academics; Rooms in a house, house design, what makes a house a home. 	<ul style="list-style-type: none"> Make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Museums, works of art, national identity; Minimum wage, work week hours, value of time off. 	<ul style="list-style-type: none"> Compare everyday cultural products, practices and perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Clothing, personal style, appropriate attire; Social media, ways people communicate, levels of formality in relationships.
Communicate in Culturally Appropriate Ways	<ul style="list-style-type: none"> Use culturally appropriate language and learned behaviors. 	<ul style="list-style-type: none"> Use culturally appropriate language and learned behaviors. 	<ul style="list-style-type: none"> Use culturally appropriate language and learned behaviors.
Inform, Describe or Explain	<ul style="list-style-type: none"> Describe simple daily routines, such as eating lunch in the cafeteria or getting ready for school. 	<ul style="list-style-type: none"> Create a video to introduce a school or program for visiting exchange students. 	<ul style="list-style-type: none"> Give a presentation on a literary figure or author and his or her contributions to society.
Provide Instructions	<ul style="list-style-type: none"> Give a friend driving directions from school to a destination. 	<ul style="list-style-type: none"> Provide multistep instructions at a health fair to maintain a healthy lifestyle or exercise program. 	<ul style="list-style-type: none"> Give a peer instructions on how to obtain a driver's permit, prepare a healthy meal or format an outline for a term paper.
Narrate about Events and Experiences	<ul style="list-style-type: none"> Tell a simple story about a family or vacation photo, answering who, what, where, when and why questions. 	<ul style="list-style-type: none"> Give details about what happened or will happen during a long weekend. 	<ul style="list-style-type: none"> Make a video or live dramatization of a literary work, creating a surprise ending or changing the author's point of view.
Support Viewpoints	<ul style="list-style-type: none"> Recommend places to shop, eat or vacation using simple details. 	<ul style="list-style-type: none"> Tell preferred apps for contacting friends, sharing photos or video chats. 	<ul style="list-style-type: none"> Support a personal opinion about school cell phone policy.

PRESENTATIONAL WRITING

PROGRESS INDICATORS*	NOVICE HIGH – INTERMEDIATE MID		
	Novice High	Intermediate Low	Intermediate Mid
	Present information using mostly simple sentences and transitions.	Present information using simple sentences and transitions.	Present information using organized connected sentences and series of connected sentences.
Investigate Intercultural Products, Practices and Perspectives	<ul style="list-style-type: none"> Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Monuments, architecture, national pride; National parks, history of park names, popular parks. 	<ul style="list-style-type: none"> Make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Youth hostels, sightseeing, sense of personal space; Literary works, literary movements, societal value of literature. 	<ul style="list-style-type: none"> Compare everyday cultural products, practices and perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Reusable bags, recycling, environmental responsibility; Food pyramid, exercise frequency, trends in dieting.
Communicate in Culturally Appropriate Ways	<ul style="list-style-type: none"> Use culturally appropriate formatting of contact information when purchasing an online item or ticket to an event. 	<ul style="list-style-type: none"> Use culturally appropriate salutation, titles and signature line in a simple email or letter. 	<ul style="list-style-type: none"> Use culturally appropriate formatting, salutation, titles and closing in a formal email or letter.
Inform, Describe or Explain	<ul style="list-style-type: none"> Publish a simple promotional poster or video to advertise a school, literary or musical event. 	<ul style="list-style-type: none"> Create a brochure or flyer on local attractions for prospective students or community members. 	<ul style="list-style-type: none"> Write a blog entry summarizing an interview with a personal role model or a review of a book.
Provide Instructions	<ul style="list-style-type: none"> Fill in a planner with steps to meet a deadline for a school, work or extracurricular project. 	<ul style="list-style-type: none"> Give a friend directions for using various public transportation options to meet at a desired destination. 	<ul style="list-style-type: none"> Create an infographic with step-by-step recipes for traditional desserts the international club will sell at a festival.
Narrate about Events and Experiences	<ul style="list-style-type: none"> Compare soccer fans to rugby or football fans in an article for the school newspaper. 	<ul style="list-style-type: none"> Create a trip review for an ecotourism website on traveling abroad in an environmentally friendly manner. 	<ul style="list-style-type: none"> Write an essay about an impactful childhood experience for a semester abroad application.
Support Viewpoints	<ul style="list-style-type: none"> Make a top five list of music streaming platforms, listing pros and cons for each. 	<ul style="list-style-type: none"> Write a book review, including specific details to encourage or discourage reading this book. 	<ul style="list-style-type: none"> Prepare speaking points for participation in a debate about the value of cell phones in class.

