

Novice High Standards Alignment Tool for Communication

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 HIGH — STANDARDS ALIGNMENT TOOL FOR COMMUNICATION

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, able to:

- 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.

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INTERPRETIVE LISTENING

Ohio's Learning Standards: World Languages **K-12** **6-12** **9-12**

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.

ACTFL PROFICIENCY GUIDELINES 2012	NCSSFL-ACTFL Can-Do Statements 2013		
LISTENING/VIEWING	INTERPRETIVE LISTENING NCSSFL-ACTFL Benchmark	INTERPRETIVE LISTENING Progress Indicators	INTERPRETIVE LISTENING Sample Learning Targets <i>Suggestions</i>
<p>At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is a contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>I can sometimes understand simple questions or statements on familiar topics.</p>	<ul style="list-style-type: none"> I can recognize the difference between a question and a statement. I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. I can sometimes understand questions or statements about family. I can sometimes understand questions or statements about my friends and classmates or workmates. I can understand when someone describes his/her school schedule. I can ...

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		<p>I can understand simple information when presented with pictures and graphs.</p>	<ul style="list-style-type: none"> • I can understand some facts about the weather when weather symbols are used. • I can understand when someone gives a physical description from a photo or an art work. • I can follow along with simple arithmetic problems when I can see the figures. • I can understand a simple familiar story acted out with props, gestures and visuals. • I can ...
		<p>I can sometimes understand the main topic of conversations that I overhear.</p>	<ul style="list-style-type: none"> • I can sometimes understand if people are talking about me. • I can sometimes understand if people are talking about their homes or asking for directions. • I can sometimes understand a simple transaction between a customer and a sales clerk. • I can sometimes tell if the speaker is a native speaker of the language. • I can ...

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INTERPRETIVE READING

Ohio's Learning Standards: World Languages **K-12 6-12 9-12**

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.

ACTFL PROFICIENCY GUIDELINES 2012	NCSSFL-ACTFL Can-Do Statements 2013		
READING	INTERPRETIVE READING NCSSFL-ACTFL Benchmark	INTERPRETIVE READING Progress Indicators	INTERPRETIVE READING Sample Learning Targets <i>Suggestions</i>
<p>At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is a contextual or extra-linguistic support.</p>	<p>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>	<p>I can usually understand short simple messages on familiar topics.</p>	<ul style="list-style-type: none"> • I can understand basic familiar information from an ad. • I can sometimes identify the purpose of a brochure. • I can identify information from a movie brochure or poster. • I can understand simple information in a text message from a friend. • I can classify common professions based on job descriptions. • I can ...
		<p>I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p>	<ul style="list-style-type: none"> • I can understand simple captions under photos. • I can understand very basic information from a real estate ad. • I can understand website descriptions of clothing items to make an appropriate purchase. • I can identify the categories on a graph.

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			<ul style="list-style-type: none"> I can understand written descriptions about familiar people, places, or things. I can understand the basic concepts in a history timeline. I can ...
		<p>I can sometimes understand the main idea of published materials.</p>	<ul style="list-style-type: none"> I can distinguish a birthday wish from a note expressing thanks. I can identify destinations and major attractions on a travel brochure. I can locate places on city maps. I can understand familiar picture stories that follow a logical order. I can identify topics in simple authentic texts on familiar topics. I can compare some simple ideas from two sources that contain known vocabulary, such as menu choices from two different restaurants. I can create Venn diagrams about the characteristics of the main characters in simple literary texts. I can answer some basic who, what, and how much questions about a simple authentic text. I can ...

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		<p>I can understand simple everyday notices in public places on topics that are familiar to me.</p>	<ul style="list-style-type: none">• I can understand a simple public transportation schedule.• I can locate notices on where to park.• I can understand notices that tell of street or metro closings.• I can understand a store's hours of operation.• I can read the labels on a recycling bin.• I can follow the story line of a simple comic.• I can understand the gist of short descriptions or review in TV or entertainment guides.• I can locate Internet sites related to my areas of interest and identify some ideas presented there.• I can ...
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INTERPERSONAL COMMUNICATION SPEAKING AND WRITING

Ohio's Learning Standards: World Languages **K-12** **6-12** **9-12**

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.

