



Oklahoma Academic Standards
**WORLD
LANGUAGES**



OKLAHOMA
Education



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Oklahoma Academic Standards for World Languages

(Modern, Classical, Native American, and/or American Sign Language)

Introduction

Oklahoma citizens are part of an increasingly dynamic, interconnected global society. Ever-developing technological advances have transformed our world, bringing all people closer than ever, requiring increased effective communication of knowledge and ideas within and across geographical, cultural, and linguistic borders. As our society has evolved, education has responded by integrating technology and recognizing the importance of an interdisciplinary approach. These changes point to the need for citizens who are more informed and competent, both interculturally and communicatively. World languages is essential for the state's and nation's domestic and international success. Diplomatic, military, and intelligence services rely on individuals with multilingual skills to provide for national security. Proficiency in world languages and cultures supports economic success, as it maintains and advances the state's ability to trade and compete economically as well as its ability to sustain and expand international and domestic markets. The ability to read, write, and collaborate with others in multiple languages facilitates complex and dynamic research for academic, scientific, technological, and health sectors, among others. Multilingual proficiency among public servants is necessary to ensure that everyone has access to services. It is therefore in the state's best interest to promote and expand world language education for all.

World languages is essential for all students' success. The knowledge and skills that students acquire in world language classes include developing linguistic skills and necessary cultural insight. Research shows that when students begin learning a second language as early as possible in school, they reap significant benefits, including strengthening of literacy in students' first language, developing multiple literacies needed to be successful not only in school but in their role as a citizen, in raising standardized test scores in other subject areas, and developing comfort with cultural differences. This early language learning experience fosters native-like pronunciation and promotes higher levels of proficiency when the student continues in a well-articulated sequence of language learning. Having acquired linguistic and cultural proficiency, they are aware of and responsive to the world around them. Learners who add another language and culture to their preparation are able to apply their knowledge, skills, and dispositions to postsecondary studies, careers, and roles as citizens in their community and beyond. They are empathetic listeners/viewers. They demonstrate insight into the nature of culture, language, and communication, having compared their own experiences to cultures of the language(s) they have studied. They examine many disciplines from diverse perspectives, having used multiple languages and cultural competencies to research and discuss other content areas. They have a critical understanding of their own identities and their role in the world, having explored their identities within a new language and culture. Having used their language and cultural skills to invest in their local communities, they are equipped to be engaged citizens. These experiences reinforce and expand their learning in other subject areas, enable them to interact effectively with others, and give them increased access to information from across the world. These abilities lead to global awareness in preparation for career and continued studies. **All** students can benefit from these programs. In today's globally connected world where societies that strive to solve similar problems and economies are interdependent, bilingualism/multilingualism is an asset to students and their communities which is most achievable when starting the learning of additional languages at a young age.



The goal of world languages is to equip and empower all Oklahoma students. Students will:

- Have high levels of proficiency in a second language and culture that are required to communicate with speakers/signers of the target language(s), especially those in their schools and communities, as well as function in occupations and careers in today's culturally diverse workplace
- Have an empathetic understanding of cultural differences which enhances cross-cultural communication, community engagement and responsiveness to the world around them
- Be able to examine, discuss, and expand their knowledge of many different disciplines from various perspectives, having the language skills and cultural competencies to engage with content area research communities and information
- Serve and lead in their academic, business, and social communities at the local, national, and global level
- Become lifelong beneficiaries of the opportunities that proficiency in multiple languages can offer them
- Promote mutual respect and understanding across cultures

Oklahoma Seal of Biliteracy

Although proficiency in multiple languages is an end in itself, world-ready students reap additional benefits from their linguistic skills when those skills are formally recognized. The Oklahoma State Seal of Biliteracy provides such recognition. Students who earn the Seal of Biliteracy may receive college credits and access higher-paying career opportunities. Because of the additional benefits available to students who have earned official recognition of their multilingual skills, the Oklahoma State Seal of Biliteracy advances the vision of the world-ready student.

