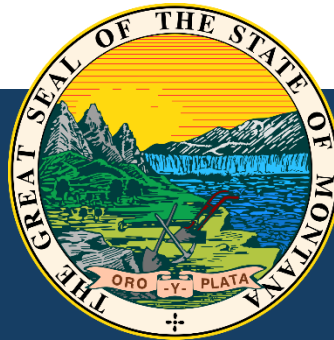# MONTANA K-12 WORLD LANGUAGES CONTENT STANDARDS

Adopted 2024. Implemented July 1, 2026.

MONTANA OFFICE OF PUBLIC INSTUCTION (OPI)

TABLE OF CONTENTS

Accommodation statement for publications

The OPI is committed to providing reasonable accommodations to people with disabilities. If you need a reasonable accommodation, require an alternate format, or have questions concerning accessibility, please contact the OPI ADA Coordinator at 406-444-3161, opiada@mt.gov, TTY 406-444-0235.

INTRODUCTION

Overview

This document outlines the Montana World Languages Content Standards. Adopted in 2024 and implemented in 2025, the standards are designed to guide instruction in world languages courses to ensure students' readiness for college, career, and community engagement. The World Language Content Standards do not dictate curriculum, or pedagogy, but rather drive curriculum creation.

The world languages standards also reflect the constitutional mandate to provide instruction that includes the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner (Montana Constitution Article X Section 1(2) and statutes §20-1-501 and §20-9-309 2(c), MCA). This ensures that the teaching of world languages in Montana integrates cultural understanding, respect, and relevance for all Montana students.

What are the World Languages Content Standards?

Content standards define the knowledge or skills that every student should know and be able to do at the conclusion of a particular grade level (REL Southeast, 2020). Montana's World Languages Content Standards apply to grades K-12 and are based upon the American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages.

The Montana World Languages Content Standards also include **performance descriptors**, which are not content standards. Rather, these provide measurable descriptions of student language performance in order to guide educators in creating curriculum and tasks and set learning expectations for students. The Montana World Languages Performance Descriptors are based upon the ACTFL Performance Descriptors for Language Learners for the categories of Interpersonal, Interpretive, and Presentational language. Each category of the ACTFL Performance Descriptors provides descriptors at the novice, intermediate, and advanced range.

Navigating this Document

This document contains specific sections that may be of interest to the reader. To increase clarity, and to support the readers' efficient access to sections of personal interest, a brief explanation of each section, identifying its purpose, is provided here:

- **Montana K-12 World Languages Content Standards** *(Pages 9-10)* – This section identifies each of Montana's new World Languages Content Standards, implemented in 2025.

- **Montana K-12 World Languages Performance Descriptors** *(Pages 11-20)* – This section identifies Montana's new World Languages Performance Descriptors, which are not standards but instead provide descriptions of language skills that students demonstrate at varying levels of achievement. Performance descriptors are included to assist educators in guiding and implementing instruction and assessing students' language skills in order to plan for further instruction.

- **Appendix A: K-12 Correspondence with Previous and National Standards** *(Pages 21-25)* – This appendix identifies correlations between the Montana World Languages Content Standards, the 1999 Montana World Languages Content Standards, and the American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages. Performance descriptors for the 2025 world languages standards are also correlated to the ACTFL Performance Descriptors for Language Learners for the categories of Interpersonal, Interpretive, and Presentational language. While Montana's world languages standards are based upon the ACTFL standards and performance descriptors, note that this resource merely supports educators in bridging the gap between standards that may be listed in a national curriculum, and what the State of Montana requires students to know and be able to do. Educators should still critically examine their curriculum and instruction to ensure that the World Languages Content Standards are being adequately addressed.

- **Appendix B: Assessment Resources** *(Page 26)* – This section aims to provide general guidance on statewide and classroom assessments and provides resources through the American Council on the Teaching of Foreign Languages (ACTLF) and The Montana Association of Language Teachers (MALT).

- **Appendix C: Indian Education for All (IEFA) Integration** *(Pages 26-27)* – This section includes general guidelines for, Administrative Rules of Montana policies for integrating Indian Education For All across the K-12 continuum, and IEFA instructional resources.

- **Appendix D: Instructional Guidance and Resources** *(Page 27)* – This section provides educators, schools, and districts with guidance for selecting, developing, and aligning their curriculum and instruction to the World Languages Content Standards. It includes specific resources for informing these practices including recommendations for identifying high-quality instructional

materials and instructional resources for Montana educators.

- **Appendix E: Program Delivery Standards** *(Pages 28-31)* – This appendix describes the program requirements, outlined by the legislative requirements in ARM regarding world languages instruction in Montana.

Research and Standards Revision

The World Language Content Standards revision process began with research from an internal OPI team, based on input from stakeholders belonging to the Montana Association of Language Teachers (MALT); a comprehensive review of other states' standards; consideration of assessment, curriculum, and programmatic factors; and development and review of focused research questions. After this initial research process, Regional Educational Laboratory (REL) Northwest conduced and published a research overview, Ask an Expert: World Languages Standards, regarding ACTFL and innovations within world languages instruction; the inclusion of Indigenous languages and ASL, and alignment to high-quality curriculum and assessments.

Following the research process, task force teams made up of experts from around the state reviewed the research findings and wrote and reviewed standards, which were further reviewed by the Negotiated Rulemaking Committee. World Languages Content Standards Revisions were made with this research in mind, as well as in alignment with standards and performance descriptors from the ACTFL, an organization which has been at the forefront of innovation with regard to best practices in teaching world languages as well as providing support and advocacy for world language educators and initiatives.

Coding Scheme

The Montana World Languages Content Standards use a structured coding system to help educators, schools, and invested parties efficiently locate individual standards within the general framework. Because the world language standards include the addition of performance descriptors, there is a slight variation between the coding for the K-12 standards and the performance descriptors.

Elements across the K-12 World Languages Content Standards

The K-12 standards follow a coding scheme that includes the following elements:

1. **State Indicator: MT**

Every Montana world languages content standard begins with the MT designation, signifying that the standard is unique to the state of Montana and reflects the standards Montana has codified within its Administrative Rules.

