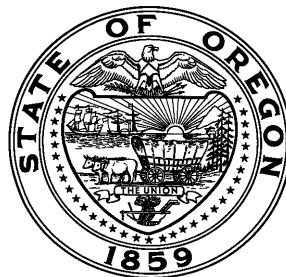# Second Language Standards

December 2010

Oregon Department of Education

Second Language Standards Document

December 2010

Contents

Oregon Core Curriculum Content Standard
for
World Languages

INTRODUCTION

World Languages Education in the 21st Century

Oregon citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission Statement: *The study of another language and culture enables individuals to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fostering a population that:

- communicates in more than one language with the levels of language proficiency adequate to function in a variety of occupations and careers in the contemporary workplace.

- values language learning as a means to fostering personal, work-related, and/or financial success and to function as a responsible global citizen in our increasingly interconnected world.

- exhibits attitudes, values, and skills that demonstrate an understanding of cultural differences and that enhance cross-cultural communication.

Intent and Spirit of the World Languages Standard

The study of a second language offers benefits in many areas, including: academic progress across core academic subjects, increased opportunity in the workplace, cultural awareness and the ability function more effectively as a global citizen. The benefits derived from language study are directly related to the proficiency level attained by the student. Since the number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language, more benefit will be realized the longer a language is studied. This principle has historically been supported by research in the United States and abroad.

The Oregon Second Language Standards are benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners (ACTFL, 1998), the Proficiency Guidelines – Speaking (ACTFL, 1999), and the Proficiency Guidelines – Writing (ACTFL, 2001).* The levels are fully defined in the <u>World</u>

<u>Languages Performance Level Descriptors Table</u> and are summarily reflected in the following proficiency statements:

- **Proficiency Stage 1 (Approximates ACTFL Novice-Low):** Students communicate using memorized or rehearsed words and phrases.

- **Proficiency Stage 2 (Approximates ACTFL Novice-Mid):** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.

- **Proficiency Stage 3 (Approximates ACTFL Novice-High):** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life.

- **Proficiency Stage 4 (Approximates ACTFL Intermediate-Low):** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life.

- **Proficiency Stage 5 (Approximates ACTFL Intermediate-Mid):** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life.

- **Proficiency Stage 6 (Approximates ACTFL Intermediate-High):** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Proficiency Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning ([interpersonal](), [interpretive](), or [presentational]()). However, according to ACTFL, the proficiency levels in a K-12 articulated program generally align with grade-level achievement as described below. The impact of beginning a second language course of study at a grade level beyond kindergarten is addressed by the ACTFL Anticipated Outcomes Table on page 3 of this document.

- **Novice Low Level:** Students *beginning the study of a second language in preschool or kindergarten* in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 1*.

- **Novice-Mid Level:** Students *beginning the study of a second language in preschool or kindergarten* in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.

- **Novice-High Level:** Students *beginning the study of a second language in preschool or kindergarten* in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5*.
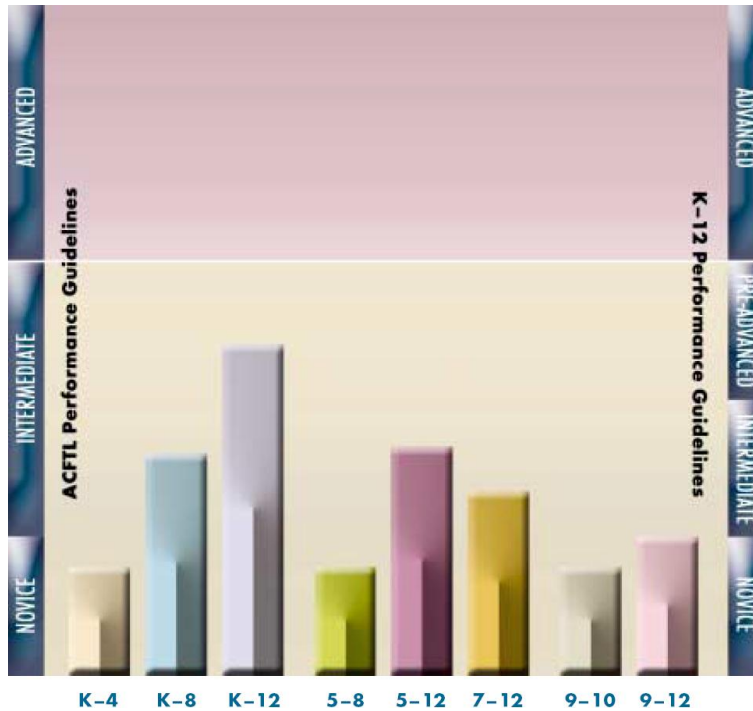
- **Intermediate-Low Level:** Students *beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school*, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8*.

- **Intermediate-Mid Level:** Students *beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school* and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level *by the end of grade 10*.

- **Intermediate-High Level:** Students *beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school* and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level *by the end of grade 12*.

- **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level *by the end of grade 12*.

