

World Languages Standards Revision and Development

Standards Proposed by the World Languages Standards Revision Task Force for Implementation in 2025



| | |
|--|----------|
| Writing Task Force Members | 1 |
| Montana Office of Public Instruction Project Leadership | 2 |
| World Languages Content Standards: The ACTFL 5 C's | 3 |
| Benchmarks and Performance Level Descriptors | 8 |

Writing 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 |

Montana Office of Public Instruction Project Leadership

Elsie Arntzen, Superintendent of Public Instruction

Julie Murgel, Chief Operating Officer

Marie Judisch, Teaching and Learning Senior Manager

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

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

World Languages Content Standards

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|--|---|--|
| <p>Communication Content Standard 1 – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Content Standard 2 – Students understand and interpret spoken and/or written languages on a variety of topics.</p> <p>Content Standard 3 – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.</p> <p>Cultures Content Standard 4 – Students 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>Connections Content Standard 5 – Students reinforce and increase his/her knowledge of other disciplines through world languages.</p> | <p>1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>a. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share:</p> <ul style="list-style-type: none"> i. Information ii. Reactions iii. Feelings iv. Opinions <p>b. Interpretive Communication: When learners hear, read, or view a variety of topics in the target language they can:</p> <ul style="list-style-type: none"> i. Understand a variety of topics ii. Interpret a variety of topics iii. Analyze a variety of topics <p>c. Presentational Communication: Learners present information, concepts, and ideas pertaining to a variety of topics using</p> | <p>What is the Same:</p> <ul style="list-style-type: none"> ● The Content Standards remain in line with the ACTFL 5-Cs Communication, Cultures, Comparisons, and Communities that were present in the 1999 standards. <p>What’s New:</p> <ul style="list-style-type: none"> ● Standards incorporate the ACTFL Can-Do Statements to make them more measurable ● Standards provide more explicit details about college, career, and world readiness. ● Standards are now inclusive of language to support IEFA in World Languages ● Standards align with interdisciplinary literacy, identifying explicit modes and genres of communication in which World Language students are to engage and develop skills in their target language. ● Standards are inclusive of all |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|--|---|---|
| <p>Content Standard 6 – Students acquire information and perspectives through authentic materials in world languages and within cultures.</p> <p>Comparisons</p> <p>Content Standard 7 – Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.</p> <p>Content Standard 8 – Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.</p> <p>Communities</p> <p>Content Standard 9 – Students apply language skills and cultural knowledge in daily life.</p> | <p>appropriate media and adapting to various audiences of listeners, readers, or viewers in order to:</p> <ol style="list-style-type: none"> i. Inform ii. Explain iii. Persuade iv. Narrate <p>2. Cultures: Interact with cultural competence and understanding</p> <ol 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 target cultures, and, where appropriate, the cultures of Montana Indigenous tribes. b. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of target cultures and, where appropriate, the cultures of Montana Indigenous people. | <p>languages and language systems including ASL and Indigenous Languages</p> <p>Rationale for ACTFL:</p> <p>The writing team found many aspects of the original standards that they liked, but those familiar with the most recent version of the ACTFL standards felt there were elements that should be updated to reflect national standards so that Montana students' instruction would best align with</p> <ul style="list-style-type: none"> ● readily available high-quality curriculum, ● college, and career readiness expectations, and ● the Montana Seal of Biliteracy assessments. <p>For further explanation on the rationale for alignment to the most current version of the ACTFL please see the Task Force Rationales document pulled from the NRC Orientation slides. The video recording of task force member Alice Nation, M.A.- Billings providing explanation and full slide deck is also available on the OPI Standards Revision for World Languages Website.</p> |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---------------|--|---|
| | <p>3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>a. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the 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>ii. Learners build, reinforce, and expand their knowledge of Montana tribes while using the language to develop critical thinking and solve problems creatively.</p> | <p>Rationale for Target Language:</p> <p>The revision task force discussed the use of the term “target language” during their in-person writing and development workshop. Although there was some consideration of using the simplified term “langague” or using the phrasing “the language being studied,” the taskforce agreed that the use of the terminology “target language” was best because it:</p> <ul style="list-style-type: none"> ● Aligns with the language used in ACTFL ● Honors the biliterate and multi-lingual background of many students learning a language by clearly identifying which language is being discussed in a respectful and culturally responsive manner ● Provides clarity and simplicity for reading the standards so that teachers, students and parents can all understand the language to which the standard is referring. <p>The task force did identify the term target language in addition to the following list of words as needing explanation and definition in OPI support materials (ex: curriculum guides).</p> |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---------------|--|---|
| | <p>4. Comparisons: Develop insight into the nature of language and culture to interact with cultural competence.</p> <ul style="list-style-type: none"> a. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. and when possible, Montana Indigenous Languages, with preference given to Montana Indigenous Languages most closely proximal to the student's home community. b. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons between their own culture, the target cultures, and diverse Indigenous cultures in Montana and elsewhere with particular emphasis on history, diversity, and sovereignty and priority consideration for comparisons with local Montana Indigenous communities. c. Indigenous Cultural Comparisons: Learners use the language to investigate, explain, create cultural comparisons, and reflect on the diversity, culture, history, and sovereignty of | <p>Rationale for the Inclusion of IEFA:</p> <p>The World Languages Standards Revision Task Force received guidance from members of the OPI's IEFA team on meaningful inclusion of language in the standards to support Indian Educaiton for All in alignment with the Essintial Understandings Regarding Montana Indians' four themes of Diveristy, Culture, History, and Sovereignty. Explicit language to support these themes from the Essential Understandings was woven throughout the standards where appropriate.</p> <p>For further explanation of the rationale, please see the Task Force Rationales Document, the recording of Task Force Member Adrienne Barnes, MA- Polson explaining the integration process to the World Languages NRC Orientation and/or the full presentation slide deck on the OPI's Standards Revision for World Languages website.</p> |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---------------|---|-----------|
| | <p>Indigenous peoples, with a particular emphasis on the indigenous cultures of Montana.</p> <p>5. Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>a. School, Local, and Global Communities: Learners use the language, both within and beyond the classroom, to interact and collaborate with other local, state, and global communities, including the sovereign Indigenous nations within Montana and across the globe.</p> | |