2. **Content Area: Abbreviated Representation**

Because the World Languages Content Standards are not organized according to domains, a broad organizational category that groups related standards around a key concept in subject areas such as math and English language arts, the standards for world languages include the content area, represented by a short abbreviation.

3. **Standard Item: Number and Letter**

This element specified the standard's sequence within the content standards. For standards that include sub-items, a letter may follow this number to indicate any subdivisions within the standard.

World Languages K-12 Content Standards Coding Scheme Exemplar

For K-12 content standards, the structure follows the sequence **MT [Content Area] [Standard Number] [Substandard Letter]**, illustrated in the figure provided:
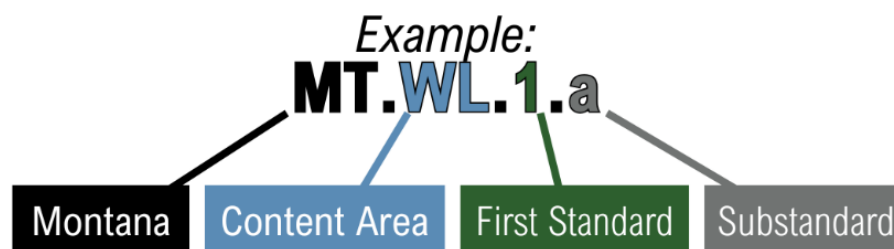
Additional Elements in World Languages Content Standards

In addition to the standard coding elements used across K–12, Montana's K-12 World Languages Content Standards include the following additional components:

1. **Designation as a Performance Descriptor**

   Performance Descriptors are not standards but are coded for ease of reference, using the abbreviation **PD** to distinguish between essential content and performance descriptors.

World Languages Performance Descriptors Coding Scheme Exemplar

For the world language performance descriptors, the structure follows the sequence **MT [Content Area Abbreviation] [Performance Descriptor Abbreviation] [Performance Descriptor Level] [Standard Number] [Substandard Letter]**, illustrated in the figure provided:
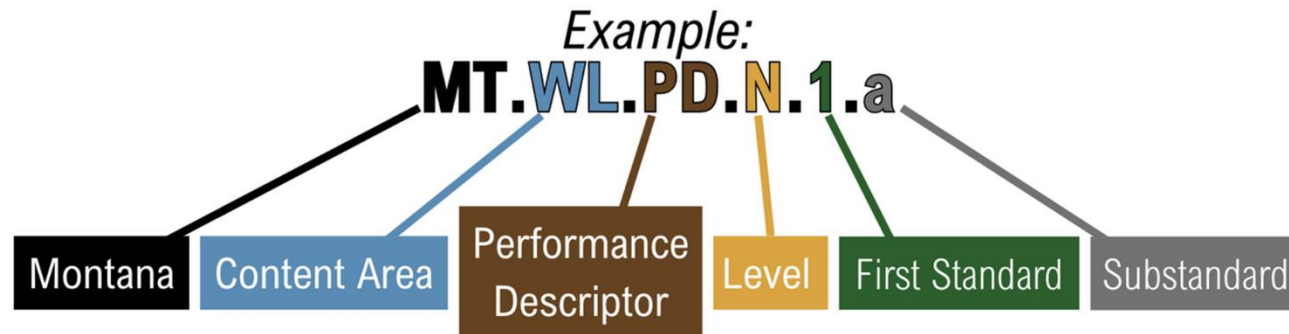
K-12 WORLD LANGUAGE CONTENT STANDARDS

Communication

- Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. (MT.WL.1)
    - Interpersonal communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share:
        - information;
        - reactions;
        - feelings;
        - opinions. (MT.WL.1.a)
    - Interpretive communication: When learners hear, read, or view a variety of topics in the target language, they can:
        - understand a variety of topics;
        - interpret a variety of topics;
        - analyze a variety of topics. (MT.WL.1.b)
    - 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:
        - inform;
        - explain;
        - persuade;
        - narrate. (MT.WL.1.c)

Cultures

- Interact with cultural competence and understanding. (MT.WL.2)
    - 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, and, where appropriate, the cultures of Montana Indigenous Tribes. (MT.WL.2.a)

- o 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. (MT.WL.2.b)

Connections

- 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. (MT.WL.3)
    - o Making connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and solve problems creatively. (MT.WL.3.a)
    - o Acquiring information and diverse perspectives: Learners access and evaluate information and diverse perspectives that are available through studying the language and its cultures. (MT.WL.3.b)

Comparisons

- Develop insight into the nature of language and culture to interact with cultural competence, with a particular emphasis on Montana Indigenous cultures. (MT.WL.4)
    - o Language comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied, their own language, and, when appropriate, Montana Indigenous Languages. (MT.WL.4.a)
    - o Cultural comparisons: 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. (MT.WL.4.b)

Communities

- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. (MT.WL.5)
    - o School, local, and global communities: 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. (MT.WL.5.a)

K-12 WORLD LANGUAGE PERFORMANCE DESCRIPTORS

Novice

- 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. (MT.WL.PD.N.1)
- A learner:
  - can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. (MT.WL.PD.N.1.a)
  - may show emerging evidence of the ability to engage in simple conversation. (MT.WL.PD.N.1.b)
  - is able to function in some personally relevant contexts on topics that relate to basic biographical information. (MT.WL.PD.N.1.c)
  - may show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and one's immediate environment. (MT.WL.PD.N.1.d)
  - understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions. (MT.WL.PD.N.1.e)
  - 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. (MT.WL.PD.N.1.f)
  - 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. (MT.WL.PD.N.1.g)
  - is able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions. (MT.WL.PD.N.1.h)
  - may use some or all of the following strategies to maintain communication:
    - imitate modeled words;
    - use facial expressions and gestures;
    - repeat words;
    - resort to first language;
    - ask for repetition;

- ▪ indicate lack of understanding. (MT.WL.PD.N.1.i)
  - o may use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions but may often miss cues indicating miscommunication. (MT.WL.PD.N.1.j)