A Note About Preschool Learners: Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the Preschool Teaching & Learning Standards.

ACTFL Anticipated Performance Outcomes

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the
ACTFL Performance Guidelines for K-12 Learners

Chart axis labels: ADVANCED, INTERMEDIATE, NOVICE (left, ACFTL Performance Guidelines); K–12 Performance Guidelines with ADVANCED, PRE-ADVANCED, INTERMEDIATE, NOVICE (right). Bottom labels: K–4   K–8   K–12   5–8   5–12   7–12   9–10   9–12

Revised Standard

The Oregon Second Language Standards and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in Oregon schools.

The Second Language Standards lay the foundation for creating local curricula and related assessments. Changes that led to the revised 2010 standard are as follows:

- Second language content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas.

- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.

- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.

With regard to the implementation of the second language standards for specific languages or language groups:

- **Second Language:** The study of a world language is focused on a language that is spoken in many countries, e.g. Spanish, French, German or Arabic. Students engage in all three modes of communication—interpersonal, interpretive, and presentational—in verbal and written form.
- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body.

- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

One World Languages Standard

The graphic below was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.
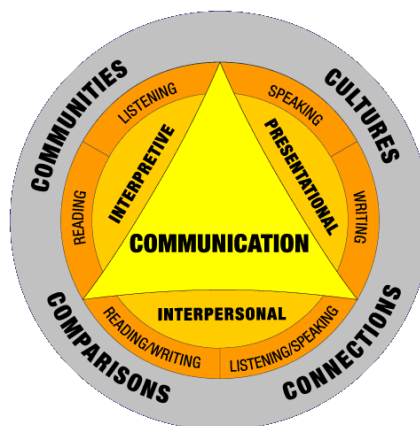
The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central "C" of five Cs in the graphic is for "communication"). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

Three Strands

The world languages standard include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle).

The **Interpretive Mode** reflects communication in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines." For more on the interpretive mode of communication:

The **Interpersonal Mode** reflects communication, in which students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail message..

The **Presentational Mode** reflects communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

The Role of Grammar in the World Languages Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised Oregon World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

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Second Language

Proficiency Stage 1 (Approximates ACTFL NOVICE-LOW)

Students at Proficiency Stage 1 can understand phrases, words, everyday expressions and simple statements on familiar topics. Students communicate using memorized/rehearsed phrases, sentences and questions. Students rely on contextual and visual cues. Through language study, they will begin to compare the language and culture studied with their own (see "Suggested Areas of Focus: Connecting Culture to Second Language Instruction").

Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)

Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations).

SL.PS1.IL.01 Demonstrate understanding of some words /signs, (phrases, everyday expressions and simple statements on a limited range of familiar topics in everyday situations).

Supporting Functions:
- *Recognize vocabulary related to familiar topics*
- *Understand a short series of simple directions*

Interpretive Mode: Reading (ASL Literary materials exist in video and digital forms)

Students can comprehend print and digital materials from a variety of authentic and other sources. (e.g. websites, newspapers, letters, notes, applications, menus).

SL.PS1.IR.01 Identify some common words, symbols, phrases and cognates from familiar material.

Supporting Functions:
- *Know letters or symbols of the target language*
- *Combine symbols to form words*
- *Understand common cognates, borrowed and high-frequency words and expressions from familiar material*
- *Use contextual and visual cues*

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)

Students can understand and respond to what others say/sign.

SL.PS1.IS.01 Use memorized words/ signs, phrases and expressions in everyday situations

Supporting Functions:
- *Provide basic personal information*
- *Answer predictable questions with memorized responses*
- *Use common greetings and farewells*

Presentational Mode: Writing

Students can write ideas and information for an audience.

SL.PS1.PW.01 Write symbols/characters, basic high frequency words and memorized phrases.

Supporting functions:
- *Make lists of familiar objects and vocabulary*
- *Spell familiar words using the target language alphabet*
- *Express simple ideas in short memorized phrases*

Presentational Mode: Speaking

Students can speak to an audience about basic ideas and information.

SL.PS1.PS.01 Present basic information using common words, phrases and everyday expressions.

Supporting Functions:
- *Present basic material in an organized manner*
- *Use vocabulary sufficient to get meaning across*
- *Rely on gestures or visuals to present ideas*

Second Language
Proficiency Stage 2 (Approximates ACTFL NOVICE-MID)
Students at Proficiency Stage 2 can understand simple ideas on everyday topics and identify some information embedded in familiar contexts. Student communication includes basic material, short messages and the expression of simple ideas. Students use memorized/rehearsed phrases, sentences and questions. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.
Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)
Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital, or live presentations).
SL.PS2.IL.01 Demonstrate understanding of main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations.
Supporting Functions:

- *Recognize differences between formal and informal language*
- *Listen to and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material*
- *Listen to and demonstrate general understanding of short, predictable speech*
- *Demonstrate ability to extract discrete information from simple communications*
- *Use contextual and visual cues*

