

Montana Content Standards for World Languages

Revision Summary for Proposed Changes

February 2024



Table of Contents

Table of Contents	1
Introduction	2
Historical Context	2
Table 1: World Languages Amendment Timeline	3
Summary of Research, Review, and Revision Activities by the World Languages Task Force	4
Rationale from The Task Force	6
Negotiated Rulemaking	7
Superintendent’s Recommended Revisions to Montana World Languages Standards	8
Montana World Languages Standards Revision NRC Proposed Standards Revisions	9
Appendix A: World Languages Revision Task Force Members	44
Appendix B: Negotiated Rulemaking Committee	45
Appendix C: Montana Office of Public Instruction Project Leadership	46

Introduction

The Superintendent of Public Instruction, supported by staff of the Montana Office of Public Instruction (OPI), launched a comprehensive process to review, revise, and update Montana’s World Languages Standards. The Superintendent’s vision was to update this set of standards that had not been updated in more than 24 years so that they reflected the most current research and developments on how students learn languages. Her vision and direction included the charge to make the revised standards more approachable and understandable by parents and other non-educators while retaining rigor and high expectations for students. Specifically, the Superintendent sought to improve the standards to provide **simplicity, practicality, and clarity**.

Historical Context

In 1999 Montana educators came together to develop a set of standards for learning world languages that were in alignment with the models established by the American Council on the Teaching of Foreign Languages (ACTFL) Those standards provided a guidepost for teachers and students in their language development. Since those standards were adopted in 1999, the national ACTFL standards, guidelines, and framework have undergone several revisions and additions.

Details of Montana’s current World Language Standards can be found in [ARM Title 10, Chapter 54, Subchapter 85, 10.54.85](#), as well as in guidance documents provided by OPI^[1]. In addition to the development of revised standards, the Superintendent and OPI staff proposed moving the revised standards from Chapter 54 to Chapter 53 to align with the classification and ARM location of other Montana Content Standards.

The Montana World Languages Standards influence and guide educators and schools on the preparation, development, and adoption of curricula, assessment, and World Languages pathways for older students. The amendments and updates proposed in this document are focused on keeping the legacy of this thoughtful work by earlier educators and stakeholders while evolving Montana’s World Languages Standards to be more approachable for the public and supporting teachers and schools to continually improve the innovative ways that they **put Montana students first**.

[1] [Montana Content Standards for World Languages, October 1999 \(https://opi.mt.gov/LinkClick.aspx?fileticket=bP9gccEoTto%3D&portalid=182\)](https://opi.mt.gov/LinkClick.aspx?fileticket=bP9gccEoTto%3D&portalid=182)

Table 1: World Languages Amendment Timeline

Content Standards	Research/ Review	Revision	Negotiated Rulemaking	Adoption Phase	Professional Learning	Begin Implementation
World Languages	January - March 2023	April - August 2023	September - December 2023	January - June 2024	June 2024-June 2025	July 1, 2025

The first three steps (Research and Review, Revision, and Negotiated Rulemaking) are described in detail below. The remaining steps in the process are under the purview of the BPE, although OPI staff will support the BPE as it carries out its responsibilities in considering the Superintendent’s proposed changes and moving forward with those recommendations that they accept.

Summary of Research, Review, and Revision Activities by the World Languages Task Force

Research Phase

As guided by the rulemaking policy of OPI and summarized in Table 1 below, the Superintendent and OPI staff organized and implemented a series of formal and informal, internal and external research and stakeholder engagement activities to facilitate the development of proposed revisions to Montana's World Languages Standards. Beginning in January of 2023, the Montana Office of Public Instruction (OPI) conducted preliminary research to guide the review and revision process. This included OPI staff engaging the leadership of the Montana Association of Language Teachers (MALT) for guidance on key considerations such as research, national trends, alignment with evidence-based best practices, local Montana curriculum, and the Montana Seal of Biliteracy. The internal OPI World Languages standards team also conducted a comprehensive review of state World Languages Standards to identify the inclusion of three components identified as priorities for inclusion by the Superintendent: This research informed the creation of considerations to guide the development of research questions that the OPI submitted to the Regional Educational Laboratory Northwest (REL-NW) at WestEd, who provided review of literature and Ask an Expert Research Support with Annotated Bibliography in six areas identified by OPI related to World Language Standards:

- proficiency-based world language standards,
- grade-banded world language standards,
- appropriate assessments in world language settings,
- world language standards and considerations for Indigenous language learners,
- world language standards and considerations for American Sign Language (ASL), and
- advantages and disadvantages of American Council on the Teaching of Foreign Languages (ACTFL) proficiency standards.

The full report describes elements of effective teaching in each of these categories and summarizes the evidence supporting each element.

See [REL NW WestEd Fact Sheet Content Standards Revision](https://drive.google.com/file/d/1wYjj69aDyY58oEo6iJ6oXXvK58slksp2/view?usp=drive_link) https://drive.google.com/file/d/1wYjj69aDyY58oEo6iJ6oXXvK58slksp2/view?usp=drive_link

Revision Phase

Informed by the research the Superintendent and OPI staff launched a World Languages Standards Revision Task Force. The Task Force consisted of both a Development Team and a Review Team composed of current and former Montana World Languages K-12 classroom teachers, administrators, tribal education leaders, higher education faculty, and other stakeholders including two ASL advocates (See Appendix A for a complete list). The OPI recruited Task Force members from schools, institutions, and communities across the state to get a broad representation of school communities and sizes as well as a broad range of professional expertise in K-12 World Language instruction.

The Development Team was tasked with using the research and data collected in the Research and Review phase to propose revisions to the Montana World Languages Standards. The Review Team was tasked with reviewing the work of the Development team and providing feedback. A final cohort of representatives from both the Writing and Review teams then met as a Reconciliation team to make final revisions to the proposed standards that they proposed to the Superintendent and ultimately to the Negotiated Rulemaking Committee convened during the Negotiated Rulemaking phase.

The OPI convened the Development Team several times virtually between May and November of 2023 and in person in Helena July 24-25, 2023. The OPI convened the Review Team virtually several times between May and October 2023. The OPI used a specially developed course on the Teacher Learning Hub to train and connect members of the Task Force and provide a common workspace and file repository. The OPI also posted information about the Revision Phase and the work of the Task Force on the OPI website and shared files, including research considerations and ACTFL guiding documents with the Writing and Review Teams virtually.

OPI staff worked collaboratively with the task force to design and facilitate inclusive, collaborative, and productive in-person and virtual work sessions.