- • 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. (MT.WL.PD.N.2)
- • A learner:
  - o comprehends meaning through recognition of key words and phrases. (MT.WL.PD.N.2.a)
  - o may show emerging evidence of the ability to make inferences based on background and prior knowledge. (MT.WL.PD.N.2.b)
  - o comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences). (MT.WL.PD.N.2.c)
  - o derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. (MT.WL.PD.N.2.d)
  - o comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information. (MT.WL.PD.N.2.e)
  - o primarily relies on vocabulary to derive meaning from texts. (MT.WL.PD.N.2.f)
  - o may derive meaning by recognizing structural patterns that have been used in familiar and some new contexts. (MT.WL.PD.N.2.g)
  - o comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions. (MT.WL.PD.N.2.h)
  - o may use some or all of the following strategies to comprehend texts:
    - ▪ skim and scan;
    - ▪ rely on visual support and background knowledge;
    - ▪ predict meaning based on context, prior knowledge, and experience;
    - ▪ for alphabetic languages:
      - • rely on recognition of cognates;

- • may recognize word family roots, prefixes, and suffixes. (MT.WL.PD.N.2.i.)
  - o uses own culture to derive meaning from texts that are heard, read, or viewed. (MT.WL.PD.N.2.j)

- • 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. (MT.WL.PD.N.3)
- • A learner:
  - o presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language. (MT.WL.PD.N.3.a)
  - o may show emerging evidence of the ability to express own thoughts and preferences. (MT.WL.PD.N.3.b)
  - o creates messages in some personally relevant contexts on topics that relate to basic biographical information. (MT.WL.PD.N.3.c)
  - o may show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and their immediate environment. (MT.WL.PD.N.3.d)
  - o produces words and phrases and highly practiced sentences or formulaic questions. (MT.WL.PD.N.3.e)
  - o produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood. (MT.WL.PD.N.3.f)
  - o with practice, polish, or editing, may show emerging evidence of Intermediate-level language control. (MT.WL.PD.N.3.g)
  - o produces a number of high-frequency words and formulaic expressions and is able to use a limited variety of vocabulary on familiar topics. (MT.WL.PD.N.3.h)
  - o may use some or all of the following strategies to communicate:
    - ▪ rely on a practiced format;
    - ▪ use facial expressions and gestures;
    - ▪ repeat words;
    - ▪ resort to first language;
    - ▪ use graphic organizers to present information;
    - ▪ rely on multiple drafts and practice sessions with feedback;
    - ▪ support presentational speaking with visuals and notes;
    - ▪ support presentational writing with visuals or prompts. (MT.WL.PD.N.3.i)

o   may use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions. (MT.WL.PD.N.3.j)

Intermediate

- 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 by asking and answering a variety of questions, and can communicate about self, others, and everyday life. (MT.WL.PD.I.1)
- A learner:
  o   can communicate by understanding and creating personal meaning. (MT.WL.PD.I.1.a)
  o   can understand, ask, and answer a variety of questions. (MT.WL.PD.I.1.b)
  o   consistently is able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. (MT.WL.PD.I.1.c)
  o   may show emerging evidence of the ability to communicate about more than the "here and now." (MT.WL.PD.I.1.d)
  o   is able to communicate in contexts relevant to oneself and others, and one's immediate environment. (MT.WL.PD.I.1.e)
  o   may show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics. (MT.WL.PD.I.1.f)
  o   is able to understand and produce discrete sentences, strings of sentences, and some connected sentences and is able to ask questions to initiate and sustain conversations. (MT.WL.PD.I.1.g)
  o   understands straightforward language that contains mostly familiar structures. (MT.WL.PD.I.1.h)
  o   has control of language sufficient to be understood by those accustomed to dealing with language learners. (MT.WL.PD.I.1.i)
  o   communicates using high-frequency and personalized vocabulary within familiar themes or topics. (MT.WL.PD.I.1.j)
  o   uses some of the following strategies to maintain communication, but not all of the time and inconsistently:
      ▪   ask questions;
      ▪   ask for clarification;
      ▪   self-correct or restate when not understood;
      ▪   circumlocute. (MT.WL.PD.I.1.k)

- o recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations. (MT.WL.PD.I.1.l)

- 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. (MT.WL.PD.I.2)
- A learner:
  - o comprehends main ideas and identifies some supporting details. (MT.WL.PD.I.2.a)
  - o may show emerging evidence of the ability to make inferences by identifying key details from the text. (MT.WL.PD.I.2.b)
  - o comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests. (MT.WL.PD.I.2.c)
  - o comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. (MT.WL.PD.I.2.d)
  - o generally comprehends connected sentences and most paragraph-like discourse. (MT.WL.PD.I.2.e)
  - o comprehends information-rich texts with highly predictable order. (MT.WL.PD.I.2.f)
  - o 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. (MT.WL.PD.I.2.g)
  - o may derive meaning by:
    - ▪ comparing target language structures with those of their native language;
    - ▪ recognizing parallels in structure between new and familiar language. (MT.WL.PD.I.2.h)
  - o comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions. (MT.WL.PD.I.2.i)
  - o uses some or all of the following strategies to comprehend texts:
    - ▪ skim and scan;
    - ▪ use visual support and background knowledge;
    - ▪ predict meaning based on context, prior knowledge, and/or experience;
    - ▪ use context clues;
    - ▪ recognize word family roots, prefixes, and suffixes. (MT.WL.PD.I.2.j.)