Interpretive Mode: Reading (ASL Literary materials in video and digital formats)
Students can comprehend print and digital materials from a variety of authentic and other sources. (e.g. websites, newspapers, letters, notes, applications, menus).
SL.PS2.IR.01   Obtain information from simple text, often using contextual cues.
Supporting Functions:

- *Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material*
- *Demonstrate understanding of short, predictable text*
- *Demonstrate ability to extract discrete information from simple texts, (e.g. posters, timetables, ads)*
- *Use contextual and visual cues*

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)
Students can understand and respond to what others say/sign.
SL.PS2.IS.01 Use memorized phrases, sentences and questions to express ideas or obtain information on a limited range of topics in everyday situations.
Supporting Functions:

- *Provide basic personal information*
- *Give simple descriptions*
- *Express likes and dislikes*
- *Provide information about everyday activities*
- *Answer predictable questions with memorized/rehearsed responses*

Presentational Mode: Writing
Students can write ideas and communicate information for an audience.
SL.PS2.PW.01 Write from memory some high-frequency words, phrases and simple sentences and questions.
Supporting Functions:

- *Present basic material in an organized manner*
- *Use vocabulary sufficient to get meaning across*
- *Use visuals to enhance communication and maintain audience attention*

Presentational Mode: Speaking

Students can speak to an audience about ideas and information.

SL.PS2.PS.01 Speak to an audience using memorized phrases and simple sentences.

Supporting Functions:
- *Present basic material in an organized manner*
- *Use vocabulary sufficient to get meaning across*
- *Use some gestures or visuals to enhance communication*
- *Attempt to maintain audience attention*
- *Recite poems, rhymes, role-plays etc.*

Second Language

Proficiency Stage 3 (Approximates ACTFL NOVICE-HIGH)

Students at Proficiency Stage 3 can identify main ideas and simple information on familiar topics. Students communicate using some original sentences and questions, relying on memorized/rehearsed material, to obtain and provide information. They participate in very simple conversations and get basic needs met in the target culture. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.

Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)

Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations).

SL.PS3.IL.01 Demonstrate understanding of main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations.

Supporting Functions:
- *Identify main ideas and some significant details on familiar topics*
- *Identify information embedded in familiar contexts and connected to core academic content*
- *Recognize expressions used in certain circumstances*

Interpretive Mode: Reading (ASL Literary materials in video and digital formats)

Students can comprehend print and digital materials from a variety of authentic and other sources. (e.g. websites, newspapers, letters, notes, applications, menus, etc.).

SL.PS3.IR.01 Identify main ideas and some details from short simple texts.

Supporting Functions:
- *Identify main ideas and some significant details on familiar topics*
- *Identify information embedded in familiar contexts and connected to core academic content*
- *Determine meanings by using contextual cues*

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)

Students can understand and respond to what others say/sign.

SL.PS3.IS.01 Use memorized and some original sentences and questions to perform simple communicative tasks in everyday situations.
SL.PS3.IS.02 Participate in simple conversations on a limited range of topics.
SL.PS3.IS.03 Conduct simple rehearsed transactions necessary for survival in the target culture.

Supporting Standards:
- *Give simple descriptions*
- *Express simple opinions*
- *Give basic directions and commands*
- *Use numbers in common situations, such as measurement, time and prices*
- *Extend/accept invitations and make plans*
- *Make purchases and acquire basic services*

Presentational Mode: Writing
Students can write to communicate information and ideas to an audience.
SL.PS3.PW.01 Write some simple original sentences and questions relying on memorized/familiar material.
Supporting Functions*:*
Present material in an organized manner   *Write short messages, postcards, simple descriptions and simple narrations*   *Provide information on applications and common documents*
Presentational Mode: Speaking
Students can speak to communicate information and ideas to an audience.
SL.PS3.PS.01 Present material in a clear and organized manner using simple sentences and some strings of sentences.
Supporting Functions*:*
Present material in an organized manner   *Leave short phone messages, make public service announcements, etc.*   *Recite poems and rhymes, perform songs, etc.*   *Use gestures or visuals to enhance communication*   *Maintain audience attention*
Second Language

Proficiency Stage 4 (Approximates ACTFL INTERMEDIATE-LOW)

Students at Proficiency Stage 4 can identify main ideas and some supporting information on familiar topics. Students communicate using rehearsed and original sentences and questions, to exchange ideas and to obtain and provide information. This includes participating in simple conversations and getting some needs met in the target culture. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.
Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)
Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations).
SL.PS4.IL.01 Identify main ideas and some supporting details in simple conversations and presentations on familiar topics in everyday situations.
Supporting Functions*:*
Identify main ideas and significant details on familiar topics   *Identify the most significant ideas embedded in familiar contexts and connected to core academic content*   *Recognize high-frequency idiomatic expressions*
Interpretive Mode: Reading (ASL Literary materials in video and digital formats)
Students can comprehend print and digital materials from a variety of authentic and other sources. (e.g. websites, newspapers, letters, notes, applications, menus, etc.).
SL.PS4.IR.01 Identify main ideas and supporting details from simple texts.
Supporting Functions*:*
Read short, authentic or teacher-generated text (e.g., poems, short literary text, periodicals)   *Identify main ideas and supporting details in familiar contexts and/or connected to core academic content*   *Provide a sequence of main events from text*   *Draw inferences and make simple predictions and conclusions*
Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)
Students can understand and respond to what others say/sign.
SL.PS4.IS.01 Create simple sentences and questions to exchange ideas and to obtain and provide information.
SL.PS4.IS.02 Participate in simple conversations on a range of familiar topics in everyday situations.
SL.PS4.IS.03 Conduct predictable transactions necessary for survival in the typical daily life of the target culture.