Designing guidance documents for OPI to use to provide educators with elaborations and detailed examples that support each standard that did not need to be added to ARM, and The Task Force generated a set of proposed revisions to the Montana State World Languages Standards and provided an overview of their rationale to members of the Negotiated Rulemaking Committee during their orientation.

The Content Standards Revision Team from OPI shared the drafted standards with the Montana Advisory Council on Indian Education (MACIE), asking for feedback on the general standards and specifically the task force's approach to authentic integration of Indian Education for All and honoring Montana Indigenous languages within the World Languages Standards.

Negotiated Rulemaking

As required by (MCA) 2021 2.4.405 and building on the contributions and outputs of the research and review and revision phases, the Superintendent convened a Negotiated Rulemaking Committee (NRC) to undertake an expanded public-engagement and fact-finding process and to inform the articulation of her recommended revisions to the Montana World Languages Standards. The NRC consisted of the twelve members fulfilling the required roles, as listed in MCA (See Appendix B for a complete list)

Summary of Notes and Minutes from the Negotiated Rulemaking Committee on World Languages Standards Revision

The Negotiated Rulemaking Committee for World Languages Standards Revision reached consensus to repeal [ARM Chapter 54 10.54.8510 to 10.54.8593 - World Languages Content Standards](#) and move them to ARM Subchapter 10.53.1401-1408 as well as consensus to create standards new standards for 10.53.1401-1408

The NRC made changes to the draft developed by the Review and Revision Task Force and proposed by the Superintendent to ensure consistency in IEFA language and to replace the Proficiency Level Descriptors (PLDs) created by the task force and aligned to the ACTFL PLDs with the PLDS published by ACTFL. They first decided on "Montana Indigenous Nations" and removed the repetitive language. The Performance Level Descriptors in 10.53.1406-10.53.1408 were revised in consideration of alignment with College and Career Readiness exams, including those used for the Montana Seal of Bi-literacy, high-quality curriculum, and teacher preparation readily available to Montana schools. The NRC reached a consensus to fully adopt the ACTFL Performance Descriptors. It was clarified that using ACTFL wording doesn't pose a copyright issue.

The NRC also recognized the need for an Economic Impact Survey, reaching a consensus on the requirement for an economic impact statement. They believed that rule changes would impact economics, citing the need for professional development, time, and resources aligned with ACTFL standards. Concerns included the impact on American Sign Language learners, the need for new curriculum and tools, potential technology requirements, and teacher shortages. The survey aims to gather more information, including the need for professional development and potential impacts on curriculum and testing in teaching world languages.

See also Negotiated Rulemaking Process Overview:

<https://opi.mt.gov/Portals/182/Page%20Files/School%20Accreditation/N%20Rulemaking%2010.55.701/Negotiated%20Rulemaking%20Process%20Overview%201-17-2019.pdf?ver=2019-01-23-133811-320>

Superintendent’s Recommended Revisions to Montana World Languages Standards

The Superintendent’s recommended revisions to Montana’s World Languages standards are based on a thoughtful consideration of the myriad and intersecting conditions, inputs, challenges, and opportunities confronting public schools in Montana. They are informed by the research and stakeholder input collected through the methods described above, as well as the contributions of the World Languages Standards Task Force. The following sections provide the Superintendent’s final recommended revisions, including both proposed detailed revision language (i.e., “redlines”) and a rationale for each articulated by the Task Force and/or the Superintendent. It should be noted that the recommended revisions are ultimately the Superintendent’s and reflect her prerogative and responsibility to present to the BPE those that she deems worth moving forward.

Montana World Languages Standards Revision NRC Proposed Standards Revisions

Montana World Languages Standards, Adopted 1999 (Current)	Newly Proposed Montana World Languages Standards, NRC Consensus Approved November 2023	Summary of Task Force and Negotiated Rulemaking Revisions and Rationale
<p>10.54.8510—Content Standard 1—Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>10.54.8511—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 1 is the ability to: (a) express feelings, likes, and dislikes; (b) respond in one-on-one interactions; (c) create simple descriptions of people and things within a context; (d) express agreement and disagreement; and (e) express basic needs.</p> <p>10.54.8512—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 2 is the ability to: (a) qualify feelings, likes, and dislikes;</p>	<p>10.53.1401 - WORLD LANGUAGE CONTENT STANDARD 1 - COMMUNICATION</p> <ol style="list-style-type: none"> 1. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes <ol style="list-style-type: none"> a. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share: <ol style="list-style-type: none"> i. Information ii. Reactions iii. Feelings iv. Opinions b. Interpretive Communication: When learners hear, read, or view a variety of topics in the target language they can: <ol style="list-style-type: none"> i. Understand a variety of topics ii. Interpret a variety of topics 	<p>Superintendent’s Task Force</p> <p>Alignment to ACTFL</p> <p>ACTFL plays a pivotal role in advancing best practices for teaching world languages. ACTFL, with its rich history since 1967, stands as a respected and influential professional organization, annually convening experts and educators at a comprehensive conference.</p> <p>The organization's contributions, such as the world readiness standards and proficiency guidelines, have become foundational in language programs nationwide. The commitment to supporting language educators and initiatives at both local and national levels demonstrates ACTFL's comprehensive approach to language education.</p>

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<p>(b) exchange information using appropriate gestures; (c) create detailed descriptions within a context; (d) describe a problem and suggest and recommend solutions; and (e) elaborate on needs and interact in basic survival situations.</p> <p>10.54.8513—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 3 is the ability to: (a) exchange personal ideas and support them; (b) initiate, sustain, and conclude conversations appropriate to the setting on a variety of topics; (c) create more elaborate descriptions and add opinions; (d) collaborate and compromise to develop, propose, and negotiate solutions; and (e) manage unforeseen situations.</p> <p>10.54.8520—WORLD LANGUAGES CONTENT STANDARD 2</p>	<p>iii. Analyze a variety of topics</p> <p>c. Presentational Communication: Learners present information, concepts, and ideas pertaining to a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in order to:</p> <ul style="list-style-type: none"> i. Inform ii. Explain iii. Persuade iv. Narrate <p>10.53.1402 - WORLD LANGUAGE CONTENT STANDARD 2 - CULTURES</p> <p>1. Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> a. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied, 	<p>Furthermore, the transformative shift in language education during the 2000s, moving from traditional approaches to a focus on effective communication. The introduction of the five C's framework (communication, cultures, connections, comparisons, communities) reflects a holistic understanding of language learning, aligning with contemporary educational needs.</p> <p>By aligning the task force with ACTFL standards, the task force advocates for a pedagogical approach that goes beyond verb conjugation, prioritizing meaningful communication and student involvement. The incorporation of performance descriptors, considering various learning environments, reinforces the adaptability and relevance of ACTFL standards in diverse educational settings.</p> <p>In conclusion, the rationale for aligning the Montana World Language Standards to ACTFL standards lies in its esteemed reputation, its significant contributions</p>