Overview

The Oklahoma State Board of Education identifies languages (modern, classical, Native American, and American Sign Language) as core curriculum along with science, mathematics, social studies, language arts, and the arts (visual art and general music). All districts are required to implement a sequential program of study of at least one language other than English in the curriculum. The Oklahoma School Laws of 2001 state that, "Students must learn about cultures and environments - their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science." (70 O.S. §11-1) A well-rounded pre-K to grade 12 world language education prepares students to contribute to an increasingly interconnected and complex world. Oklahoma boasts a culturally and linguistically diverse population, with nearly 100 different languages represented. Proficiency in world languages and cultures empowers students to engage with diverse perspectives locally and throughout the world. In addition, students develop an understanding that prepares them to consider their futures, choose careers, select where they will live, engage in service and leadership, and participate in the civic life of their society. Students with proficiency in world languages bridge the divide between linguistically and culturally diverse populations in the present and into the past. All languages and cultures - modern, classical, indigenous and signed - have intrinsic value. The Oklahoma Academic Standards for World Languages included in this document are based on an instructional program in world languages other than English (WLOE) for all students, beginning in pre-kindergarten and continuing through 12th grade. Oklahoma's standards reflect the latest research in the field of second language instruction and informed by Oklahoma World Languages educators, other states' standards, and the profession's *World Readiness Standards for Learning Languages*.



Understanding the Oklahoma Academic Standards for World Languages

These standards are written for **all** world languages at all levels and in all program models taught in Oklahoma schools. All languages are intended for communication. Some languages are identified as modern languages because of their status as being actively used among and across communities. Some languages, such as Native American languages (39 federally recognized tribal languages are represented in Oklahoma), rely on oral traditions that date back centuries to revitalize their use. Consequently, these languages emphasize the skills of presentational speaking and interpretive listening to pass on cultural traditions. Latin and ancient Greek, on the other hand, focus on interpretive reading so that students may have direct access to classical literature. American Sign Language emphasizes visual-gestural and interpretive communication. The standards describe what learners should know and be able to do as they build proficiency in the targeted languages and cultures, leading to an enhanced ability in intercultural communication. The standards provide a foundation for an aligned system of learning designed to improve intercultural communicative proficiency. Ultimately, they help ensure learners are well-positioned for success in college and careers in a globally interdependent world upon completion of their K-12 education. Illustrated in the figure above, the essential integration of the first two Goals - Culture and Communication, which is divided into skills in the three Modes of Communication - Interpretive, Interpersonal and Presentational - leads to the primary focus of the Oklahoma Academic Standards for World Languages: **Intercultural Communication**. Intercultural communication is the central element that intersects the final three Goals: Connections, Comparisons and Communities.



The Oklahoma Academic Standards for World Languages document includes five goals for each level of proficiency: communication, cultures, comparisons, connections, and communities. Each of the five **goals** has two or more student **standards** that describe what learners should know and be able to do in the target language. Each standard has a list of **learner targets** worded in student-friendly language to specifically illustrate what learners can do within a specified proficiency range.

The Oklahoma standards document defines abilities within identified proficiency ranges: **Novice, Intermediate, and Advanced**. These proficiency ranges represent a continuum of language development regardless of age, grade or band level, reflecting the diversity of individual learning, as opposed to levels of instruction which are typically defined by grade levels, and years or semesters of classroom instruction.



Proficiency describes what a language user is able to do in the language in real world situations that are spontaneous and unrehearsed in a manner acceptable and appropriate to native speakers of the language. Each range level is divided into three sub-levels, low, mid, and high, further describing developing language and skills. Novice speakers are characterized by their ability to identify, and use practiced, memorized words and phrases when they are supported by gestures or visuals in everyday, routine situations, gradually developing the ability to understand and convey basic facts and leading to the ability to identify the main idea of an interaction in very familiar, routine contexts. Intermediate speakers are distinguished by their ability to participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences/questions and series of sentences to ask and answer a variety of questions, communicate information, make presentations, and express thoughts about familiar topics. Advanced users of a language understand the main message and supporting details on a wide variety of familiar and general interest topics complex, organized discourse, maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions, deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs integrating various time frames.