Supporting Functions:
• *Describe with some supporting details*
• *State feelings and emotions*
• *Give directions*
• *Make suggestions*
• *Express needs, opinions and preferences*
• *Make arrangements and plans*
• *Report events in present time*

Presentational Mode: Writing

Students can write to communicate information and ideas to an audience.

SL.PS4.PW.01 Create/Compose simple original sentences and questions on very familiar topics.

Supporting Functions:
- *Present material in an organized manner*
- *Convey information using simple original sentences and strings of sentences*
- *Use vocabulary that is sufficient to provide information and limited explanation*
- *Write messages, short letters, simple descriptions and simple narrations*
- *Make attempts to acknowledge/engage audience*

Presentational Mode: Speaking

Students can speak to communicate information and ideas to an audience.

WL.PS4.PS.01 Speak to an audience to present material using strings of sentences and connected discourse.

Supporting Functions:
- *Present material in an organized manner*
- *Convey information using simple original sentences and strings of sentences*
- *Use vocabulary that is sufficient to provide information and limited explanation*
- *Begin to make choices of phrase or content to maintain the attention of the audience*

Second Language

Proficiency Stage 5 (Approximates ACTFL INTERMEDIATE-MID)

Students at Proficiency Stage 5 can identify main ideas and supporting information from a wider range of sources. Students communicate using original language, questions and strings of sentences to obtain and provide information. This includes participating in conversations and getting needs met in the target culture. At this stage students begin to communicate in different time frames. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.

Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)

Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations).

SL.PS5.IL.01 Demonstrate understanding of ideas and supporting details from longer and somewhat more complex conversations, presentations and narratives on topics from everyday life.

SL.PS5.IL.02 Infer the meaning of some unfamiliar words and phrases when used in familiar contexts.

Supporting Functions:
- *Identify main ideas and some supporting details on familiar and some unfamiliar topics*
- *Identify significant ideas embedded in familiar contexts and connected to academic content*
- *Recognize and understand high-frequency idiomatic expressions*
- *Understand the use of verbal and non-verbal gestures, intonation etc., in contexts from the target culture*

Interpretive Mode: Reading (ASL Literary materials in video and digital formats)

Students can comprehend print and digital materials from a variety of authentic and other sources (e.g., websites, newspapers, letters, notes, articles, short works of fiction).

SL.PS5.IR.01 Demonstrate understanding of ideas and supporting details from longer and somewhat more complex written texts on topics from everyday life.

SL.PS5.IR.02 Draw conclusions and make inferences, supporting them with information from the text.

Supporting Functions:
- *Read authentic texts with more abstract themes and ideas*

- *Identify main ideas and some supporting details on familiar and some unfamiliar topics*
- *Identify significant ideas embedded in familiar contexts and connected to core academic content*
- *Recognize and understand high-frequency idiomatic expressions*

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)
Students can understand and respond to what others say/sign.

SL.PS5.IS.01 Create language, questions, and strings of sentences to exchange ideas and to provide and obtain information.
SL.PS5.IS.02 Participate in a more extended conversation using a variety of related questions and responses on familiar topics.
SL.PS5.IS.03 Conduct a variety of transactions necessary for survival in the typical daily life of the target culture.

Supporting Functions:
- *Exchange personal feelings, thoughts, opinions and preferences*
- *Express needs and wants*
- *Ask for and give permission*
- *Request, suggest and make arrangements or plans*
- *Extend, accept or decline invitations*
- *Give multi-step directions for a simple task*
- *Describe events, things and people*
- *Generate varied questions to extend or enrich conversation*
- *Demonstrate control of present time; partial control of another timeframe (future or past time)*
- *Describe events, things and people and make simple comparisons*

Presentational Mode: Writing
Students can write to communicate information and ideas to an audience.

SL.PS5.PW.01 Create/Compose original language using questions and strings of sentences on familiar and some unfamiliar topics.
SL.PS5.PW.02 Make attempts to maintain the attention of the audience.

Supporting Functions:
- *Write short letters, descriptions, explanations and simple narrations*
- *Express needs, make requests*
- *Express opinions and preferences*

Presentational Mode: Speaking
Students can speak to communicate information and ideas to an audience.

SL.PS5.PS.01 Present organized material in a sustained, connected manner using somewhat more complex original language.
SL.PS5.PS.02 Make attempts to maintain the attention of the audience.