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<p>(1) To satisfy the requirements of world languages content standard 2, a student must understand and interpret spoken and/or written language on a variety of topics.</p> <p>10.54.8521—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 1 is the ability to: (a) identify people and objects using aural, visual, and contextual cues; (b) comprehend and respond appropriately to simple oral and written communications; and (c) read and respond to developmentally appropriate material and identify the main idea.</p> <p>10.54.8522—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 2 is the ability to: (a) respond appropriately to complex aural, visual, written, or contextual cues;</p>	<p>and, where appropriate, the cultures of Montana Indigenous tribes.</p> <p>b. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied, and, where appropriate, the cultures of Montana Indigenous tribes.</p> <p>10.53.1403 - WORLD LANGUAGE CONTENT STANDARD 3 - CONNECTIONS</p> <p>1. Connect with other disciplines and acquire information and diverse perspectives, including Montana Tribes, in order to use the language to function in academic and career-related situations.</p> <p>a. Making Connections:</p> <p>i. Learners build, reinforce, and expand their knowledge of other disciplines while using the</p>	<p>to language education, and its forward-thinking approach that aligns with the evolving landscape of language learning, which emphasizes effective communication and student engagement.</p> <p>Alignment to the Seal of Biliteracy The Montana Seal of Biliteracy is recognized as a valuable measure of students' proficiency levels, celebrating their competence in English and an additional language. The inclusivity of the Seal is emphasized, encompassing traditionally taught world languages, American Sign Language, Indigenous languages, and any other measurable language.</p> <p>The Seal's significance is underscored by its tangible presence on diplomas and transcripts, allowing students to carry their language proficiency acknowledgment into post-secondary education or employment. The origin of the seal in acknowledging heritage languages, particularly Spanish, adds a cultural dimension to its purpose.</p> <p>The two proficiency levels, intermediate-mid (gold seal) and advanced-low (platinum seal), are discussed,</p>

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<p>(b) comprehend and respond appropriately to complex oral and written communications; and (c) interpret the main idea and significant details from authentic materials and literary samples.</p> <p>10.54.8523—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 3 is the ability to: (a) analyze information based on complex aural, visual, written, or contextual cues; (b) comprehend and respond appropriately to oral and written communications intended for native speakers; and (c) interpret and analyze relationships, sequences, mood, cause and effect, and applied meaning in authentic materials and literary samples.</p> <p>10.54.8530—WORLD LANGUAGES CONTENT STANDARD 3 (1) To satisfy the requirements of world languages content standard 3, a student must convey</p>	<p>language to develop critical thinking and solve problems creatively.</p> <p>b. Acquiring Information and Diverse Perspectives:</p> <p>i. Learners access and evaluate information and diverse perspectives that are available through studying the language and its cultures.</p> <p>10.53.1404 - WORLD LANGUAGE CONTENT STANDARD 4 - COMPARISONS</p> <p>1. Develop insight into the nature of language and culture to interact with cultural competence, with a particular emphasis on Montana Indigenous cultures.</p> <p>a. Language Comparisons:</p> <p>i. Learners use the language to investigate, explain, and reflect on the nature of language</p>	<p>with a focus on the unrehearsed language situations measured for proficiency. The Montana Seal of Biliteracy is especially important for students without access to Advanced Placement (AP) or International Baccalaureate (IB) programs, providing a more accessible and universally applicable measure of language proficiency.</p> <p>Crucially, the Seal is positioned as an opportunity for students across Montana to gauge and showcase their language proficiency, irrespective of the availability of AP or IB programs in their high schools. The proficiency tests associated with the seal are presented as more inclusive and representative of a student's skill level than traditional AP and IB exams.</p> <p>In the context of standards development, the seal of biliteracy is framed as an "exit ticket" or midpoint check-in, offering a tangible and ongoing measure of students' language proficiency aligned with the evolving standards. It is positioned as a goal rather than an endpoint, providing students and teachers</p>

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<p>information, concepts, and ideas to listeners and/or readers for a variety of purposes.</p> <p>10.54.8531— BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 1 is the ability to: (a) give directions, commands, and instructions; (b) give a description orally and/or in writing using simple phrases; (c) write a personal communication (e.g., note, letter, invitation); and (d) summarize main idea of selected authentic and/or contextualized material.</p> <p>10.54.8532— BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 2 is the ability to: (a) explain a process based on prior knowledge and/or experience;</p>	<p>through comparisons of the language studied, their own language, and, when appropriate, Montana Indigenous Languages.</p> <p>b. Cultural Comparisons:</p> <p>i. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons between the cultures, their own way of life, and Montana Indigenous Culture's history, diversity, and sovereignty.</p> <p>10.53.1405 - WORLD LANGUAGE CONTENT STANDARD 5 - COMMUNITIES</p> <p>1. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p>	<p>with a pathway for continuous improvement beyond high school.</p> <p>Overall, the rationale for aligning with the Montana Seal of Biliteracy lies in its ability to offer a comprehensive and inclusive measure of language proficiency, addressing accessibility concerns and providing students with meaningful recognition of their skills as they navigate their educational and professional journeys.</p> <p>Integration of Standards Language to Support Montana Indian Education for All</p> <p>The commitment to incorporating IEFA into the standards is acknowledged as a constitutional and legal obligation, reflecting the distinct and unique cultural heritage of Montana's Indigenous communities.</p> <p>The task force was guided by experts in the field of Indian Education and Language Learning, including those from the Montana Office of Public Instruction's Indian Education for All Unit. The task force embraced their guidance, focusing on the four themes of The</p>