- o for non-alphabetic languages, recognize radicals. (MT.WL.PD.I.2.k)
- o 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. (MT.WL.PD.I.2.l)

- 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. (MT.WL.PD.I.3)
- A learner:
  - o expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time. (MT.WL.PD.I.3.a)
  - o may show emerging evidence of the ability to tell or retell a story and provide additional description. (MT.WL.PD.I.3.b)
  - o creates messages in contexts relevant to oneself and others, and one's immediate environment. (MT.WL.PD.I.3.c)
  - o may show emerging evidence of the ability to create messages on general interest and work-related topics. (MT.WL.PD.I.3.d)
  - o produces sentences, series of sentences, and some connected sentences. (MT.WL.PD.I.3.e)
  - o control of language is sufficient to be understood by audiences accustomed to language produced by language learners. (MT.WL.PD.I.3.f)
  - o with practice, polish, or editing, may show emerging evidence of advanced-level language control. (MT.WL.PD.I.3.g)
  - o produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied. (MT.WL.PD.I.3.h)
  - o may use some or all of the following strategies to communicate and maintain audience interest:
    - ▪ show an increasing awareness of errors and able to self-correct or edit;
    - ▪ use phrases, imagery, or content;
    - ▪ simplify;
    - ▪ use known language to compensate for missing vocabulary;
    - ▪ use graphic organizer;
    - ▪ use reference resources as appropriate. (MT.WL.PD.I.3.i)
  - o uses some culturally appropriate vocabulary, expressions, and gestures and reflects some knowledge of cultural differences related to written and spoken communication. (MT.WL.PD.I.3.j)

Advanced

- 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, 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. (MT.WL.PD.A.1)
- A learner:
    - 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. (MT.WL.PD.A.1.a)
    - may show emerging evidence of the ability to participate in discussions about issues beyond the concrete. (MT.WL.PD.A.1.b)
    - functions fully and effectively in contexts both personal and general. (MT.WL.PD.A.1.c)
    - [A learner's instruction in] content areas include[s] topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. (MT.WL.PD.A.1.d)
    - may show emerging evidence of the ability to communicate in more abstract content areas. (MT.WL.PD.A.1.e)
    - is able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed and able to ask questions to probe beyond basic details. (MT.WL.PD.A.1.f)
    - language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners. (MT.WL.PD.A.1.g)
    - consistent control of basic high-frequency structures facilitates comprehension and production. (MT.WL.PD.A.1.h)
    - 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. (MT.WL.PD.A.1.i)
    - uses a range of strategies to maintain communication, including:
        - request clarification;
        - repeat;
        - restate;
        - rephrase;
        - circumlocute. (MT.WL.PD.A.1.j)

- o understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions and shows conscious awareness of significant cultural differences and attempts to adjust accordingly. (MT.WL.PD.A.1.k)

- 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. (MT.WL.PD.A.2)
- A learner:
  - o comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts. (MT.WL.PD.A.2.a)
  - o makes inferences and derives meaning from context and linguistic features. (MT.WL.PD.A.2.b)
  - o comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts. (MT.WL.PD.A.2.c)
  - o 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. (MT.WL.PD.A.2.d)
  - o has 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. (MT.WL.PD.A.2.e)
  - o derives meaning by
    - ▪ understanding sequencing, time frames, and chronology, and
    - ▪ classifying words or concepts according to word order or grammatical use. (MT.WL.PD.A.2.f)
  - o 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. (MT.WL.PD.A.2.g)
  - o comprehends fully the intent of the message adapting strategies for one's own purposes and uses some or all of the following strategies:
    - ▪ skim and scan;
    - ▪ use visual support and background knowledge;
    - ▪ predict meaning based on context, prior knowledge, and/or experience;

- use context clues;
- use linguistic knowledge;
- identify the organizing principle of the text;
- create inferences;
- differentiate main ideas from supporting details in order to verify. (MT.WL.PD.A.2.h)
    - uses knowledge of cultural differences between own culture and target culture(s) as well as increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed. (MT.WL.PD.A.2.i)

- 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. (MT.WL.PD.A.3)
- A learner:
    - produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. (MT.WL.PD.A.3.a)
    - may show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view. (MT.WL.PD.A.3.b)
    - creates messages fully and effectively in contexts both personal and general. (MT.WL.PD.A.3.c)
    - [A learner's instruction in] content areas include[s] topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. (MT.WL.PD.A.3.d)
    - may show emerging evidence of the ability to create messages in more abstract content areas. (MT.WL.PD.A.3.e)
    - produces full paragraphs that are organized and detailed. (MT.WL.PD.A.3.f)
    - control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners. (MT.WL.PD.A.3.g)
    - with practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax. (MT.WL.PD.A.3.h)
    - 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. (MT.WL.PD.A.3.i)
    - may use some or all of the following strategies to communicate and maintain audience interest:
        - demonstrate conscious efforts at self-editing and correction;
        - elaborate and clarify;
        - provide examples, synonyms, or antonyms;
        - use cohesion, chronology, and details to explain or narrate fully;

19

- circumlocute. (MT.WL.PD.A.3.j)
- uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural practices and perspectives. (MT.WL.PD.A.3.k)

APPENDIX A: K-12 CORRESPONDENCE WITH PREVIOUS AND NATIONAL STANDARDS

Both the content standards and coding system have undergone significant changes. Below is a correspondence table intended to provide the standards with the corresponding standards from the 1999 Montana World Languages Content Standards and the American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages.

Note that the corresponding standards are not an exact match to the new Montana World Languages Content Standards. In most cases, the more recent standards expand upon their 1999 counterpart, including the addition of references to Montana Indigenous Tribes and cultures, the inclusion of media as an additional mode of presentation, increased specificity in how students should demonstrate skills, and other additions. Therefore, most 1999 corresponding standards are only a partial match to the updated standard. Whereas only the headings divided standards in the 1999 version, the updated standards have included general standards, such as MT.WL.1, that in some cases serve to categorize the more detailed sub-standards, such as MT.WL.1.a.

Corresponding performance descriptors are provided in the second table in this Appendix for the ACTFL Performance Descriptors for Language Learners for the categories of Interpersonal, Interpretive, and Presentational language. Each category of the ACTFL Performance Descriptors provides descriptors at the novice, intermediate, and advanced range.