Learning Targets of the Oklahoma Academic Standards for World Languages

Learning Targets are specific statements of what learners should be able to do communicatively and culturally within each major level of proficiency: Novice, Intermediate, and Advanced, regardless of grade level or World Language program model. They are the desired end results for each sublevel as learners build their cultural competence and language proficiency, with a progression from Novice Low to Advanced High. The use of “can do” descriptors position the learner at the center of learning and recognize that learners themselves are “the persons ultimately concerned with language acquisition and learning processes.”





The most notable change in the 2021 standards document is in the Learner Targets. The updated Learner Targets now include the Advanced-High Level. In addition, the Learner Targets for Communication clearly define what the student is able to do within the learning context, providing measurable outcomes across the sublevels of proficiency as defined by the American Council on the Teaching of Foreign Languages (ACTFL): Novice Low (NL), Novice Mid (NM), Novice High (NH), Intermediate Low (IL), Intermediate Mid (IM), Intermediate High (IH), Advanced Low (AL), Advanced Mid (AM) and Advanced High (AH). In each goal area, the learning targets emphasize *developing proficiency*, regardless of the grade level or program model in which the language is learned.

Learning Targets are intended to emphasize intercultural communication and interpretation ensuring that students completing long-term, sequential world language programs in Oklahoma’s public schools will be able, within reasonable limits, to interact with users of the target language and gain insight into their cultures. The level of proficiency reached depends largely on the amount of actual practice and experience with the target language.



How to Read the Standards

The figure below illustrates the four key elements of the standards: Goal area, standard, level of proficiency, and learner targets. Together, these four points guide instruction and lead to defined outcomes using “Can do...” statements.

Goal 				
Goal 1: Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.				
Oklahoma Academic Standards				
1. Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		2. Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		3. Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Standard 				
Oklahoma Learner Targets				
Proficiency Level 		Learner Targets 		
2) Reading		1) Communication	1) Speaking/Signing	2) Writing
NOVICE LOW	a) I can identify memorized or familiar words when they are supported by modified input, gestures, or visuals when heard, viewed within texts.	a) I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.	a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures. b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.	a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words or memorized phrases relying on visual aids. b) I can reproduce some familiar words, characters, or phrases in culturally accepted ways.



Goal 1: Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Oklahoma Academic Standards

1. Interpretive Communication

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

2. Interpersonal Communication

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

3. Presentational Communication

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Oklahoma Learner Targets

	Interpretive		Interpersonal	Presentational	
	1) Listening	2) Reading	1) Communication	1) Speaking/Signing	2) Writing
NOVICE LOW	<p>a) I can identify memorized or familiar words when they are supported by modified input, gestures, or visuals when heard, viewed within texts.</p>	<p>a) I can identify memorized or familiar words when they are supported by modified input, gestures, or visuals when heard, viewed, or read within texts.</p>	<p>a) I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.</p>	<p>a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.</p> <p>b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.</p>	<p>a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words or memorized phrases relying on visual aids.</p> <p>b) I can reproduce some familiar words, characters, or phrases in culturally accepted ways.</p>
NOVICE MID	<p>a) I can identify some basic facts from memorized or familiar words and phrases when heard or viewed within texts; these may be supported by modified input, gestures, or visuals.</p>	<p>a) I can identify some basic facts from memorized or familiar words and phrases when viewed or read within texts; these may be supported by modified input, gestures, or visuals.</p>	<p>a) I can request and provide information about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.</p>	<p>a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.</p> <p>b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.</p>	<p>a) I can present information about myself and some other very familiar topics of immediate interest in highly predictable settings using a variety of words or phrases, and memorized expressions often relying upon visual aids.</p> <p>b) I can write lists and memorized phrases on familiar topics in culturally accepted ways.</p>