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<p>(b) give a description orally and/or in writing using complex sentences; (c) produce formal and informal written and/or oral communication; and (d) interpret information from authentic material for an audience.</p> <p>10.54.8533—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 3 is the ability to: (a) explain a complex process incorporating detailed instructions; (b) give a description orally and in writing using complex, detailed paragraphs; (c) produce a written sample to convey a mood, implied meaning, or abstract idea; and (d) create an analysis of authentic media or literary samples and present it to an audience.</p> <p>10.54.8540—WORLD LANGUAGES CONTENT STANDARD 4</p>	<p>a. School, Local, and Global Communities: i. Learners use the language, both within and beyond the classroom, to interact and collaborate with their local, state, and global communities, including Montana Indigenous Nations.</p> <p>10.53.1406 WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL:</p> <p>1. At the Novice Level for the interpersonal mode of communication, a language learner 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. A learner: a. Can ask highly predictable and formulaic questions and respond to such</p>	<p>Essential Understandings Regarding Montana Indians—diversity, history, culture, and sovereignty. This ensures a meaningful and substantial integration of IEFA into the state content standards. The task force's approach goes beyond superficial mentions and tokenism, aiming for transformative and fully inclusive representation.</p> <p>An emphasis on substance is highlighted, moving beyond the "heroes and holidays" approach to deeper, more transformative inclusion. The task force scrutinizes other states' models, drawing inspiration from work on Crow Language Standards and seeking a model that not only incorporates but also amplifies the voices of Montana's Indigenous communities.</p> <p>The task force places importance on not just mentioning resources but also bringing the voices of the community into the classroom. The focus on student voices, self-worth, and a sense of belonging aligns with the goal of making the standards respectful, relational, relevant, reciprocal, responsible, and truly representational.</p>

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<p>(1) To satisfy the requirements of world languages content standard 4, a student must demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.</p> <p>10.54.8541—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 1</p> <p>(1) The benchmark for world languages content standard 4 for a student at the end of benchmark 1 is the ability to:</p> <p>(a) identify significant cultural perspectives and practices;</p> <p>(b) recognize and interpret language and behaviors that reflect the culture;</p> <p>(c) identify objects, images, symbols, products, and other contributions of the culture; and</p> <p>(d) identify the expressive forms of the culture (e.g., art, architecture, music, dance).</p> <p>10.54.8542—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 2</p>	<p>questions by listing, naming, and identifying.</p> <p>b. May show emerging evidence of the ability to engage in simple conversation.</p> <p>c. Is able to function in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>d. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and one’s immediate environment.</p> <p>e. Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.</p> <p>f. 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.</p>	<p>Guiding questions such as "Is it respectful? Is it relational? Is it relevant? Is it reciprocal? Is it responsible? And is it truly representational?" serve as a compass in crafting the standards. The task force recognizes the role of world languages as a vehicle for exploring Montana's tribal and individual diversity, indigenous cultures, history, stories, beliefs, worldviews, perspectives, and tribal sovereignty.</p> <p>Practical considerations, such as accessibility for Montana learners and teachers, and the need for measurable and usable content standards, are carefully addressed. The task force emphasizes the connection to local communities, leveraging the ACTFL's five C's—cultures, connections, and communities—to seamlessly integrate IEFA concepts into world language classrooms.</p> <p>In summary, the rationale for grounding the task force's work in the inclusivity of Montana Indian Education for All lies in its constitutional mandate, legal obligation, and commitment to the transformative, respectful, and fully inclusive</p>

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<p>(1) The benchmark for world languages content standard 4 for a student at the end of benchmark 2 is the ability to: (a) describe cultural characteristics and behaviors of everyday life (e.g., social and geographic factors); (b) produce language and behaviors appropriate to the culture; (c) explain objects, images, symbols, products, and other contributions of the culture; and (d) describe and discuss the expressive forms of the culture (e.g., art, architecture, music, dance).</p> <p>10.54.8543—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 3 is the ability to: (a) analyze the development of different cultural practices (e.g., social and geographic factors); (b) apply language and behaviors that reflect the culture in an authentic situation; (c) analyze and evaluate the cultural significance of objects, images, symbols, products, and other contributions of the culture; and</p>	<ul style="list-style-type: none"> g. 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. h. Is able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions. i. May use some or all of the following strategies to maintain communication, able to: <ul style="list-style-type: none"> i. Imitate modeled words ii. Use facial expressions and gestures iii. Repeat words iv. Resort to their first language v. Ask for repetition vi. Indicate lack of understanding 	<p>representation of Montana's Indigenous cultures within the state's world language standards.</p> <p>Inclusion of Proficiency Level Descriptors</p> <p>The rationale for the Montana World Languages Revision Task Force emphasizes the importance of understanding that the proficiency scale is not a methodology itself but has implications for methodology. The scale describes the progression of language acquisition, detailing the order in which individuals can perform language tasks as they acquire proficiency.</p> <p>The task force recognizes the implication that curricula should align with the progression described in the proficiency scale. Traditionally, language programs have often adopted a grammar coverage approach, focusing on more complex structures even when students may not be ready to acquire them. The need to spend more time solidifying the base before delving into advanced structures is highlighted.</p>

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<p>(d) analyze and evaluate the expressive forms of the culture (e.g., art, architecture, music, dance).</p> <p>10.54.8550—WORLD LANGUAGES CONTENT STANDARD 5 (1) To satisfy the requirements of world languages content standard 5, a student must reinforce and increase his/her knowledge of other disciplines through world languages.</p> <p>10.54.8551—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 1 is the ability to: (a) identify and apply, within a familiar context, information and skills shared by the language classroom and other disciplines; and (b) identify, through world language resources, information for use in other disciplines.</p> <p>10.54.8552—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 2</p>	<ul style="list-style-type: none"> j. 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. <p>2. At the Novice Level for the interpretive mode of communication, a language learner understands words, phrases, and formulaic language that have been practiced and memorized to get the meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support. A learner:</p> <ul style="list-style-type: none"> a. Comprehends meaning through recognition of key words and phrases b. May show emerging evidence of the ability to make inferences based on background and prior knowledge. 	<p>The task force emphasizes the significance of performance level descriptors, can-do statements, and other tools for classroom use to move students along the proficiency scale. It is acknowledged that a significant portion of day-to-day communication, even for Superior Level speakers, occurs at the Intermediate Level. Therefore, it is crucial to provide students with the skills necessary to function effectively at this level.</p> <p>The unique nature of language programs, which may vary in terms of when students start and the languages offered, poses challenges for setting grade-level benchmarks. Unlike subjects such as math or English language arts, where students progress through standardized benchmarks, language programs exhibit diversity in their structure and starting points.</p>