Benchmarks and Performance Level Descriptors

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---|--|---|
| <p>WORLD LANGUAGES CONTENT STANDARD 1 (1) To satisfy the requirements of world languages content standard 1, a student must engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>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>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; (b) exchange information using appropriate gestures; (c) create detailed descriptions within a</p> | <p>Novice Low:</p> <ol style="list-style-type: none"> Learners can recognize and present basic information about highly predictable everyday topics. Learners can comprehend and use high-frequency words and highly practiced expressions. Learners can use and understand a limited range of rehearsed or memorized words and phrases. <p>Novice Mid</p> <ol style="list-style-type: none"> Learners can recognize and present basic information and short messages about very familiar topics in everyday contexts. Learners can comprehend and begin to use a limited variety of high-frequency words, highly practiced expressions, and formulaic questions. Learners can use and understand some rehearsed or memorized words, phrases, and simple sentences with limited control. | <p>What is the Same:</p> <ul style="list-style-type: none"> Cumulative Progression (10.53.101) outlined in proficiency levels or benchmarks instead of by grade level to allow for variations in local control of program offerings Standards are inclusive of all languages and language systems including ASL and Indigenous Languages. <p>What's New:</p> <ul style="list-style-type: none"> Aligned to the newest version of the ACTFL Stronger Vertical Alignment in the shift from Benchmarks to ACTFL Proficiency levels Stronger alignment to College and Career readiness exams including the MT Seal of Biliteracy. Transitioned from “Benchmarks” to ACTFL “Performance Descriptors” Streamlined and simplified for ease of use and better understanding by teachers, |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|--|---|--|
| <p>context; (d) describe a problem and suggest and recommend solutions; and (e) elaborate on needs and interact in basic survival situations.</p> <p>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3</p> <p>(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>WORLD LANGUAGES CONTENT STANDARD 2</p> <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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 1</p> <p>(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</p> | <p>Novice High</p> <ol style="list-style-type: none"> 1. Learners can understand, exchange, and present information about familiar topics in everyday contexts with the emerging ability to formulate and respond to questions. 2. Learners can comprehend and use a limited variety of vocabulary on familiar topics and formulaic questions and expressions. 3. a.) Learners can use and understand a variety of rehearsed or memorized words, phrases, or simple sentences with some control. b.) Learners exhibit the emerging ability to give limited added detail, and communicate with some original sentences, and create strings of sentences. <p>Intermediate Low</p> <ol style="list-style-type: none"> 1. Learners can understand, exchange, formulate, and respond to questions, and present information to communicate about familiar topics and to meet practical needs in personal and social contexts. 2. Learners can comprehend and use high-frequency and personalized vocabulary within familiar themes or everyday topics. 3. a.) Learners can understand and use simple, original strings of sentences. | <p>students, parents, and community members</p> <ul style="list-style-type: none"> ● Standards provide more explicit details about college, career, and world readiness. ● Standards are now inclusive of language to support IEFA in World Languages ● Standards align with interdisciplinary literacy, identifying explicit modes and genres of communication in which World Language students are to engage and develop skills in their target language. <p>Rationale for the Development and Inclusion of Performance Level Descriptors:</p> <p>Although the task force was initially hesitant to craft performance level descriptors due to the large and rigorous undertaking, the review team ultimately decided and the reconciliation team agreed that the development of and inclusion of the performance level descriptors was important for the new standards in lieu of the 1999 standards' benchmarks.</p> <p>The Administrative Rules of Montana require that standards be measurable and provide a "cumulative progression" of skills that students will need to reach end of year as well as college and career</p> |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|--|---|---|