Montana Standard Code	Correlated Montana World Languages Content Standards, 1999	ACTFL World-Readiness Standards for Learning Languages
MT.WL.1	*No equivalent*	Communication
MT.WL.1.a	Content Standard 1	Communication – Interpersonal Communication
MT.WL.1.b	Content Standard 2	Communication – Interpretive Communication
MT.WL.1.c	Content Standard 3	Communication – Presentational Communication
MT.WL.2	*No equivalent*	Cultures
MT.WL.2.a	Content Standard 4	Cultures – Relating Cultural Practices to Perspectives
MT.WL.2.b	Content Standard 4	Cultures – Relating Cultural Produces to Perspectives
MT.WL.3	Content Standard 5	Connections
MT.WL.3.a	Content Standard 5	Connections – Marking Connections
MT.WL.3.b	Content Standard 6	Connections – Acquiring Information and Diverse Perspective
MT.WL.4	*No equivalent*	Comparisons
MT.WL.4.a	Content Standard 7	Comparisons – Language Comparisons
MT.WL.4.b	Content Standard 8	Comparisons – Cultural Comparisons
MT.WL.5	Content Standard 9	Communities
MT.WL.5.a	Content Standard 9	Communities – School and Global Communities

Novice Performance Descriptors			
Montana Performance Descriptor Code	*ACTFL Performance Descriptors for Language Learners*	*Montana Performance Descriptor Code*	*ACTFL Performance Descriptors for Language Learners*
MT.WL.PD.N.1	Interpersonal, Novice Range	MT.WL.PD.N.2.f	Interpretive, Novice Range – Language Control
MT.WL.PD.N.1.a	Interpersonal, Novice Range - Functions	MT.WL.PD.N.2.g	Interpretive, Novice Range – Language Control
MT.WL.PD.N.1.b	Interpersonal, Novice Range - Functions	MT.WL.PD.N.2.h	Interpretive, Novice Range – Vocabulary
MT.WL.PD.N.1.c	Interpersonal, Novice Range – Contexts/Content	MT.WL.PD.N.2.i	Interpretive, Novice Range – Communication Strategies
MT.WL.PD.N.1.d	Interpersonal, Novice Range – Contexts/Content	MT.WL.PD.N.2.i	Interpretive, Novice Range – Cultural Awareness
MT.WL.PD.N.1.e	Interpersonal, Novice Range – Text Type	MT.WL.PD.N.3	Presentational, Novice Range
MT.WL.PD.N.1.f	Interpersonal, Novice Range – Language Control	MT.WL.PD.N.3.a	Presentational, Novice Range – Functions
MT.WL.PD.N.1.g	Interpersonal, Novice Range – Language Control	MT.WL.PD.N.3.b	Presentational, Novice Range – Functions
MT.WL.PD.N.1.h	Interpersonal, Novice Range – Vocabulary	MT.WL.PD.N.3.c	Presentational, Novice Range – Contexts/Content
MT.WL.PD.N.1.i	Interpersonal, Novice Range – Communication Strategies	MT.WL.PD.N.3.d	Presentational, Novice Range – Contexts/Content
MT.WL.PD.N.1.j	Interpersonal, Novice Range – Cultural Awareness	MT.WL.PD.N.3.e	Presentational, Novice Range – Text Type
MT.WL.PD.N.2	Interpretive, Novice Range	MT.WL.PD.N.3.f	Presentational, Novice Range – Language Control
MT.WL.PD.N.2.a	Interpretive, Novice Range – Functions	MT.WL.PD.N.3.g	Presentational, Novice Range – Language Control
MT.WL.PD.N.2.b	Interpretive, Novice Range – Functions	MT.WL.PD.N.3.h	Presentational, Novice Range – Vocabulary
MT.WL.PD.N.2.c	Interpretive, Novice Range – Contexts/Content	MT.WL.PD.N.3.i	Presentational, Novice Range – Communication Strategies
MT.WL.PD.N.2.d	Interpretive, Novice Range – Text Type	MT.WL.PD.N.3.j	Presentational, Novice Range – Cultural Awareness
MT.WL.PD.N.2.e	Interpretive, Novice Range – Text Type		

Intermediate Performance Descriptors			
Montana Performance Descriptor Code	*ACTFL Performance Descriptors for Language Learners*	*Montana Performance Descriptor Code*	*ACTFL Performance Descriptors for Language Learners*
MT.WL.PD.I.1	Interpersonal, Intermediate Range	MT.WL.PD.I.2.f	Interpretive, Intermediate Range – Text Type
MT.WL.PD.I.1.a	Interpersonal, Intermediate Range – Functions	MT.WL.PD.I.2.g	Interpretive, Intermediate Range – Language Control
MT.WL.PD.I.1.b	Interpersonal, Intermediate Range – Functions	MT.WL.PD.I.2.h	Interpretive, Intermediate Range – Language Control
MT.WL.PD.I.1.c	Interpersonal, Intermediate Range – Functions	MT.WL.PD.I.2.i	Interpretive, Intermediate Range – Vocabulary
MT.WL.PD.I.1.d	Interpersonal, Intermediate Range – Functions	MT.WL.PD.I.2.j	Interpretive, Intermediate Range – Communication Strategies
MT.WL.PD.I.1.e	Interpersonal, Intermediate Range – Contexts/Content	MT.WL.PD.I.2.k	Interpretive, Intermediate Range – Communication Strategies
MT.WL.PD.I.1.f	Interpersonal, Intermediate Range – Contexts/Content	MT.WL.PD.I.2.l	Interpretive, Intermediate Range – Cultural Awareness
MT.WL.PD.I.1.g	Interpersonal, Intermediate Range – Text Type	MT.WL.PD.I.3	Presentational, Intermediate Range
MT.WL.PD.I.1.h	Interpersonal, Intermediate Range – Language Control	MT.WL.PD.I.3.a	Presentational, Intermediate Range – Functions
MT.WL.PD.I.1.i	Interpersonal, Intermediate Range – Language Control	MT.WL.PD.I.3.b	Presentational, Intermediate Range – Functions
MT.WL.PD.I.1.j	Interpersonal, Intermediate Range – Vocabulary	MT.WL.PD.I.3.c	Presentational, Intermediate Range – Contexts/Content
MT.WL.PD.I.1.k	Interpersonal, Intermediate Range – Communication Strategies	MT.WL.PD.I.3.d	Presentational, Intermediate Range – Contexts/Content
MT.WL.PD.I.1.l	Interpersonal, Intermediate Range – Cultural Awareness	MT.WL.PD.I.3.e	Presentational, Intermediate Range – Text Type
MT.WL.PD.I.2	Interpretive, Intermediate Range	MT.WL.PD.I.3.f	Presentational, Intermediate Range – Language Control
MT.WL.PD.I.2.a	Interpretive, Intermediate Range – Functions	MT.WL.PD.I.3.g	Presentational, Intermediate Range – Language Control
MT.WL.PD.I.2.b	Interpretive, Intermediate Range – Functions	MT.WL.PD.I.3.h	Presentational, Intermediate Range – Vocabulary
MT.WL.PD.I.2.c	Interpretive, Intermediate Range – Contexts/Content	MT.WL.PD.I.3.i	Presentational, Intermediate Range – Communication Strategies
MT.WL.PD.I.2.d	Interpretive, Intermediate Range – Text Type	MT.WL.PD.I.3.j	Presentational, Intermediate Range – Cultural Awareness
MT.WL.PD.I.2.e	Interpretive, Intermediate Range – Text Type		

