Ohio’s Learning Standards: K–12 World Languages

Communication: Communicate in languages other than English, both in person and via technology.

A. Interpretive Communication (Reading, Listening/Viewing)
   - Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language.
   - They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children’s stories and classical literary texts.
   - Learners derive meaning through the use of listening, viewing and reading strategies.
   - Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.

B. Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing)
   - Learners initiate and sustain meaningful spoken, written and 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 that their messages are understood and that they can understand others.

C. Presentational Communication (Speaking/Signing and Writing)
   - 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 academic endeavors, creative undertakings 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.
### NOVICE RANGE — ACTFL PERFORMANCE DESCRIPTORS, 2012

Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.

**FUNCTIONS:** Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.

**CONTEXTS/CONTENT:** Able to function in some personally relevant contexts on topics that relate to basic biographical information.

**TEXT TYPE:** Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.

**LANGUAGE CONTROL:** Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.

**VOCABULARY:** Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions.

**COMMUNICATION STRATEGIES:** May use some or all of the following strategies to maintain communication:

- Imitate modeled words
- Use facial expressions and gestures
- Repeat words
- Resort to first language
- Ask for repetition
- Indicate lack of understanding

**CULTURAL AWARENESS:** May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.
### INTERPRETIVE LISTENING

**Ohio’s Learning Standards: World Languages**

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<tbody>
<tr>
<td><strong>Interpretive Competency #1</strong></td>
<td>Derive meaning from messages and texts using listening, reading and viewing strategies.</td>
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<tr>
<td><strong>Interpretive Competency #2</strong></td>
<td>Identify how authentic sources convey viewpoints and use authentic sources critically.</td>
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<tr>
<td><strong>Interpretive Competency #3</strong></td>
<td>Comprehend and interpret information in authentic messages and informational texts.</td>
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<tr>
<td><strong>Interpretive Competency #4</strong></td>
<td>Comprehend and interpret information about the main idea and relevant details in authentic literary texts.</td>
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#### ACTFL PROFICIENCY GUIDELINES 2012

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<tr>
<th>LISTENING/VIEWING</th>
<th>INTERPRETIVE LISTENING NCSSFL-ACTFL Benchmark</th>
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</table>
| At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts. | I can recognize a few memorized words and phrases when I hear them spoken. | I can occasionally identify the sound of a character or a word. | • I can recognize the sound of a few letters when they are spoken or spelled out.  
• I can … |
| • I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures. | | | • I can understand greetings.  
• I can recognize some colors words.  
• I can understand some numbers.  
• I can understand some food items.  
• I can understand interjections and common phrases of praise and affirmation.  
• I can follow simple, direct action commands such as “stand up, sit down, raise your hand…. ”  
• I can point to familiar objects when I hear the word.  
• I can respond when asked my name.  
• I can … |
### INTERPRETIVE READING

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Interpretive Competency #1 — Derive meaning from messages and texts using listening, reading and viewing strategies.

Interpretive Competency #2 — Identify how authentic sources convey viewpoints and use authentic sources critically.

Interpretive Competency #3 — Comprehend and interpret information in authentic messages and informational texts.

Interpretive Competency #4 — Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

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<td>INTERPRETIVE READING NCSSFL-ACTFL Benchmark</td>
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</table>
| At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols, or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context. | I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read. | I can recognize a few letters or characters. | • I can alphabetize a few names or words.  
• I can match a character in a headline to a supporting visual.  
• I can … |

I can connect some words, phrases, or characters to their meanings. | • I can recognize some cities on a map.  
• I can identify some menu items.  
• I can recognize some days of the week and months of the year.  
• I can recognize some numbers and times.  
• I can recognize some words in a short poem, fairy tale or short story.  
• I can … |
**INTERPERSONAL COMMUNICATION**

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Interpersonal Competency #1 — Negotiate meaning using requests, clarifications and conversation strategies.

Interpersonal Competency #2 — Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.

Interpersonal Competency #3 — Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

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Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the intermediate level, and cannot therefore participate in true conversational exchange.

I can communicate on some very familiar topics using single words I have practiced and memorized.

I can greet my peers.

- I can say hello and goodbye.
- I can …

I can introduce myself to someone.

- I can tell someone my name.
- I can …

I can answer a few simple questions.

- I can respond to yes/no questions and either/or questions
- I can respond to who, what, when, where questions.
- I can respond with memorized phrases like, "Repeat, please" and "I don't understand."
- I can use gestures to enhance understanding.
- I can respond to yes/no questions about my preferences.
- I can respond to either/or questions about preferences.
- I can …
**NOVICE LOW — STANDARDS ALIGNMENT TOOL FOR COMMUNICATION**

### PRESENTATIONAL SPEAKING

Ohio’s Learning Standards: World Languages  
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Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the intermediate level, and cannot therefore participate in true conversational exchange.

**Presentational Competency #1** — Convey meaning using writing processes and presentation strategies.

**Presentational Competency #2** — Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

**Presentational Competency #3** — Present a range of literary, creative and artistic endeavors to audiences near or far.

I can present information about myself and some other very familiar topics using single words or memorized phrases.

I can recite words and phrases that I have learned.

- I can count from 1 to 10.
- I can say the date and the day of the week.
- I can list the months and seasons.
- I can …

I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.

- I can name famous landmarks and people.
- I can name countries on a map.
- I can list items I see every day.
- I can …

I can introduce myself to a group.

- I can state my name, age, and where I live.
- I can give my phone number, home address, and email address.
- I can …
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<td>I can recite short memorized phrases, parts of poems, and rhymes.</td>
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Novice Low – Standards Alignment Tool for Communication
## Novice Low — Standards Alignment Tool for Communication

### PRESENTATIONAL WRITING
Ohio’s Learning Standards: World Languages  K–12  6–12  9–12

Presentational Competency #1 — Convey meaning using writing processes and presentation strategies.

Presentational Competency #2 — Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

Presentational Competency #3 — Present a range of literary, creative and artistic endeavors to audiences near or far.

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<td>Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.</td>
<td>I can copy some familiar words, characters, or phrases.</td>
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<tr>
<td>I can write words and phrases that I have learned.</td>
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I can label familiar people, places, and objects in pictures and posters.

- I can label famous landmarks and people.
- I can write the names of countries on a map.
- I can list items I see every day.
- I can label items in a room.
- I can …