Goal 1: Communication *continued*

Goal 1: Communication <i>continued</i>					
NOVICE HIGH	<p>a) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed within texts.</p>	<p>a) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed, or read within texts.</p> <p>b) I can sometimes understand the main idea of what I have read.</p>	<p>a) I can request and provide information about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.</p>	<p>a) I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences.</p>	<p>a) I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences.</p> <p>b) I can compose short messages and notes on familiar topics related to everyday life in culturally accepted ways.</p>
INTERMEDIATE LOW	<p>a) I can identify the topic and related information in short and simple texts, conversations, or presentations on familiar topics when heard, signed, or viewed.</p>	<p>a) I can identify the topic and related information in short and simple texts, on familiar topics when, read.</p>	<p>a) I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>b) I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>a) I can present information on most familiar topics that relate to me and my immediate environment in a variety of settings, using a series of simple sentences, sometimes relying upon clarification and circumlocution.</p> <p>b) I can present information, raise awareness, and express personal preferences in culturally appropriate ways.</p>	<p>a) I can compose brief pieces about most familiar topics and present information using a series of simple sentences.</p> <p>b) I can present information, raise awareness, and express personal preferences in culturally accepted ways.</p>
INTERMEDIATE MID	<p>a) I can identify the topic and related information in texts, spontaneous conversations, or presentations on a variety of topics related to everyday life and personal interests and studies when heard, signed or viewed.</p>	<p>a) I can identify the topic and related information in texts on a variety of topics related to everyday life and personal interests and studies when viewed or read.</p>	<p>a) I can participate in conversations on familiar topics using sentences and series of sentences.</p> <p>b) I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>c) I can usually say or sign what I want to about myself and my everyday life.</p>	<p>a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.</p> <p>b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.</p>	<p>a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words or memorized phrases while relying on visual aids.</p> <p>b) I can reproduce some familiar words, characters, or phrases in culturally accepted ways.</p>



Goal 1: Communication *continued*

INTERMEDIATE HIGH	<p>a) I can usually follow and summarize the main message and flow of events expressed in spontaneous conversations, discussions, and presentations on a variety of topics related to everyday life and personal interests and studies in paragraph-length text when heard, signed, or viewed.</p> <p>b) I can sometimes follow events and experiences in various time frames when heard, signed, or viewed.</p> <p>c) I can usually understand a few details even when something unexpected is expressed in spontaneous conversations, discussions, and presentations.</p>	<p>a) I can usually follow and summarize the main message and actions related to everyday life, personal interests, and studies expressed in various time frames in paragraph-length text.</p> <p>b) I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p>a) I can participate with spontaneity and fluency in conversations on familiar topics.</p> <p>b) I can usually talk or sign about events and experiences in various time frames.</p> <p>c) I can usually describe people, places, and things with some detail.</p> <p>d) I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<p>a) I can make presentations on a wide variety of familiar topics that relate to me and my environment, in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution.</p> <p>b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.</p>	<p>a) I can write on a wide variety of familiar topics that relate to me and my environment in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution.</p> <p>b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.</p>
ADVANCED LOW	<p>a) I can identify, follow, and summarize the main message and some supporting details across major time frames in spontaneous conversations, discussions, and presentations in a variety of genres on familiar topics even when something unexpected is expressed when heard, signed, or viewed.</p>	<p>a) I can identify, follow, and summarize the main topic, underlying message and some supporting details across major time frames in various genres on a variety of topics of personal and general interest in texts.</p>	<p>a) I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.</p> <p>b) I can talk in an organized way and with some detail about events and experiences in various time frames.</p> <p>c) I can describe people, places, and things in an organized way with varied details.</p> <p>d) I can handle a familiar situation with an unexpected complication.</p>	<p>a) I can deliver organized presentations appropriate to my audience on a variety of concrete topics of personal, general, social, or academic interest, in a wide variety of settings, producing cohesive, organized paragraphs, in a way that speakers/signers of the target language understand.</p> <p>b) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt a presentation to a variety of settings.</p> <p>c) I can present detailed and organized information, raise awareness, and question assumptions.</p>	<p>a) I can compose organized work appropriate to my audience on a variety of concrete topics of personal, general, social, or academic interest, in a wide variety of settings, producing cohesive, organized paragraphs, in a way that readers of the target language understand.</p> <p>b) I can apply understanding of my cultural context, topic, sources, myself, and my audiences to adapt a written work to a variety of settings.</p> <p>c) I can present detailed and organized information, raise awareness, and question assumptions.</p>