Supporting Functions:
- *Convey information using strings of sentences, with some connected sentence-level discourse*
- *Use vocabulary sufficient to provide information and limited explanation*
- *Make choices of phrase or content to maintain the attention of the audience*
- *Recite poems, songs, dramatic pieces from the target language/culture*

Second Language

Proficiency Stage 6 (Approximates ACTFL INTERMEDIATE-HIGH)

Students at Proficiency Stage 6 can identify main ideas and supporting information from more complicated texts and presentations. Students communicate using original language to obtain and provide information. This includes participating in conversations and handling increasingly complicated situations in the target culture. At his stage students can communicate in a variety of time frames and communicate with others about topics of both personal and social interest. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.

Interpretive Mode: Listening (Corresponds to ASL Receptive Skills)
Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital or live presentations).

SL.PS6.IL.01 Demonstrate understanding of ideas and supporting details from longer and more complex conversations, presentations and narratives on topics from everyday life and social issues.

SL.PS6.IL.02 Infer the meaning of unfamiliar words and phrases when used in familiar contexts.
Supporting Functions:
Identify main ideas and supporting details on familiar and some unfamiliar topics   *Identify significant ideas embedded in familiar and unfamiliar contexts and connected to core academic content*   *Synthesize information from oral or signed presentations*   *Recognize and understand high-frequency idiomatic expressions*   *Understand the use of verbal and non-verbal gestures, intonation etc., in contexts from the target culture*   *Infer and interpret the speaker's intent*

Interpretive Mode: Reading (ASL Literary materials in video and digital formats)

Students can comprehend print and digital materials from a variety of authentic and other sources (e.g., websites, newspapers, letters, notes, articles, short works of fiction).

SL.PS6.IR.01 Demonstrate understanding of ideas and supporting details from longer and more-complex written texts on topics from everyday life and social issues.
SL.PS6.IR.02 Draw conclusions and make inferences, supporting them with information from the text.
Supporting Functions:
Read authentic texts with more abstract themes and ideas   *Identify main ideas and supporting details on familiar and some unfamiliar topics*   *Identify significant ideas embedded in familiar and unfamiliar contexts connected to core academic content*   *Recognize and understand high-frequency idiomatic expressions*   *Synthesize information from a variety of texts*   *Infer and interpret the writer's intent*

Interpersonal Mode: Speaking (Corresponds to ASL Expressive Skills)

Students can understand and respond to what others say/sign.

SL.PS6.IS.01 Create language, questions, and connected discourse to exchange ideas and to provide and obtain information.
SL.PS6.IS.02 Initiate, sustain and close an extended conversation using a series of related questions and responses on a wider variety of topics.
SL.PS6.IS.03 Narrate and describe events that take place in various time frames.
SL.PS6.IS.04 Conduct a variety of transactions necessary for survival in the typical daily life of the target culture, which may include a complication. interlocution
Supporting Functions:
Exchange personal feelings, thoughts, opinions and preferences   *Express needs and wants*   *Ask for and give permission*   *Request, suggest and make arrangements or plans*   *Extend, accept or decline invitations*   *Give multi-step directions for a simple task*   *Generate varied questions to extend or enrich conversation*   *Demonstrate control of present time; partial control of future and past time*   *Describe events, things and people and make simple comparisons*   *Ask for and provide clarification and explanation*   *Use communication strategies to make oneself understood*

Presentational Mode: Writing

Students can write to communicate information and ideas to an audience.

SL.PS6.PW.01 Present organized material in a sustained, connected manner using more complex original language and a variety of time frames. **SL.PS6.PW.02** Narrate and describe across a wide range of topics of personal and social interest. **SL.PS6.PW.03** Make attempts to engage and maintain the attention of the intended audience.
Supporting Functions: • *Write letters, descriptions, explanations, articles and narrations* • *Vocabulary is sufficient to provide information and explanation* • *Express needs, make requests and suggestions* • *Express and support opinions and preferences* • *Compose stories, short plays, poems etc.*

Presentational Mode: Speaking

Students can speak to communicate information and ideas to an audience.

SL.PS6.PS.01 Present organized material in a sustained, connected manner using more complex original language and a variety of time frames **SL.PS6.PS.02** Narrate and describe across a wide range of topics of personal and social interest. **SL.PS6.PS.03** Make attempts to engage and maintain the attention of the intended audience.
Supporting Functions: • *Convey information using connected sentence-level discourse with some evidence of logical sequence and organization* • *Vocabulary is sufficient to provide information and explanation* • *Express needs, make requests and suggestions* • *Express and support opinions and preferences* • *Recite poems, songs, dramatic pieces from the target language/culture*