| <p>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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 2</p> <p>(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; (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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 3</p> <p>(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</p> | <p>b.) Learners exhibit the emerging ability to create and understand complex sentences.</p> <p>4. Learners can understand and use sentences with added detail.</p> <p>Intermediate Mid</p> <p>1. Learners can understand, exchange, and present information to communicate about a range of familiar topics and to meet practical needs in personal and social contexts.</p> <p>2. Learners can begin to comprehend and use expanded vocabulary related to everyday topics and topics of personal interest.</p> <p>3. a.) Learners can understand and use a series of connected sentences.</p> <p>b.) Learners exhibit the emerging ability to understand and begin to create paragraph-length discourse.</p> <p>4. a.) Learners can understand and use connected sentences with basic complex structures.</p> <p>b.) Learners exhibit the emerging ability to understand and use connected sentences with a greater variety and some control of complex sentence structures.</p> | <p>readiness proficiency.</p> <p>Language programs across the state are different.</p> <ul style="list-style-type: none"> • Grade-level benchmarks would not produce standards that aligned to the varying World Languages programs of our local school districts. • World Languages is not a required course for graduation nor is it required for each student at the middle or high school level. • Local education agencies (i.e. local school districts) have great flexibility in the development of their World Languages program and course offerings. • Some LEAs/districts offer some world languages courses or coursework beginning in elementary school, some offer as an immersion program, and some only offer the minimum requirements for HS students, with many small and rural schools offering only virtual coursework due to staffing considerations. • Performance level descriptors provide a framework for districts and schools to set benchmarks based on the particularities of their individual programs. |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---|--|--|
| <p>literary samples.</p> <p>WORLD LANGUAGES CONTENT STANDARD 3 (1) To satisfy the requirements of world languages content standard 3, a student must convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.</p> <p>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>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; (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</p> | <p>Intermediate High</p> <ol style="list-style-type: none"> 1. Learners can understand, exchange, and present information to communicate about a range of familiar and some concrete topics of interest. 2. Learners can comprehend and use <ol style="list-style-type: none"> a) expanded vocabulary to elaborate on topics that have been studied, and b) high-frequency idiomatic expressions. 3. a.) Learners can understand and consistently attempt to use paragraph-length discourse. b.) Learners exhibit the emerging ability to create fully developed paragraph-length discourse. 4. a.) Learners can understand and use connected sentences with a greater variety and control of complex sentence structures. b.) Learners exhibit the emerging ability to understand and use connected sentences with a diverse use of complex sentence structures and greater control. 5. Learners exhibit the emerging ability to switch between major time frames. | <p>For further explanation on the rationale for inclusion of ACTFL aligned Performance Descriptors please see the Task Force Rationales document pulled from the NRC Orientation slides. The video recording of task force member Dr. Galen Brokaw - MSU Bozeman providing explanation and full slide deck is also available on the OPI Standards Revision for World Languages Website</p> |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---|--|-----------|
| <p>authentic material for an audience.</p> <p>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 3</p> <p>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>WORLD LANGUAGES CONTENT STANDARD 4</p> <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>BENCHMARK FOR</p> <p>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: (a) identify significant cultural perspectives and practices; (b) recognize and</p> | <p>Advanced Low</p> <ol style="list-style-type: none"> 1. Learners can understand, exchange, and present information to communicate about a variety of familiar and unfamiliar concrete topics. 2. Learners can comprehend and use <ol style="list-style-type: none"> a) extensive vocabulary to communicate ideas on a wide range of topics and within a topic and b) culturally appropriate idiomatic expressions. 3. Learners can understand and create organized, paragraph-length discourse and exhibit an emerging ability to use linked paragraphs. 4. a.) Learners can understand and use connected sentences with a diverse use of complex sentence structures and consistent control. b.) Learners exhibit the emerging ability to understand and use complex language effortlessly without significant errors. 5. Learners can communicate across major time frames with some control of aspect.across major time frames <p>Advanced Mid</p> <ol style="list-style-type: none"> 1. Learners can understand, exchange, and present information | |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---|--|-----------|