Advanced Performance Descriptors			
Montana Performance Descriptor Code	*ACTFL Performance Descriptors for Language Learners*	*Montana Performance Descriptor Code*	*ACTFL Performance Descriptors for Language Learners*
MT.WL.PD.A.1	Interpersonal, Advanced Range	MT.WL.PD.A.2.e	Interpretive, Advanced Range – Language Control
MT.WL.PD.A.1.a	Interpersonal, Advanced Range – Functions	MT.WL.PD.A.2.f	Interpretive, Advanced Range – Language Control
MT.WL.PD.A.1.b	Interpersonal, Advanced Range – Functions	MT.WL.PD.A.2.g	Interpretive, Advanced Range - Vocabulary
MT.WL.PD.A.1.c	Interpersonal, Advanced Range – Contexts/Content	MT.WL.PD.A.2.h	Interpretive, Advanced Range – Communication Strategies
MT.WL.PD.A.1.d	Interpersonal, Advanced Range – Contexts/Content	MT.WL.PD.A.2.i	Interpretive, Advanced Range – Cultural Awareness
MT.WL.PD.A.1.e	Interpersonal, Advanced Range – Contexts/Content	MT.WL.PD.A.3	Presentational, Advanced Range
MT.WL.PD.A.1.f	Interpersonal, Advanced Range – Text Type	MT.WL.PD.A.3.a	Presentational, Advanced Range – Functions
MT.WL.PD.A.1.g	Interpersonal, Advanced Range – Language Control	MT.WL.PD.A.3.b	Presentational, Advanced Range – Functions
MT.WL.PD.A.1.h	Interpersonal, Advanced Range – Language Control	MT.WL.PD.A.3.c	Presentational, Advanced Range – Contexts/Content
MT.WL.PD.A.1.i	Interpersonal, Advanced Range – Vocabulary	MT.WL.PD.A.3.d	Presentational, Advanced Range – Contexts/Content
MT.WL.PD.A.1.j	Interpersonal, Advanced Range – Communication Strategies	MT.WL.PD.A.3.e	Presentational, Advanced Range – Contexts/Content
MT.WL.PD.A.1.k	Interpersonal, Advanced Range – Cultural Awareness	MT.WL.PD.A.3.f	Presentational, Advanced Range – Text Type
MT.WL.PD.A.2	Interpretive, Advanced Range	MT.WL.PD.A.3.g	Presentational, Advanced Range – Language Control
MT.WL.PD.A.2.a	Interpretive, Advanced Range – Functions	MT.WL.PD.A.3.h	Presentational, Advanced Range – Language Control
MT.WL.PD.A.2.b	Interpretive, Advanced Range – Functions	MT.WL.PD.A.3.i	Presentational, Advanced Range – Vocabulary
MT.WL.PD.A.2.c	Interpretive, Advanced Range – Contexts/Content	MT.WL.PD.A.3.j	Presentational, Advanced Range – Communication Strategies
MT.WL.PD.A.2.d	Interpretive, Advanced Range – Text Type	MT.WL.PD.A.3.k	Presentational, Advanced Range – Cultural Awareness

APPENDIX B: ASSESSEMENT RESOURCES

- [ACTFL Assessments](#) - Academic placement, student assessment, program evaluation, and more
- [The Montana Association of Language Teachers (MALT) website](#) - Membership required to access resources

APPENDIX C: INDIAN EDUCATION FOR ALL (IEFA) INTEGRATION

Article X of the Montana Constitution states that, "The State recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of the cultural integrity, and is reaffirmed by MCA 20-1-501, which states "Every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner" (1972). According to MCA 20-9-309, a "basic system of free quality public elementary and secondary schools" means:

(c) educational programs to implement the provisions of Article X, section 1(2), of the Montana constitution and Title 20, chapter 1, part 5, through development of curricula designed to integrate the distinct and unique cultural heritage of American Indians into the curricula, with particular emphasis on Montana Indians.

IEFA in the Administrative Rules of Montana

The Administrative Rules of Montana include IEFA in various sections, which you can access in the links below:

- [10.53.102](#) INDIAN EDUCATION
- [10.55.603](#) CURRICULUM AND ASSESSMENT
- [10.55.803](#) LEARNER ACCESS
- [10.55.901](#) BASIC EDUCATION PROGRAM: ELEMENTARY
- [10.55.902](#) BASIC EDUCATION PROGRAM: JUNIOR HIGH SCHOOL, 7TH AND 8TH GRADE PROGRAM, OR MIDDLE SCHOOL
- [10.55.904](#) BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL
- [10.55.1003](#) PROGRAM FOUNDATION STANDARDS

IEFA Integration Resources

- OPI Indian Education Classroom Resources
- Essential Understandings Regarding Montana Indians
- The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All
- Teacher Learning Hub course: How to Use the Framework: A Practical Guide for Implementing IEFA