Goal 1: Communication *continued*

ADVANCED LOW				<p>d) I can apply relevant resources to examine and defend a viewpoint.</p> <p>e) I can describe, narrate, and compare across all major time frames through spoken, written, or signed language.</p>	<p>d) I can apply relevant resources to examine and defend a viewpoint.</p> <p>e) I can describe, narrate, and compare across all major time frames when writing.</p>
ADVANCED MID	<p>a) I can identify, understand, and summarize the main message and most supporting details across major time frames in spontaneous conversations, discussions, and presentations when heard, signed, or viewed in most genre, even when I'm unfamiliar with the topic.</p>	<p>a) I can identify, follow, and summarize the main topic and most supporting details across major time frames in texts in most genre even when I'm unfamiliar with the topic.</p>	<p>a) I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.</p> <p>b) I can talk or sign in detail and in an organized way about events and experiences by using probing questions and providing detailed responses across various time frames.</p> <p>c) I can confidently handle routine situations with an unexpected complication.</p> <p>d) I can share my point of view discussions on some complex issues.</p>	<p>a) I can deliver well organized presentations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings, producing series of connected paragraphs, in a way that speakers/signers of the language easily understand.</p> <p>b) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt a presentation to a variety of settings in various time frames.</p> <p>c) I can present complex, detailed, organized, and culturally relevant information.</p> <p>d) I can apply multiple relevant authentic resources to construct complex, detailed, organized, and respectful arguments that offer possible solutions to general societal issues.</p> <p>e) I can describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner.</p>	<p>a) I can deliver compose well organized material presentations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings, producing series of connected paragraphs, in a way that readers of the language easily understand.</p> <p>b) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt material a presentation to a variety of settings in various time frames.</p> <p>c) I can present complex, detailed, organized, and culturally relevant information.</p> <p>d) I can apply multiple relevant authentic resources to construct complex, detailed, organized, and respectful arguments that offer possible solutions to general societal issues.</p> <p>e) I can describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner.</p>



Goal 1: Communication *continued*

ADVANCED-HIGH	<p>a) I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics.</p> <p>b) I can follow the flow of ideas and some nuances from different viewpoints in most authentic discourse.</p> <p>c) I can follow the flow of ideas and some nuances from different viewpoints in unplanned conversations, discussions, and presentations when heard/signed.</p>	<p>a) I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts and materials.</p> <p>b) I can follow the flow of ideas and some nuances from different viewpoints in most fictional, literary, and authentic texts and materials.</p>	<p>a) I can express myself fully not only on familiar topics but also on a variety of complex concrete, social, academic, and professional topics.</p> <p>b) I can express myself in detail and in an organized way about events and experiences by using precise questions and providing detailed explanations across various time frames, often addressing hypothetical or abstract issues.</p> <p>c) I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.</p> <p>d) I can share my point of view in discussions and sometimes debate opinions on a variety of complex concrete topics.</p>	<p>a) I can deliver well-organized, rich, complex, detailed, organized, and culturally relevant presentations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings, using extended discourse composed of purposefully organized, and connected paragraphs, in a way that speakers/signers of the language easily understand.</p> <p>b) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt a presentation to a variety of audiences, cultures, communities, and contexts.</p> <p>c) I can clearly, accurately, and cohesively deliver an argument supported by credible, authentic resources.</p> <p>d) I can describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner through spoken or signed language.</p> <p>e) I can provide detailed, reasonable hypotheses and speculations.</p>	<p>a) I can compose well-organized, rich, complex, detailed, organized, and culturally relevant presentations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings, using extended discourse composed of purposefully organized, and connected paragraphs, in a way that speakers of the language easily understand.</p> <p>b) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt a presentation to a variety of audiences, cultures, communities, and contexts.</p> <p>c) I can clearly, accurately, and cohesively deliver an argument supported by credible, authentic resources.</p> <p>d) I can describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner.</p> <p>e) I can provide detailed, reasonable hypotheses and speculations.</p>