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<p>(1) The benchmark for world languages content standard 5 for a student at the end of benchmark 2 is the ability to: (a) transfer and apply, within a designated context, information and skills common to the language classroom and other disciplines; and (b) analyze information gathered through world language resources for use in other disciplines.</p> <p>10.54.8553—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 3 is the ability to: (a) apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines; and (b) locate authentic language resources and synthesize information for use in other disciplines.</p> <p>10.54.8560—WORLD LANGUAGES CONTENT STANDARD 6</p>	<ul style="list-style-type: none"> c. Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences). d. Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. e. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information. f. Primarily relies on vocabulary to derive meaning from texts. g. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts. h. Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to 	<p>To address this challenge, the task force proposes a set of performance level descriptors that provide a framework for districts and schools to set their own benchmarks based on the specifics of their programs. This approach acknowledges the flexibility required to accommodate different languages, starting points, and program structures. The goal is to allow districts to tailor benchmarks to their unique circumstances while ensuring accountability mechanisms are in place.</p> <p>The task force recognizes the effort and rigor involved in developing these proficiency-level descriptors, with a special acknowledgment of the writing team for their thorough work. The descriptors aim to provide nuance, depth, and breadth, allowing for a comprehensive understanding of language proficiency at various levels. The task force expresses gratitude for the collective effort in crafting a document that aligns with the principles of the proficiency scale and meets the diverse needs of Montana's language programs.</p>

<p>Montana World Languages Standards, Adopted 1999 (Current)</p>	<p>Newly Proposed Montana World Languages Standards, NRC Consensus Approved November 2023</p>	<p>Summary of Task Force and Negotiated Rulemaking Revisions and Rationale</p>
<p>(1) To satisfy the requirements of world languages content standard 6, a student must acquire information and perspectives through authentic materials in the world languages and within the cultures.</p> <p>10.54.8561— BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 1 is the ability to: (a) gather information from sources intended for native speakers of the language; and (b) use authentic sources to identify perspectives of world cultures.</p> <p>10.54.8562— BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 2 is the ability to:</p>	<p>familiar topics, and formulaic expressions.</p> <ul style="list-style-type: none"> i. May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> i. Skim and scan ii. Rely on visual support and background knowledge iii. Predict meaning based on context, prior knowledge, and/or experience iv. For alphabetic languages: <ul style="list-style-type: none"> 1. Rely on recognition of cognates 2. May recognize word family roots, prefixes, and suffixes j. Uses own culture to derive meaning from texts that are heard, read, or viewed. 	<p>Negotiated Rulemaking</p> <p>The Negotiated Rulemaking Committee for World Languages Standards Revision reached a consensus to repeal ARM Chapter 54.10.54.8510 to 10.54.8593 - World Languages Content Standards and move them to ARM Subchapter 10.53.1401-1408 as well as consensus to create standards new standards for 10.53.1401-1408</p> <p>The NRC made changes to the draft developed by the Review and Revision Task Force and proposed by the Superintendent to ensure consistency in IEFA language and to replaced the Proficiency Level Descriptors (PLDs) created by the task force and aligned to the ACTFL PLDs with the PLDS published by ACTFL. They first decided on the term "Montana Indigenous Nations" and removed repetitive language. The Performance Level Descriptors in 10.53.1406-10.53.1408 were revised in consideration of alignment with College and Career Readiness exams,</p>

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<p>(a) analyze and apply information from sources intended for native speakers of the language; and (b) use authentic sources to analyze perspectives of world cultures.</p> <p>10.54.8563— BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 3 is the ability to: (a) acquire and synthesize information from sources intended for native speakers of the language; and (b) use authentic sources to synthesize perspectives of world cultures.</p> <p>10.54.8570— WORLD LANGUAGES CONTENT STANDARD 7 (1) To satisfy the requirements of world languages content standard 7, a student must recognize that different languages use different patterns and apply this knowledge to his/her own language.</p>	<p>3. At the Novice Level for the presentational mode of communication, a language learner communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized. A learner:</p> <ul style="list-style-type: none"> a. Presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language. b. May show emerging evidence of the ability to express own thoughts and preferences. c. Creates messages in some personally relevant contexts on topics that relate to basic biographical information. d. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and their immediate environment. 	<p>including those used for the Montana Seal of Bi-literacy, high-quality curriculum, and teacher preparation readily available to Montana schools. The NRC reached a consensus to fully adopt ACTFL Performance Descriptors. It was clarified that using ACTFL wording doesn't pose a copyright issue.</p> <p>The NRC also recognized the need for an Economic Impact Survey, reaching a consensus on the requirement for an economic impact statement. They believed that rule changes would impact economics, citing the need for professional development, time, and resources aligned with ACTFL standards. Concerns included the impact on American Sign Language learners, the need for new curriculum and tools, potential technology requirements, and teacher shortages. The survey aims to gather more information, including the need for professional development and potential impacts on curriculum and testing in teaching world languages.</p>

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<p>10.54.8571—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 1 is the ability to: (a) identify sound patterns of the target language and compare them to the student's own language; (b) identify structural patterns of the target language; (c) identify idiomatic expressions of the target language; and (d) identify connections among languages.</p> <p>10.54.8572—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 2 is the ability to: (a) apply, within limited contexts, sound patterns of the target language; (b) apply, within limited contexts, structural patterns of the target language;</p>	<ul style="list-style-type: none"> e. Produces words and phrases and highly practiced sentences or formulaic questions f. Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood. g. With practice, polish, or editing, may show emerging evidence of Intermediate-level language control. h. Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics. i. May use some or all of the following strategies to communicate: <ul style="list-style-type: none"> i. Rely on a practiced format ii. Use facial expressions and gestures iii. Repeat words iv. Resort to first language 	

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<p>(c) compare and contrast idiomatic expressions of the target language and the student's own language; and (d) explain the changing nature of languages.</p> <p>10.54.8573—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 3 is the ability to: (a) apply, in a variety of contexts, sound patterns of the target language; (b) use knowledge of structural patterns in both the target language and the student's own language to communicate effectively; (c) use idiomatic expressions of the target language in the correct context; and (d) describe how languages influence each other.</p> <p>10.54.8580—WORLD LANGUAGES CONTENT STANDARD 8</p>	<ul style="list-style-type: none"> v. Use graphic organizers to present information vi. Rely on multiple drafts and practice sessions with feedback vii. Support presentational speaking with visuals and notes viii. Support presentational writing with visuals or prompts j. May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions. <p>10.53.1407 WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE INTERMEDIATE LEVEL:</p> <ol style="list-style-type: none"> 1. At the Intermediate Level for the Interpersonal mode of Communication, a language learner expresses oneself and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations 	

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<p>(1) To satisfy the requirements of world languages content standard 8, a student must demonstrate understanding of the concept of culture through comparisons of the cultures studied and his/her own. 10.54.8581—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 1 is the ability to recognize similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources.</p> <p>10.54.8582—BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 2 is the ability to analyze similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources.</p>	<p>by asking and answering a variety of questions. Can communicate about self, others, and everyday life. A learner:</p> <ul style="list-style-type: none"> a. Can communicate by understanding and creating personal meaning. b. Can understand, ask, and answer a variety of questions. c. Consistently is able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. d. May show emerging evidence of the ability to communicate about more than the “here and now.” e. Is able to communicate in contexts relevant to oneself and others, and one’s immediate environment. f. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics. 	