APPENDIX D: INSTRUCTIONAL GUIDANCE AND RESOURCES

Instructional Materials Selection Guidance

- Guide for Selecting Materials Aligned to Montana's Content Standards (word version)
- Criteria for Selecting Materials (word version)
- EdReports Guide: How School Boards Can Support Districts to Adopt High-Quality Instructional Materials Guide
- Quality Examples of Science Lessons and Units

Montana Educators' Resources

- ACTFL Classroom Resources for Teachers – must be a member of ACTFL to access
- American Association of Teachers of Spanish and Portuguese Teaching and Learning Resources
- MALT Resources – must be a member of MALT to access
- The Seal of Biliteracy
- Montana Seal of Biliteracy

APPENDIX E: PROGRAM DELIVERY STANDARDS

Montana teachers from all grade levels and content areas must include instruction that is aligned to state standards. It is up to local schools and teachers to design instructional strategies and content to teach those standards.

Administrative Rules of Montana

10.55.602	DEFINITIONS
	(32) "Program area standards" means the subject matter Montana school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include: English language arts, arts, health enhancement, mathematics, science, social studies, career and technical education, technology, workplace competencies, library media, world languages, and school counseling.
	(33) "Program delivery standards" means the conditions and practices school districts are required to provide ensuring that every student is afforded educational opportunities to learn, develop, and demonstrate achievement in content standards and content-specific grade-level learning progressions.
10.55.603	CURRICULUM AND ASSESSMENT
	(1) Local school districts shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.
10.55.701	BOARD OF TRUSTEES
10.55.803	LEARNER ACCESS
10.55.901	BASIC EDUCATION PROGRAM: ELEMENTARY
10.55.902	BASIC EDUCATION PROGRAM: JUNIOR HIGH SCHOOL, 7TH AND 8TH GRADE, OR MIDDLE SCHOOL

10.55.904	BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL
10.55.1001	PROGRAM STANDARDS (1) It is the local board of trustees' responsibility to ensure the district's curricula align with the state content standards and content-specific grade-level learning progressions.
10.55.1003	PROGRAM FOUNDATION STANDARDS
10.55.2101	WORLD LANGUAGES PROGRAM DELIVERY STANDARDS

Program Delivery Planning

10.55.1003 PROGRAM FOUNDATION STANDARDS

(1) The purpose of all programs is to develop and apply knowledge and skills necessary to pursue lifelong goals and opportunities.

(2) Program foundation standards are the common conditions and practices that will be evident in all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning in the content standards and content-specific grade-level or grade-band learning progressions. All programs shall follow the content standards in the Administrative Rules of Montana. The local board of trustees shall:

    (a) meet the following conditions:

        (i) ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas;

        (ii) ensure an educational climate that promotes academic freedom and respect for diversity with prejudice toward none;

        (iii) maintain high expectations for student performance, behavior, and lifelong learning; and

        (iv) encourage collaboration among school personnel to plan, assess, and support instruction.

(b) include the following practices:

(i) offer engaging and relevant experiences that enable students to develop effective communication skills in their personal lives, workplaces, and communities;

(ii) teach ethical behavior, including use of technology (social media) and the implications of one's choices;

(iii) implement research-based instructional skills and strategies to improve student learning;

(iv) challenge students to think creatively and critically, and use the inquiry process to solve problems and make informed decisions;

(v) encourage interdisciplinary instruction;

(vi) use relevant data to inform decision making, modify instruction, and increase student learning;

(vii) integrate information literacy skills and technology tools, to support learning in all curricular areas; and

(viii) provide equitable access to all facilities, technology, equipment, materials, and services necessary to support the instructional process.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

History: NEW, 2001 MAR p. 953, Eff. 6/8/01; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2006 MAR p. 755, Eff. 3/24/06; AMD, 2012 MAR p. 2042, Eff. 7/1/13; AMD, 2023 MAR p. 255, Eff. 7/1/23.

Program-Specific Delivery Standards

10.55.2101 WORLD LANGUAGES PROGRAM DELIVERY STANDARDS

(1) In general, a basic program in world languages shall:

(a) meet the following conditions:

(i) consistent and continual experience with the target language and culture;

(ii) access to native speakers or experts, authentic cultural contact, and culturally authentic materials (e.g., print, video, audio, literature, music, art) ; and

(iii) access to technology that provides contact with the target language.

(b) include the following practices:

(i) promote confidence in practicing the language by encouraging risk-taking and minimizing verbal correction;

(ii) maximize use of target language in an authentic manner through student-teacher and student-student interaction; and

(iii) gain understanding of the cultural perspectives of the target culture.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101,

MCA History: NEW, 2001 MAR p. 953, Eff. 6/8/01; AMD, 2023 MAR p. 255, Eff. 7/1/23.

REFERENCES

Administrative Rules of Montana. (2017, July 1). Title 10 Education, Subchapter 10.53.1 General Provisions, 10.53.102 Indian Education. https://rules.mt.gov/search?query=10.53.102&v=

Administrative Rules of Montana. (2023, July 1). Title 10 Education, Subchapter 10.55.6 General Provisions, 10.55.602 Definitions. https://rules.mt.gov/search?query=10.55.602&v=

Administrative Rules of Montana. (2023, July 1). Title 10 Education, Subchapter 10.55.6 General Provisions, 10.55.603 Curriculum and Assessment. https://rules.mt.gov/search?query=10.55.603&v=

Administrative Rules of Montana. (2023, July 1). Title 10 Education, Subchapter 10.55.7 School Leadership, 10.55.703 Board of Trustees. https://rules.mt.gov/search?query=10.55.701&v=

Administrative Rules of Montana. (2023, July 1). Title 10 Education, Subchapter 10.55.8 Educational Opportunity, 10.55.803 Learner Access. https://rules.mt.gov/search?query=10.55.803&v=

Administrative Rules of Montana. (2023, July 1). Title 10 Education, Subchapter 10.55.9 Academic Requirements, 10.55.901 Basic Education Program: Elementary. https://rules.mt.gov/search?query=10.55.901&v=