Communication Goal for Classical Languages

Classical languages (Latin and ancient Greek) focus most strongly on interpretive reading. In this skill, students may attain a reading proficiency level in the novice to intermediate range during the first year of instruction at the secondary level. Interpretive listening, presentational writing, and presentational speaking—which support reading—generally remain in the novice level range through the first few years of instruction. Because the vocabulary for Latin and Greek courses is based on historical texts, teachers will need to adapt the “Can-Do Benchmarks” of this goal area, particularly for the three supportive skills. The interpersonal mode of communication is optional for these languages.

Communication Goal for Native American Languages

Native American Languages place a very strong emphasis on the interpersonal mode, as well as on presentational speaking and interpretive listening. For interpretive reading and presentational writing, most Native American languages use a phonetic system (a notable exception is the Cherokee syllabary). Most Native American Languages tend to add new meanings to existing words and may utilize descriptive language or incorporate English terms for contemporary spoken and written discourse. Students at the secondary level are expected to achieve a novice level of proficiency in each of the four language skills after two years of study. Students that have engaged in a sequential program of instruction prior to high school are expected to achieve an intermediate level of proficiency in listening and speaking by the end of two additional years in high school.



Goal 2: Culture

Interact with Cultural Competence and Understanding.

Oklahoma Academic Standards

1. Relating Cultural Practices to Perspectives

Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2. Relating Cultural Products to Perspectives

Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Oklahoma Learner Targets

	1. Relating Cultural Practices to Perspectives	2. Relating Cultural Products to Perspectives
NOVICE	<ul style="list-style-type: none"> a) I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures. b) I can identify and participate in traditional practices, cultural activities and in the target cultures. c) I can identify with some perspectives and worldviews from the target cultures. d) I can recognize diversity and the impact of stereotyping other cultures. e) I can recognize differences and similarities between the target cultures and my own. 	<ul style="list-style-type: none"> a) I can identify and explore artifacts and symbols commonly used in diverse target-language communities. b) I can identify and explore some major contributions and influential figures, historical and contemporary, from a variety of diverse target-language communities. c) I can identify and explore the impact of historical and contemporary influences from diverse target-language communities that are significant in my own cultures. d) I can identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied. e) I can identify samples of the cultures' perspectives from the arts and media in the target cultures.
INTERMEDIATE	<ul style="list-style-type: none"> a) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations. b) I can explain different traditions and customs of the target cultures in simple terms. c) I can reflect on cultural experiences and social activities common to a student of a similar age in the target cultures. d) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices. e) I can discuss and evaluate some commonly held generalizations about the target cultures. 	<ul style="list-style-type: none"> a) I can explain the significance of objects, images, symbols, and products of diverse target-language communities. b) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities. c) I can identify and explain the influence of the target language and cultures on the products of my own cultures. d) I can explain how geography impacts the products of diverse target-language communities. e) I can identify the target cultures' basic perspectives through art, literature, music, dance, or other means of cultural expression.



Goal 2: Culture *continued*

ADVANCED

- a) I can interact effectively and appropriately with people from other language and cultural backgrounds in most informal and formal situations.
- b) I can discuss colloquially used verbal and non-verbal expressions and analyze the cultural implications.
- c) I can participate in and analyze cultural events.
- d) I can exhibit deeper knowledge of historical background of the target cultures that explains their cultural practices.
- e) I can examine and discuss global issues and challenges affecting the target cultures.
- f) I can more accurately analyze and evaluate some commonly held generalizations about the target cultures.

- a) I can analyze and explain the cultural significance of objects, images, symbols, and products of diverse target-language communities.
- b) I can describe and evaluate contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.
- c) I can investigate and discuss the role and significance of the contributions of the target language and cultures either in the past or in today's world.
- d) I can examine the target cultures through their visual arts, architecture, literature, music, and other means of cultural expression, and explain the cultural perspectives found in these works.