Oregon Second Language Standards at a Glance

Communication: **Students communicate in a target language on familiar topics for a variety of purposes.**	Interpretive Mode: **Listening/Reading** Students comprehend verbal/signed or written language from authentic and other sources.	Interpersonal Mode: **Speaking** Students engage in conversations to provide and obtain information and to express ideas, feelings and opinions.	Presentational Mode: **Writing /Speaking** Students write or speak to present information and ideas to an audience.	Communication Topics: This guideline to topics supports the Oregon Second Language Standards and does not necessarily prescribe the sequence of instruction.
As students learn to communicate in a target language, they will continually expand their knowledge of cultures; to apply their understanding to make cultural comparisons; to use their skills outside the classroom to connect to other communities and disciplines.				

		understand a few words/signs, phrases, everyday expressions and simple statements.	use memorized words and phrases, in limited interactions.	write or say characters/letters, basic high frequency words and memorized phrases.	
Proficiency Stage 1 Approximates ACTFL Novice-Low **Students communicate on a limited range of familiar topics in everyday situations.**		understand a few words/signs, phrases, everyday expressions and simple statements.	use memorized words and phrases, in limited interactions.	write or say characters/letters, basic high frequency words and memorized phrases.	**Greetings & Farewells** **Parts of the Body** **Numbers** **Colors** **Introductions** **Alphabet**
Proficiency Stage 2 Approximates ACTFL Novice-Mid **Students communicate on a limited range of familiar topics in everyday situations.**		obtain some discrete information from simple texts or presentations.	use memorized phrases, sentences and questions to express ideas or obtain information	write or say from memory some high frequency words, phrases and simple sentences.	**Family & Pets** **Self Description** **Calendar & Time** **Classroom Objects** **Shapes** **Clothing**
Proficiency Stage 3 Approximates ACTFL Novice-High **Students communicate on familiar topics in everyday situations.**	**Students can**	identify main ideas and some significant details from short simple texts, presentations and narrations.	use memorized and some original sentences and questions to perform simple communicative tasks..	present basic information and simple messages. Communication includes original questions and sentences relying on memorized material.	**Food** **Home** **Friends & People** **Leisure Activities** **School**
Proficiency Stage 4 Approximates ACTFL Intermediate-Low **Students communicate on an expanding range of familiar topics in everyday situations.**		identify main idea and some supporting details from simple texts, presentations and narrations.	use original sentences and questions to exchange ideas and to obtain and provide information.	present information with some attempt to engage the audience. Communication includes original sentences and questions.	**Seasons and weather** **Community** **Daily routine** **Stores/shopping** **Geography**
Proficiency Stage 5 Approximates ACTFL Intermediate-Mid **Students communicate on a wide range of familiar topics in everyday situations**		identify main ideas and supporting details from simple texts , presentations and narrations. May identify discrete information from more complicated materials.	use original language, strings of sentences and connected discourse to exchange ideas and to obtain and provide information. Students can demonstrate emerging ability to communicate in a variety of time frames.	present information in a clear and organized manner with an attempt to engage the audience. Communication includes original sentences and strings of sentences and shows emerging ability to narrate and describe in different time-frames.	**Transportation** **Health** **Occupations** **Celebrations** **Travel** **Vacation** **Environment**
Proficiency Stage 6 Approximates ACTFL Intermediate-High **Students communicate on a wide range of topics in both familiar and unfamiliar situations.**		identify main ideas and supporting details from longer and more complicated texts, presentations and narrations.	narrate and describe in a variety of time frames most of the time and can often handle a situation with a complication	present information in a cohesive manner while maintaining the attention of the audience. Communication includes narration and description with good control of multiple time frames.	

Suggested Areas of Focus: Connecting Culture to Second Language Instruction		
Novice Low – Novice mid	Novice high Intermediate Mid	Intermediate High
o Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) o Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) o Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) o Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) o What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) o Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global	o Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) o The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) o Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) o Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.) o Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.) o The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should	o Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges. (e.g. population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources) o Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) o Observing and/or participating in the four fine art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.) o Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) o Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level

issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

o   Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

o   Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

o   Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g. population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

o   Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

o   Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)

Glossary

Academic Content Standards: Statements of what students are expected to know in particular subjects and be able to do at specified grade levels. Academic Content Standards are developed through standards-setting processes established in ORS 329.045. The State Board of Education has adopted content standards for science, social sciences, the arts, second languages, physical education, health education, and grade-level standards in English language arts and mathematics.

Accommodations: Modifications made in instruction and/or assessment that address the specific needs of individual students.

Articulation: The smooth transition from one level of proficiency to the next along the continuum of language learning.

Authentic Assessment: Assessment tasks that evoke demonstration of knowledge and skills in ways that they are applied in the "real world."

Career Clusters: Postsecondary education and career pathways.

The Center for Applied Linguistics: Resources of interest to world language educators, including many related to assessment.

Circumlocution: Talking around a word or phrase through definition or description.

Cognate: A word that looks like a word in another language and has a similar meaning.

Communities: The goal area of the *Standards for Foreign Language Learning in the 21st Century* that targets participation in multilingual communities at home and around the world.

Comprehensible Input: Language that a learner already knows plus some new language made understandable through intentional and targeted strategies.