Administrative Rules of Montana. (2023, July 1). Title 10 Education, Subchapter 10.55.9 Academic Requirements, 10.55.902 Basic Education Program: Junior High School: 7th and 8th Grade Program, or Middle School. https://rules.mt.gov/search?query=10.55.902&v=

Administrative Rules of Montana. (2023, July 1). Title 10 Education, 10.55.9 Academic Requirements, 10.55.904 Basic Education Program Offerings: High School. https://rules.mt.gov/search?query=10.55.904&v=,

Administrative Rules of Montana. (2023, July 1). Title 10 Education, Subchapter 10.55.10 Program Area Standards, 10.55.1001 Program Standards. https://rules.mt.gov/search?query=10.55.1001&v=

Administrative Rules of Montana. (2023, July 1). Title 10 Education, Subchapter 10.55.10 Program Area Standards, 10.55.1003 Program Foundation Standards. https://rules.mt.gov/search?query=10.55.1003&v=

Administrative Rules of Montana (2023, July 1). Title 10 Education, Subchapter 10.55.21 World Languages: Program,10.55.2101 World Languages Program Delivery Standards. https://rules.mt.gov/search?query=10.55.2101&v=

American Association of Teachers of Spanish and Portuguese. (2025). Teaching and Learning Resources. AATSP. https://www.aatsp.org/page/TeachingandLearningResources

American Council on the Teaching of Foreign Languages. (2025). ACTFL Assessments. ACTFL, Alexandria, VA. https://www.actfl.org/assessments

American Council on the Teaching of Foreign Languages. (2025). ACTFL Classroom Resources for Teachers. ACTFL, Alexandria, VA. https://www.actfl.org/educator-resources/classroom-resources-for-teachers

American Council on the Teaching of Foreign Languages. (2015) ACTFL Performance Descriptors for Language Learners. ACTFL, Alexandria, VA. https://www.actfl.org/uploads/files/general/ACTFLPerformance_Descriptors.pdf

American Council on the Teaching of Foreign Languages. (2015) ACTFL Performance Descriptors for Language Learners: Interpersonal. ACTFL, Alexandria, VA. https://www.actfl.org/uploads/files/general/ACTFLPerformance_Descriptors-Interpersonal.pdf

American Council on the Teaching of Foreign Languages. (2015) ACTFL Performance Descriptors for Language Learners: Interpretive. ACTFL, Alexandria, VA. https://www.actfl.org/uploads/files/general/ACTFLPerformance_Descriptors-Interpretive.pdf

American Council on the Teaching of Foreign Languages. (2015) ACTFL Performance Descriptors for Language Learners: Presentational. ACTFL, Alexandria, VA. https://www.actfl.org/uploads/files/general/ACTFLPerformance_Descriptors-Presentational.pdf

The Constitution of the State of Montana. (2023). Article X Education and Public Lands, Section 1(2) MCA. Legmt.gov.

https://archive.legmt.gov/bills/mca/title_0000/article_0100/part_0010/section_0010/0000-0100-0010-0010.html

Elser, Tammy & Montana Office of Public Instruction. (2020). The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All. https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/Framework.pdf

Elser, Tammy and Salish Kootenai College. How to Use the Framework: A Practical Guide for Implementing IEFA. *The Learning Hub*. Montana Office of Public Instruction. https://learninghub.mrooms.net/

Montana Association of Language Teachers. (n.d.). MALT: The Montana Association of Language Teachers. https://www.montanalanguageteachers.org/

Montana Association of Language Teachers. (n.d.). Resources. https://www.montanalanguageteachers.org/401/login.php?redirect=/resources.html

Montana Board of Public Education (2025). Montana Seal of Biliteracy. Montana.gov Official Website. https://bpe.mt.gov/Seal-of-Biliteracy/Seal-of-Biliteracy

Montana Code Annotated (2023). 20-1-501, MCA. Legmt.gov. https://archive.legmt.gov/bills/mca/title_0200/chapter_0010/part_0050/section_0010/0200-0010-0050-0010.html

Montana Code Annotated (2023). 20-9-309 2(c), MCA. Legmt.gov. https://archive.legmt.gov/bills/mca/title_0200/chapter_0090/part_0030/section_0090/0200-0090-0030-0090.html

Montana Office of Public Instruction. (2021, June). Criteria for Selecting Materials. http://opi.mt.gov/LinkClick.aspx?fileticket=R_LFxaPD1hY%3d&portalid=182

Montana Office of Public Instruction. (2024). Essential Understandings Regarding Montana Indians. https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf

Montana Office of Public Instruction. (2025). Indian Education Classroom Resources.
https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All/Indian-Education-Classroom-Resources

Montana Office of Public Instruction. (1999). Montana World Languages Content Standards.
https://opi.mt.gov/LinkClick.aspx?fileticket=bP9gccE0Tt0%3d&portalid=182

Montana Office of Public Instruction. (2021, June). Selecting Instructional Materials that Align to Montana's Content Standards.
http://opi.mt.gov/LinkClick.aspx?fileticket=qvg6oXzPA2M%3d&portalid=182

Montana Office of Public Instruction. (2025). The Learning Hub. https://learninghub.mrooms.net/

The National Standards Collaborative Board. (2015) World-Readiness Standards for Learning Languages. 4th ed. ACTFL, Alexandria, VA. https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf

Rawding, Denise. (2021, Jan. 15). How School Boards Can Support Districts to Adopt High-Quality Instructional Materials. EdReports.
https://edreports.org/resources/article/how-school-boards-can-support-districts-to-adopt-quality-instructional-materials?utm_medium=email&utm_source=pardot&utm_campaign=denise-rawding-blog-jan-2021

Regional Education Laboratory Northwest & WestEd. (2023). Ask an Expert: World Languages Standards. Institute of Educational Sciences. https://drive.google.com/file/d/1wBK1CqK9pF0gV6bXVpdLpL2S4_JS-rVb/view

The Seal of Biliteracy (2025). State Laws Regarding the Seal of Biliteracy. https://sealofbiliteracy.org/index.php