| <p>interpret language and behaviors that reflect the culture; (c) identify objects, images, symbols, products, and other contributions of the culture; and (d) identify the expressive forms of the culture (e.g., art, architecture, music, dance).</p> <p>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 2</p> <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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 3</p> <p>(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</p> | <p>to communicate about a wide range of familiar and unfamiliar concrete general interest topics.</p> <p>2. Learners can comprehend and use primarily generic vocabulary, except in areas of specialization or interest.</p> <p>3. Learners can understand and create organized, cohesive, paragraph-length discourse and linked paragraphs that interweave narration and description.</p> <p>4. a.) Learners can understand and use complex language effortlessly without significant errors. b.) Learners exhibit the emerging ability to effortlessly understand and use highly complex language that is professional, sophisticated, and polished.</p> <p>5. Learners can communicate across major time frames with good control of aspect.</p> <p>Advanced High</p> <p>1. Learners can interpret, discuss, and give detailed presentations with elaboration and communicate about a wide variety of unfamiliar complex concrete topics and some abstract general interest topics.</p> <p>2. Learners can comprehend and produce a broad range of vocabulary related to school, employment,</p> | |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---|---|-----------|
| <p>significance of objects, images, symbols, products, and other contributions of the culture; and (d) analyze and evaluate the expressive forms of the culture (e.g., art, architecture, music, dance).</p> <p>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>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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 2 (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;</p> | <p>topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.</p> <p>3. Learners can understand and create structured arguments, opinions, and hypotheses in a series of organized, cohesive, detailed, linked paragraphs.</p> <p>4. Learners exhibit the ability to effortlessly understand and use highly complex language that is professional, sophisticated, and polished.</p> <p>5. Learners can communicate across major time frames with consistent control of aspect.</p> | |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|--|-------------------------------|-----------|
| <p>and (b) analyze information gathered through world language resources for use in other disciplines.</p> <p>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 3</p> <p>(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>WORLD LANGUAGES CONTENT STANDARD 6</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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 1</p> <p>(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> | | |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---|-------------------------------|-----------|
| <p>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 2</p> <p>(1) The benchmark for world languages content standard 6 for a student at the end of benchmark 2 is the ability to: (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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 3</p> <p>(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>WORLD LANGUAGES CONTENT STANDARD 7</p> <p>(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> | | |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|--|-------------------------------|-----------|
| <p>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 1</p> <p>(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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 2</p> <p>(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; (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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 3</p> <p>(1) The benchmark for world languages content</p> | | |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---|-------------------------------|-----------|
| <p>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>WORLD LANGUAGES CONTENT STANDARD 8 (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.</p> <p>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> | | |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---|-------------------------------|-----------|
| <p>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 2</p> <p>(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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 3</p> <p>(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>WORLD LANGUAGES CONTENT STANDARD 9</p> <p>(1) To satisfy the requirements of world languages content standard 9, a student must apply language skills and cultural knowledge in daily life.</p> | | |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---|-------------------------------|-----------|
| <p>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 1</p> <p>(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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 2</p> <p>(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; (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>BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 3</p> <p>(1) The benchmark for world languages content standard 9 for a student at the end of benchmark 3</p> | | |

| 1999 Standard | 2023 Proposed Standards (New) | Rationale |
|---|-------------------------------|-----------|
| <p>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> | | |