Comprehensible Output Hypothesis: The supposition that second language acquisition depends on more than just comprehensible input and requires learners to produce language.

Content and Assessment Panel: Statewide advisory group convened by the Department of Education to review, revise, and promote the academic content standards and subject specific aspects of the assessment system. Panels consist of Oregon teachers and administrators who usually serve three-year terms.

Continuum: The ongoing process of developing proficiency in the target language.

Cultural Content: Content that is reinforced or enhanced through the language studied.

Cultural Perspectives: Popular beliefs, commonly held values, folk ideas and assumptions widely held by members of a culture.

- ♦ The perspectives of a culture sanction the cultural practices and create a need for the products.
- ♦ The perspectives provide the reason for "why they do it *that* way" and the explanation for "how can they possibly think *that*?"
- ♦ Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

Cultural Practices: Practices of a culture that include patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The cultural content focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

Cultural Products: Tangible (e.g., paintings, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, systems of education, graveside eulogies) products that reflect the perspectives (attitudes, values, and beliefs) of the culture studied.

Culturally authentic material: Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.

Edutopia: An interactive site that contains an archive of continually updated best practices.

E-pals: An electronic platform that enables students, teachers, and classrooms in the global community to communicate about issues and topics, to collaborate on a variety of projects, and to engage in problem solving that incorporates multiple perspectives.

Formal and informal settings: The degree to which a setting requires adherence to specific communication procedures, rules, and decorum (with formal settings being more prescriptive than informal settings).

Formative Assessment: Ongoing classroom assessment used by teachers to help guide instruction by highlighting a student's academic strengths and weaknesses. Formative assessment is often referred to as "assessment for learning" rather than "assessment of learning."

Four art forms: Dance, music, theatre, and the visual arts.

Geography: Area of study comprised of human geography, which focuses on the human-made environment and how space is created; physical geography, which examines the natural environment and interactions among climate, vegetation, soil, water, landforms, and life; and/or

environmental geography, which includes both physical and human geography and also examines the interactions between the environment and humans.

Global Issues: Issues that have a significant impact, transcend political and geographical boundaries, are enduring, and are interconnected.

Grammatical Forms: The forms of a language deal with the internal grammatical structure of words. Grammatical form addresses the way in which a sequence of words becomes a proper sentence in a target language.

Graphic organizers: Visual representations of knowledge, concepts, or ideas that promote learning.

Gouin Series: A series of short statements describing a logical sequence of actions within a specific context.

Holistic rating/scoring: A scoring procedure yielding a single score based upon a set of predetermined criteria, which generally puts the emphasis on what is done well rather than deficiencies.

Independently: What the learner can communicate spontaneously without guidance or support.

Information Gap Activity: An activity in which one person has information that another needs but does not have, and in which the answers are unknown to the questioner.

Integrated curriculum: Tasks that utilize students' abilities to apply concepts, principles, and processes from two or more subject areas to a central question, theme, issue, or problem.

Interdisciplinary: A curricular approach that applies knowledge from more than one discipline to examine a problem or topic.

Intermediate-High Level Learner: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Intermediate-Low Level Learner: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-Mid Level Learner: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines."

KWL Chart: A graphic organizer that assists in managing and organizing information around a specific theme or topic with K representing prior knowledge, W representing what one wants to learn, and L representing what one has learned.

Langsource: A searchable, annotated bibliographic database of language and culture resources. It can be used by both teachers and learners at all levels in a variety of languages including Arabic, Chinese, German, Hausa, Hindi, Japanese, Korean, Quechua, Spanish, Tamil, and Yoruba.

Language Function: Function refers to the purpose for which speech or writing is being used. Greeting, leave taking, describing, and persuading are some examples of language functions.

Learning styles: Individual student cognitive, affective, and physiological behaviors that indicate how the student learns.

Linguafolio: A portfolio assessment instrument designed to support language learners in setting and achieving their goals for learning languages.

Loan words: Words taken from another language.

Merlot: An online education resource for teaching and learning languages where educators are encouraged to contribute and share lessons.

Modeling: The act of providing an example of what to do and how to do it; modeling helps to ensure that practice will take place as planned.

Multiple entry points: The grade levels at which students are given the opportunity to begin the study of a world language or add the study of another world language.

Multiple intelligences: A theory that individuals can learn in multiple ways and may demonstrate strength in one or more learning modalities.

National Foreign Language Resource Centers: Resource centers that promote the learning and teaching of foreign languages in the United States by creating language-learning materials, offering professional development, and conducting research on foreign language learning. Some centers focus on specific areas while others focus on foreign languages in general.

Novice language learners: *All* beginner language learners regardless of what age or grade level they start the study of a world language.

Novice-High Level Learner: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Novice-Low Level Learner: Students understand phrases, words, everyday expressions and simple statements on familiar topics. They communicate using memorized/rehearsed phrases, sentences and questions and rely on contextual and visual cues.