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<p>10.54.8583— BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 3 is the ability to: (a) analyze and explain significance of similarities and differences among target cultures and the student's own culture using evidence from authentic sources; and (b) use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in target cultures and the student's own culture.</p> <p>10.54.8590— WORLD LANGUAGES CONTENT STANDARD 9 (1) To satisfy the requirements of world languages content standard 9, a student must apply language skills and cultural knowledge in daily life.</p>	<ul style="list-style-type: none"> g. Is able to understand and produce discrete sentences, strings of sentences, and some connected sentences. Able to ask questions to initiate and sustain conversations. h. Understands straightforward language that contains mostly familiar structures. i. Has control of language sufficient to be understood by those accustomed to dealing with language learners. j. Communicates using high-frequency and personalized vocabulary within familiar themes or topics. k. Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: <ul style="list-style-type: none"> i. Ask questions ii. Ask for clarification iii. Self-correct or restate when not understood iv. Circumlocute 	

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<p>10.54.8591— BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 1 is the ability to: (a) identify the target language in the student's daily life and share that knowledge with others; (b) locate connections with the target culture through the use of technology, media, and authentic sources; and (c) locate resources in the community to learn about the target culture.</p> <p>10.54.8592— BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 2 is the ability to: (a) respond to the target language encountered in the student's daily life;</p>	<ol style="list-style-type: none"> I. Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations 2. At the Intermediate Level for the Interpretive Mode of Communication, a language learner understands main ideas and some supporting details on familiar topics from a variety of texts. A learner: <ol style="list-style-type: none"> a. Comprehends main ideas and identifies some supporting details. b. May show emerging evidence of the ability to make inferences by identifying key details from the text. c. Comprehends information related to basic personal and social needs and relevant to one's immediate 	

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<p>(b) establish connections with the target culture through the use of technology, media, and authentic sources; and (c) interact with members of the community to research the target culture.</p> <p>10.54.8593— BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 3 (4) The benchmark for world languages content standard 9 for a student at the end of benchmark 3 is the ability to: (a) interact appropriately in the target language in real-life situations; (b) maintain connections with the target culture through the use of technology, media, and authentic sources; and (c) collaborate and use resources in the community to research the target culture.</p>	<p>environment such as self and everyday life, school, community, and particular interests.</p> <p>d. Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts.</p> <p>e. Generally comprehends connected sentences and most paragraph-like discourse.</p> <p>f. Comprehends information-rich texts with highly predictable order.</p> <p>g. Has sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.</p> <p>h. May derive meaning by:</p>	

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<p>10.54.8607—ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the advanced level of world languages demonstrates superior performance. He/she: (a) initiates conversations, on familiar topics, comprehensible to a native speaker; (b) comprehends and interprets main ideas from authentic material appropriate for his/her level; (c) initiates communication orally and/or in writing for a variety of purposes and audiences; (d) identifies significant cultural contributions of the target language culture; (e) consistently recognizes culturally embedded behaviors and acts appropriately, within familiar contexts, target language knowledge and skills, and cultural understanding; (f) eagerly uses authentic resources to identify culturally relevant information and perspectives;</p>	<ul style="list-style-type: none"> i. Comparing target language structures with those of their native language. ii. Recognizing parallels in structure between new and familiar language. iii. Comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions. i. Uses some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> i. Skim and scan ii. Use visual support and background knowledge iii. Predict meaning based on context, prior knowledge, and/or experience iv. Use context clues v. Recognize word family roots, prefixes, and suffixes 	

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<p>(g) identifies sound and structural patterns of the target language and compares them to his/her first language; (h) identifies and compares significant similarities and differences among target cultures with his/her culture; and (i) identifies and expands understanding and information gained through world language study within and outside the classroom. 10.54.8608—PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the proficient level of world languages demonstrates solid academic performance.—He/she: (a) initiates exchanges of simple information (e.g., likes and dislikes, descriptions, basic needs, familiar topics); (b) comprehends main ideas from authentic material appropriate for his/her level;</p>	<ul style="list-style-type: none"> vi. For non-alphabetic languages, recognize radicals vii. Generally rely heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed. <p>3. At the Intermediate Level for the Presentational Mode of Communication, a language learner communicates information and expresses own thoughts about familiar topics using sentences and series of sentences. A learner:</p> <ul style="list-style-type: none"> a. Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time. 	

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<p>(c) communicates orally and/or in writing for an assigned purpose and audience; (d) identifies some significant cultural contributions of the target language culture; (e) identifies, within familiar contexts, target language information and skills; (f) uses authentic resources to recognize some cultural information and perspectives; (g) recognizes sound and structural patterns of the target language and makes connections to his/her first language; (h) identifies similarities and differences among target cultures with his/her culture; and (i) identifies language and culture connections within and outside the classroom.</p> <p>10.54.8609—NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the nearing proficiency level of world languages demonstrates</p>	<ul style="list-style-type: none"> b. May show emerging evidence of the ability to tell or retell a story and provide additional description. c. Creates messages in contexts relevant to oneself and others, and one’s immediate environment. d. May show emerging evidence of the ability to create messages on general interest and work-related topics. e. Produces sentences, series of sentences, and some connected sentences. f. Control of language is sufficient to be understood by audiences accustomed to language produced by language learners. 	