ACTFL PROFICIENCY GUIDELINES 2012	NCSSFL-ACTFL Can-Do Statements 2013		
SPEAKING	INTERPERSONAL COMMUNICATION NCSSFL-ACTFL Benchmark	INTERPERSONAL COMMUNICATION Progress Indicators	INTERPERSONAL COMMUNICATION Sample Learning Targets <i>Suggestions</i>
<p>Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what</p>	<p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>I can exchange some personal information.</p>	<ul style="list-style-type: none"> I can ask and say a home address and e-mail address. I can ask and say someone's nationality. I can ask and talk about family members and their characteristics. I can ask and talk about friends, classmates, teachers, or co-workers. I can ...
		<p>I can exchange information using texts, graphs, or pictures.</p>	<ul style="list-style-type: none"> I can ask about and identify familiar things in a picture from a story. I can ask about and identify important information about the weather using a map. I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. I can respond to simple questions based on graphs or

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<p>they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice Highs speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.</p>			<p>visuals that provide information containing numbers or statistics.</p> <ul style="list-style-type: none"> • I can ...
		<p>I can ask for and give simple directions.</p>	<ul style="list-style-type: none"> • I can ask for directions to a place. • I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. • I can tell someone where something is located, such as next to, across from, or in the middle of. • I can ask, “What do I do first?” • I can ask for more direction. • I can ...
		<p>I can make plans with others.</p>	<ul style="list-style-type: none"> • I can accept or reject an invitation to do something or go somewhere. • I can invite and make plans with someone to do something or go somewhere. • I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet. • I can express my preferences with regard to activity, time, etc. while making plans with someone.

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		I can interact with others in everyday situations.	<ul style="list-style-type: none">• I can order a meal.• I can make a purchase.• I can buy a ticket.• I can express my likes and dislikes about chores at home or in the classroom.• I can tell what I like and don't like about things I do in my free time.
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PRESENTATIONAL SPEAKING

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.

ACTFL PROFICIENCY GUIDELINES 2012	NCSSFL-ACTFL Can-Do Statements 2013		
SPEAKING	PRESENTATIONAL SPEAKING NCSSFL-ACTFL Benchmark	PRESENTATIONAL SPEAKING Progress Indicators	PRESENTATIONAL SPEAKING Sample Learning Targets <i>Suggestions</i>
<p>Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. Novice High speakers are able to express personal meaning by relying heavily on learned phrases or</p>	<p>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p>I can present information about my life using phrases and simple sentences.</p>	<ul style="list-style-type: none"> I can describe my family and friends. I can describe my school. I can describe where I work and what I do. I can ...
		<p>I can tell about a familiar experience or event using phrases and simple sentences.</p>	<ul style="list-style-type: none"> I can tell what I do in class or at work. I can tell about what I do during the weekend. I can tell about what happens after school or work. I can ...
		<p>I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</p>	<ul style="list-style-type: none"> I can describe a useful website. I can talk about my favorite musical group, actor, or author. I can describe a landmark, vacation location, or a place I visit. I can talk about a famous person from history. I can ...

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<p>recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate.</p> <p>Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice Highs speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.</p>		<p>I can present information about others using phrases and simple sentences.</p>	<ul style="list-style-type: none"> • I can talk about others' likes and dislikes. • I can talk about others' free-time activities. • I can give basic biographical information about others. • I can ...
		<p>I can give basic instructions on how to make or do something using phrases and simple sentences.</p>	<ul style="list-style-type: none"> • I can tell how to prepare something simple to eat. • I can describe a simple routine, like getting lunch in the cafeteria. • I can give simple directions to a nearby location or to an online resource. • I can ...
		<p>I can present basic information about things I have learned using phrases and simple sentences.</p>	<ul style="list-style-type: none"> • I can describe a simple process like a science experiment. • I can present a topic from a lesson based on pictures or photos. • I can present information about something I learned in a class or at work. • I can present information about something I learned in a class, at work, or in the community. • I can ...

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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.

ACTFL PROFICIENCY GUIDELINES 2012	NCSSFL-ACTFL Can-Do Statements 2013		
WRITING	PRESENTATIONAL WRITING NCSSF-ACTFL Benchmark	PRESENTATIONAL WRITING Progress Indicators	PRESENTATIONAL WRITING Sample Learning Targets <i>Suggestions</i>
<p>Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension</p>	<p>I can write short messages and notes on familiar topics related to everyday life.</p>	<p>I can write information about my daily life in a letter, blog, discussion board, or email message.</p>	<ul style="list-style-type: none"> I can introduce myself. I can describe my family and friends. I can describe my school. I can describe where I work and what I do. I can ...
		<p>I can write short notes using phrases and simple sentences.</p>	<ul style="list-style-type: none"> I can write a postcard message. I can write a special occasion message such as a birthday or congratulatory note. I can write a short announcement, invitation, or thank-you note. I can ...
		<p>I can write about a familiar experience or event using practiced material.</p>	<ul style="list-style-type: none"> I can write what I do in class or at work. I can write what happens after school or during the weekend. I can write about a website, a field trip, or an activity that I participated in. I can ...

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may occur.		I can write basic information about things I have learned.	<ul style="list-style-type: none"> I can write up a simple process like a science experiment. I can write about a topic from a lesson using pictures or photos. I can write about something I learned online, in a class, at work, or in the community. I can ...
		I can ask for information in writing.	<ul style="list-style-type: none"> I can request resources like brochures or posted information. I can request an appointment with a classmate, teacher, or colleague. I can request an application for a job, membership in a club, or admission to a school or program. I can ...