Novice-Mid Level Learner: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

Novice Writing Tasks: A form or document in which students supply simple requested information is an appropriate format for Novice students. Some examples of such forms include schedules, driver license applications, passport applications, e-pal applications, surveys, shopping lists, Venn diagrams, and story maps. Using strategies such as brainstorming and picture prompts help to bring learned vocabulary and structures to the working memory table.

Online Glossary: A resource that contains additional terms related to world languages.

PACE Model: A model for teaching grammar in context that consists of presentation of meaningful language, attention to form, co-construction of an explanation, and an extension activity with real-world application.

Performance assessment: A measure of a student's ability based on the application of what he or she has learned through standardized tasks, such as activities, exercises or problems.

Performance Level Descriptors: Narrative descriptions of student performance representative of each performance level (e.g., Novice Mid, Novice High, and Intermediate Low). They provide a picture of "how well" students are able to use language. They assist educators, parents, and students in tracking progress and may be used to inform future instruction.

Population Reference Bureau: A website that offers resources related to global issues. Because the site provides links to graphics, these resources make complex topics accessible to language learners of all proficiency levels.

Portfolios: A purposeful, varied collection of evidence pertaining to student learning over time. They contain documentation of a range of student knowledge and skills

Pre-Instructional Strategies: Teaching strategies that assist in language instruction. Some examples include: choosing authentic material appropriate for the theme and context as well as the proficiency and cognitive level of the students; planning engaging tasks that allow students to practice language in situations they might encounter in the real world; and tapping into students' interests and prior knowledge.

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency: The level of communicative competence. It refers to what an individual is able to do with language in all skill areas.

Proficiency Stage: Knowledge and skills students must demonstrate to meet or exceed expected levels of performance. Proficiency can be measured through local assessments and/or classroom evidence. Districts must have identified proficiency levels that are clearly reflective of state standards and may include local or national criteria.

Realia: Three-dimensional objects from real life such as coins, tools, and textiles. They can be either man-made (artifacts, tools, utensils, etc.) or naturally occurring (specimens, samples, etc.), and are used to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production.

Role-playing: Activities in which students dramatize characters, solve a problem, or work through a situation.

Rubric: A scoring guide consisting of a set of general criteria used to evaluate a student's performance in a given outcome area. Rubrics have a fixed measurement scale, a list of criteria that describe the characteristics of products or performances for each score point, and sample responses that illustrate the various score points on the scale.

Scaffolding: A strategy used to provide support to another speaker or writer that facilitates successful communication.

Second language acquisition: The process of internalizing the second language as opposed to simply memorizing the vocabulary and structures of the language; a process similar to the way children develop ability in their native language.

Signaling: A visible means of showing understanding: Two examples are thumbs up/thumbs down and indicating by the number of fingers shown how well one understands a concept. Three fingers may indicate complete understanding while one finger may indicate little understanding.

Story form: A strategy that engages students in meaningful, culturally authentic rich language. Use of story forms in the world language classroom assists students in making sense of language while tapping into their imagination.

Summative assessment: A type of assessment, such as the Oregon Assessment of Knowledge and Skills (OAKS) and the National Assessment of Educational Progress (NAEP), which generally occurs after a period of instruction as a measure of learning; often referred to as "assessment of learning" rather than "assessment for learning."

Sufficiency: Defined quantity and quality of evidence necessary to clearly demonstrate proficiency in a required or elective area. Achievement standards adopted by the State Board of Education reflect a suggested number and kinds of work samples considered "sufficient" to show student mastery of skills in each content area.

Talk aloud: A strategy that involves reporting how a task is approached and completed.

Target culture: The culture (e.g. history, literature, art, foods, politics, media, and social viewpoints) of the people who speak the target language.

Target language: The language being learned.

Thematic Unit: A lesson of study that integrates several content areas while examining a broad topic of study centered on a particular theme.

TPS: Think-Pair-Share, a strategy that allows wait and think time and provides the teacher and the learner with immediate feedback.

TPRS: Teaching Proficiency through Reading and Storytelling, formerly known as **Total Physical Response Storytelling**, or TPRS for short, is a method for teaching world languages.

Twenty-first Century Technologies: Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.
- ◆ **Digital Tools** in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- ◆ **Electronic Information Sources** consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- ◆ **Multimedia Rich Presentations** contain a combination of text, audio, still images, video, interactivity and animation.
- ◆ **Virtual Sharing** requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

TWPS: Think-Write-Pair-Share, a variation of Think-Pair-Share strategy that involves the written word.

Webbing: A strategy for developing and organizing ideas; the major topic is usually centered, with lines drawn to details, subtopics, etc.

Wordchamp: A website that contains rollover definitions in more than 10 languages.

Work Sample: Representative samples of individual student work or speaking presentations that are scored using locally created scoring guides. Sample scoring guides are available for assessment in the Interpretive, Interpersonal and Presentational modes.

Whiteboards: Individual boards that students use to write responses allowing the teacher to quickly assess understanding and provide students with immediate feedback

Wiki: A collection of web pages dedicated to a specific topic that allows those with access to contribute and modify content.