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<p>partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she: (a) exchanges simple information, with prompting, (e.g., likes and dislikes, basic needs, familiar topics); (b) responds to repeated oral and/or written material appropriate for his/her level; (c) communicates orally and/or in writing in limited situations; (d) recognizes obvious cultural contributions of the target language culture; (e) sometimes identifies, within familiar contexts, target language information and skills; (f) uses, with assistance, authentic resources to recognize some cultural information and perspectives; (g) sometimes recognizes sound and structural patterns of the target language and, with assistance, makes connections to his/her first language; (h) identifies some similarities and differences among target cultures with his/her culture; and</p>	<ul style="list-style-type: none"> g. With practice, polish, or editing, may show emerging evidence of Advanced-level language control. h. Produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied. i. May use some or all of the following strategies to communicate and maintain audience interest, able to: <ul style="list-style-type: none"> i. Show an increasing awareness of errors and able to self-correct or edit ii. Use phrases, imagery, or content iii. Simplify 	

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<p>(i) identifies, with assistance, some language and culture connections within and outside the classroom.</p> <p>10.54.8611—ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2</p> <p>(1) A student at the end of benchmark 2, at the advanced level of world languages demonstrates superior performance. He/she:</p> <p>(a) initiates and sustains conversations, on a variety of topics, comprehensible to a native speaker;</p> <p>(b) consistently comprehends and interprets main ideas and supporting details from authentic material above his/her level;</p> <p>(c) independently and routinely communicates verbally and/or in writing and easily elaborates on familiar topics in a variety of situations;</p> <p>(d) analyzes and describes, in detail, significant cultural contributions of the target language culture;</p> <p>(e) consistently analyzes and applies target language information and skills to other contexts;</p>	<ul style="list-style-type: none"> iv. Use known language to compensate for missing vocabulary v. Use graphic organizer vi. Use reference resources as appropriate vii. Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication. <p>10.53.1408 WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL:</p> <ol style="list-style-type: none"> 1. At the Advanced Level for the Interpersonal mode of communication, a language learner expresses self fully to maintain conversations on familiar topics and new concrete social, 	

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<p>(f) thoroughly examines and applies information and perspectives of world cultures using authentic sources; (g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, and compares target language to his/her first language; (h) observes, analyzes, and explains significant similarities and differences among target cultures with his/her culture; and (i) enhances classroom activities by independently seeking new information and illustrating language and culture connections.</p> <p>10.54.8612—PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the proficient level of world languages demonstrates solid academic performance.—He/she:</p>	<p>academic, and work-related topics. Can communicate in paragraph-length conversations about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions. A learner:</p> <ul style="list-style-type: none"> a. Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. b. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete. c. Functions fully and effectively in contexts both personal and general. d. Content areas include topics of personal and general interest (community, 	

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<p>(a) exchanges information on familiar topics in survival situations verbally and/or in writing and usually understands and produces speech at normal speed; (b) comprehends and interprets main ideas from authentic material appropriate for his/her level; (c) communicates verbally and/or in writing and elaborates on familiar topics in survival situations; (d) describes significant cultural contributions of the target language culture; (e) analyzes and applies target language information and skills to designated contexts and other disciplines; (f) investigates and applies information and perspectives of world cultures using authentic sources; (g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, and compares target language to his/her first language; (h) observes and describes significant similarities and differences among target cultures with his/her culture; and</p>	<p>national, and international events) as well as work-related topics and areas of special competence.</p> <p>e. May show emerging evidence of the ability to communicate in more abstract content areas.</p> <p>f. Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.</p> <p>g. Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners.</p> <p>h. Consistent control of basic high-frequency structures facilitates comprehension and production.</p>	

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<p>(i) contributes to classroom activities by finding and sharing language and culture connections;</p> <p>10.54.8613—NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2</p> <p>(1) A student at the end of benchmark 2, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:</p> <p>(a) often exchanges information on familiar topics in survival situations verbally and/or in writing and usually understands and produces speech at near-normal speed;</p> <p>(b) identifies main ideas from material appropriate for his/her level;</p> <p>(c) communicates verbally and/or in writing and sometimes elaborates on familiar topics in survival situations;</p>	<ul style="list-style-type: none"> i. Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest. j. Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> i. Request clarification ii. Repeat iii. Restate iv. Rephrase v. Circumlocute k. Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and 	

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<p>(d) describes some significant cultural contributions of the target language culture; (e) applies limited target language information to other disciplines; (f) investigates and applies information and common perspectives of world cultures; (g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, but has difficulty comparing target language to his/her first language; (h) provides limited explanation of similarities and differences among target cultures with his/her culture; and (i) sometimes contributes to classroom activities by finding and sharing language and culture connections.</p> <p>10.54.8614 — NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the novice level of world languages is beginning to attain the</p>	<p>work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.</p> <p>2. At the Advanced Level for the Interpretive mode of communication, a learner understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure. A learner:</p> <ul style="list-style-type: none"> a. Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts. b. Makes inferences and derives meaning from context and linguistic features. c. Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, 	

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<p>prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she: (a) exchanges predictable information verbally and/or in writing, and relies on questions or prompts to produce understandable language; (b) identifies main ideas from familiar material appropriate for his/her level; (c) describes familiar topics, but rarely elaborates on these topics in survival situations; (d) describes some significant cultural contributions of the target language culture; (e) seldom applies limited target language information to other disciplines; (f) has difficulty applying information of world cultures; (g) seldom applies, even in limited contexts, sound and structural patterns or idiomatic expressions of the target language to his/her first language; (h) has difficulty identifying similarities and differences among target cultures with his/her culture; and</p>	<p>work-related, community, national, and international contexts.</p> <p>d. Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.</p> <p>e. Uses sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices.</p> <p>f. Derives meaning by:</p>	

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<p>(i) rarely contributes to classroom activities.</p> <p>10.54.8615—ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3</p> <p>(1) A student at the end of benchmark 3, at the advanced level of world languages demonstrates superior performance. He/she:</p> <p>(a) confidently initiates, sustains, and concludes conversations, in a variety of contexts, comprehensible to a native speaker;</p> <p>(b) comprehends and responds to oral and/or written communication intended for a native speaker;</p> <p>(c) adeptly uses a variety of language strategies to convey meaning in the target language;</p> <p>(d) thoroughly analyzes and evaluates significant cultural contributions to effectively interact in authentic situations;</p> <p>(e) integrates and consistently applies information and skills to familiar and unfamiliar contexts;</p>	<ul style="list-style-type: none"> i. Understanding sequencing, time frames, and chronology ii. Classifying words or concepts according to word order or grammatical use <p>g. Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one’s experience, and an expanding number of idiomatic expressions.</p> <p>h. Comprehends fully the intent of the message adapting strategies for one’s own purposes; uses some or all of the following strategies, able to:</p> <ul style="list-style-type: none"> i. Skim and scan ii. Use visual support and background knowledge 	