CLASSICAL LANGUAGES

PROGRESS INDICATORS*	NOVICE HIGH – INTERMEDIATE MID		
	Novice High	Intermediate Low	Intermediate Mid
Investigate Intercultural Products, Practices and Perspectives	<ul style="list-style-type: none"> Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Tombstones, political graffiti, mile markers; Use and importance of Roman baths; Influence of legendary and historical figures and events; Views of non-Romans or non-Greeks. 	<ul style="list-style-type: none"> Make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as: <ul style="list-style-type: none"> Chariot races; Gladiator fights; Artifacts and art forms; Elements of identity; Simple poetry; Short historical or literary texts; History and memory. 	<ul style="list-style-type: none"> Compare everyday cultural products, practices and perspectives in native and other cultures, such as: <ul style="list-style-type: none"> 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.
Interpretive Listening or Reading	<ul style="list-style-type: none"> Identify the topic or basic facts or details from tombstones, mile markers, political graffiti or excerpts from texts or letters. Identify the topic and a few details about events or people in history or literature. Use knowledge of structures and syntax to deepen understanding. 	<ul style="list-style-type: none"> Compare events in two short stories or poems, such as theme, sequencing or importance to story line. Compare symbolism in poems or short literary works. Use knowledge of structures and syntax to deepen understanding. 	<ul style="list-style-type: none"> 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.
Interpersonal Communication* <i>*Inclusion of interpersonal communication is determined by individual programs.</i>	<ul style="list-style-type: none"> Create a Venn diagram with a peer comparing Roman and U.S. houses. Create a simple cultural skit or reenactment with a peer. 	<ul style="list-style-type: none"> Exchange information with a classmate about homework he or she missed. Exchange opinions about importance of typical events in Roman culture. 	<ul style="list-style-type: none"> Rephrase elements of texts to discuss and compare aspects of Roman culture, such as daily or social life, with those of other cultures.
Presentational Speaking or Writing	<ul style="list-style-type: none"> Create simple cultural products, such as tombstones or political graffiti. Recreate a scene from a myth or historical event. 	<ul style="list-style-type: none"> Diagram the role of geography and the military in the development of the Roman world. 	<ul style="list-style-type: none"> Explain the effect of Roman or Greek political and social systems on private and public life.

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

AMERICAN SIGN LANGUAGE

PROGRESS INDICATORS*	NOVICE HIGH – INTERMEDIATE MID		
	Novice High	Intermediate Low	Intermediate Mid
Investigate Intercultural Products, Practices and Perspectives	<ul style="list-style-type: none"> Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and Deaf cultures, such as: <ul style="list-style-type: none"> Regional differences in languages; Storytelling traditions; Use of technology to communicate. 	<ul style="list-style-type: none"> Make simple comparisons between everyday cultural products and practices to help understand perspectives in native and Deaf cultures, such as: <ul style="list-style-type: none"> Movie clips and documentaries; Educational options; Popular entertainment options. 	<ul style="list-style-type: none"> Compare everyday cultural products, practices and perspectives in native and Deaf cultures, such as: <ul style="list-style-type: none"> How people socialize; Characteristics of social norms; Stereotypes or exaggerated views of people or groups.
Interpretive Viewing	<ul style="list-style-type: none"> Recognize the difference between a question and statement about age, activities or family. Follow a simple math problem with figures. Understand a simple transaction between a customer and clerk. 	<ul style="list-style-type: none"> Compare events in two short stories or poems by Deaf authors, such as theme, sequencing or importance to story line. Identify the topic and simple information from a documentary on Deaf history. 	<ul style="list-style-type: none"> 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.
Interpersonal Communication	<ul style="list-style-type: none"> Ask and answer simple questions about dates, times, places and events on posters or tickets. Ask for and give simple directions to a location. Make plans with a peer about where to go and when to meet. 	<ul style="list-style-type: none"> Exchange information with a classmate about homework he or she missed. Exchange opinions about the importance of typical events in Deaf culture and what is needed to participate fully in these events. 	<ul style="list-style-type: none"> Discuss and compare news and vlogs related to Deaf life and perspectives. Interact with members of the Deaf community about contemporary issues related to Deaf life.
Presentational Signing	<ul style="list-style-type: none"> Give biographical facts about others. Express how to prepare a food or follow a simple routine. Give simple facts or details about a landmark or place visited. 	<ul style="list-style-type: none"> Participate in a performance of a skit or play. Provide information on volunteer opportunities within the Deaf community. 	<ul style="list-style-type: none"> Summarize a current event that impacts the Deaf community. Summarize personal takeaways from research on topics such as deaf athletes, historical figures or technology advances.

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