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<p>(f) independently acquires and integrates world cultures perspectives from authentic sources, and communicates new understanding; (g) confidently applies, in a variety of contexts, sound and structural patterns and idiomatic expressions of the target language and his/her first language to communicate effectively; (h) analyzes and explains significant similarities and differences among target cultures to interact effectively in a variety of contexts; and (i) independently and enthusiastically extends classroom learning by seeking out language and culture connections and thoroughly communicating his/her findings. 10.54.8616—PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the proficient level of world languages demonstrates solid academic performance.—He/she:</p>	<ul style="list-style-type: none"> iii. Predict meaning based on context, prior knowledge, and/or experience iv. Use context clues v. Use linguistic knowledge vi. Identify the organizing principle of the text vii. Create inferences viii. Differentiate main ideas from supporting details in order to verify ix. Use knowledge of cultural differences between own culture and target culture(s) as well as increasing knowledge of the target culture(s) to interpret 	

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<p>(a) initiates, sustains, and concludes conversations, in a variety of contexts, comprehensible to a native speaker; (b) comprehends and responds to oral and/or written communication intended for a native speaker; (c) consistently uses a variety of language strategies to convey meaning in the target language; (d) analyzes and evaluates significant cultural contributions to effectively interact in authentic situations; (e) integrates information from authentic sources and applies that information and skills to familiar and unfamiliar contexts; (f) acquires and integrates world cultures information and perspectives from authentic sources; (g) confidently applies, in a variety of contexts, sound and structural patterns and idiomatic expressions of the target language and his/her first language to communicate effectively;</p>	<p>texts that are heard, read, or viewed.</p> <p>3. At the Advanced Level for the Presentational mode of communication, a learner communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs. A learner:</p> <ul style="list-style-type: none"> a. Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. b. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view. c. Creates messages fully and effectively in contexts both personal and general. 	

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<p>(h) analyzes and explains significant similarities and differences among target cultures to interact effectively in a variety of contexts; and (i) extends classroom learning by seeking out language and culture connections and by communicating his/her findings.</p> <p>10.54.8617—NEARING-PROFICIENCY-WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END-OF-BENCHMARK 3 (1) A student at the end of benchmark 3, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she: (a) initiates, sustains, and concludes limited conversations comprehensible to a native speaker accustomed to non-native speakers; (b) usually comprehends and responds to oral and/or written communication intended for a native speaker;</p>	<ul style="list-style-type: none"> d. Engages with content areas including topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. e. May show emerging evidence of the ability to create messages in more abstract content areas. f. Produces full paragraphs that are organized and detailed. g. Controls high-frequency structures sufficient to be understood by audiences not accustomed to the language of language learners. h. With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax. 	

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<p>(c) uses some language strategies to convey meaning in the target language; (d) identifies and analyzes significant cultural contributions, but needs assistance to effectively interact in authentic situations; (e) sometimes integrates information from authentic sources and applies the information and skills to familiar contexts; (f) acquires and integrates world cultures information and perspectives from authentic sources; (g) applies, in limited contexts, sound and structural patterns, and idiomatic expressions of the target language and his/her first language; (h) explains significant similarities and differences among target cultures, but has difficulty interacting effectively; and (i) sometimes extends classroom learning by locating and sharing language and culture connections.</p>	<ul style="list-style-type: none"> i. Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise. j. May use some or all of the following strategies to communicate and maintain audience interest, able to: <ul style="list-style-type: none"> i. Demonstrate conscious efforts at self-editing and correction ii. Elaborate and clarify iii. Provide examples, synonyms, or antonyms iv. Use cohesion, chronology and details to explain or narrate fully v. Circumlocute 	

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<p>10.54.8618—NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she: (a) engages in limited conversations; (b) usually comprehends and responds to familiar oral and/or written material; (c) seldom uses language strategies to convey meaning in the target language; (d) identifies significant cultural contributions, but seldom interacts in authentic situations; (e) sometimes integrates predictable information from authentic sources but has difficulty applying the information; (f) sometimes acquires, but seldom integrates world cultures information or perspectives from authentic sources;</p>	<p>k. Uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural practices and perspectives.</p>	

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<p>(g) recognizes, in limited contexts, sound and structural patterns, and idiomatic expressions of the target language and his/her first language; (h) explains predictable similarities and differences among target cultures and seldom interacts effectively; and (i) rarely makes language and culture connections to extend classroom learning.</p>		

Appendix A: World Languages Revision Task Force Members

Task Force Member	Location of Representative	Task Force Roles
Adrienne Barnes, M.A.	Polson	Writing and Review Teams
Dr. Galen Brokaw	Bozeman	Writing and Review Teams
Dr. Patricia Catoira	Bozeman	Writing Team
Lachelle Davis-Monnett	Kalispell	Writing Team
Naomi Delaloye, M.A.	Whitefish	Writing Team
Brooke Gardner, M.A.	Whitefish	Writing Team
Dr. Dora LaCasse	Missoula	Review Team
M. Alice Nation, M.A.	Billings	Writing and Review Teams
Dr. Velma Pretty On Top	Crow Agency	Writing Team
Brandy Reinhardt	Missoula	Writing Team
Tabitha Smail, M.A.	Helena	Writing Team
Lisa Werner, M.A.	Lewistown	Writing and Review Teams
Dr. Cecily Whitworth	Missoula	Writing Team
Dr. Megan Wong	Bozeman	Writing Team

Appendix B: Negotiated Rulemaking Committee

Appointed Member	NRC Role	Location
Charlene Jonsson	K-12 Teacher	Savage
Carolyn Rusche	Instructional Coach, Montana Tribe Representative	Shepard
Norah Barney	K-12 School Administrator, Curriculum Director	Anaconda
Garth Sleight	Higher Education	Miles City
Erik Pritchard	K-12 Teacher	Helena
Kerri Norrick	School District Trustee, K-12 Educator, Parent	Bozeman
Kevin Kicking Woman	K-12 Teacher, Montana Tribe Representative	Browning
Carrie Fisher	School Business Official	Belgrade
Kathy Milodragovich	School District Trustee, Retired Educator	Butte
Julie Murgel	OPI	Helena
Christy Mock-Stutz	OPI	Helena

Appedix C: Montana Office of Public Instruction Project Leadership

Elsie Arntzen, Superintendent of Public Instruction

Christy Mock-Stutz, Assistant Superintendent

Julie Murgel, Chief Operating Officer

Marie Judisch, Teaching and Learning Senior Manager

Stephanie Swigart, English Language Arts and Literacy Specialist: World Languages Standards Revision Project Lead

Matthew Bell, American Indian Culture and Language Immersion Specialist: Consultant and Project Support

Michelle McCarthy, Science Instructional Coordinator: Standards Revision Process Consultant, and Project Support

Sheri Harlow, Administrative Support