Culture Goal for Classical Languages

Classical languages participate fully in this goal area. Classroom discussion of Culture may be in English, with consistent reference to the target language. Students examine ancient Greek and Roman perspectives through their practices (family and community, historical persons and events, political and religious beliefs) and products (items of daily life, myth and literature, art, and architecture—both public and private).

Culture Goal for Native American Languages

Native American Languages participate fully in this goal area. Classroom discussion of Culture may be in English, with consistent reference to the target language. Students may examine Native American perspectives through their practices relating to everyday life, (belief systems, ceremonies, celebrations, recreation, family organization, and governmental structures) and products, (traditional arts, regalia, shelter, authentic language resources, such as land documents, marriage and divorce documents, treaties, and published works in the form of Bibles, newspapers, traditional hymns, and dictionaries).



Goal 3: Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Oklahoma Academic Standards

1. Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

2. Acquiring Information and Diverse Perspectives

Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Oklahoma Learner Targets

	1. Making Connections	2. Acquiring Information and Diverse Perspectives
NOVICE	<ul style="list-style-type: none"> a) I can identify and/or apply selected information and skills from other content areas in experiences related to the target language and cultures. b) I can reinforce and/or expand learning in other content areas using authentic target-language resources when possible. 	<ul style="list-style-type: none"> a) I can extract information about the target cultures from selected authentic sources representing diverse target-language communities. b) I can use authentic target-language sources to gain insight about and identify the distinctive perspectives of the target language.
INTERMEDIATE	<ul style="list-style-type: none"> a) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures. b) I can apply information gathered through target-language resources to other content areas in order to supplement learning. 	<ul style="list-style-type: none"> a) I can seek out authentic target-language sources, analyze the content, and acquire unique information available only through the target language and its cultures. b) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures.
ADVANCED	<ul style="list-style-type: none"> a) I can interpret information and apply skills from other content areas to experiences related to the target language and cultures. b) I can locate target-language resources in order to analyze and synthesize information for use in other content areas. 	<ul style="list-style-type: none"> a) I can synthesize information acquired from authentic target-language sources. b) I can use authentic sources to analyze and convey the distinctive perspectives of the target cultures.



Connections Goal for Classical Languages

Classical languages participate fully in this goal area. Classroom discussion of Connections may be in English, with consistent reference to the target language. Through Latin and Greek, students expand their understanding of words, phrases, and concepts used by modern science, medicine, law, and theology. They gain additional knowledge through target-language readings. These texts usually begin with narratives about daily life and families in the ancient world. Students then progress to adaptations of classical literature, myth, and history. Advanced readers encounter authentic target-language writings, such as those by Caesar and Virgil.

Connections Goal for Native American Languages

Native American Languages participate fully in this goal area. Classroom discussion of Connections may be in English, with consistent reference to the target language. Each tribal language embodies oral traditions of origin stories, migration stories, “why” stories that teach cultural values, and historical accounts of removal from other regions of the country to present-day Oklahoma. Students may expand their understanding of contributions of foods, gathering and usage of native plants for medicinal purposes, concepts of astronomy, agricultural practices, food preservation, numerical systems, relevance of proper use and care of environment and wildlife, and models of democracy.



Goal 4: Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence.

Oklahoma Academic Standards

1. Language Comparisons

Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.

2. Cultural Comparisons

Learners use the language to explore, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Oklahoma Learner Targets

	1. Language Comparisons	2. Cultural Comparisons
NOVICE	<ul style="list-style-type: none"> a) I can identify cognates and borrowed words and be aware of their usefulness in comprehending language. b) I can identify similarities and differences in the sound and writing systems. c) I can make comparisons of basic language forms in familiar and highly predictable settings when I have reached the Novice High level. d) I can compare basic idiomatic expressions and at the Novice High level, interpret, express, and compare the meaning of idioms. 	<ul style="list-style-type: none"> a) I can identify similarities and differences in verbal and nonverbal behavior, such as facial expressions and gestures, between cultures in situations that are familiar and highly predictable. b) I can initially recognize and advance to be able to identify and then analyze intercultural similarities and differences in the practices, products, and perspectives of my own culture and the target cultures in very familiar situations. c) I can initially recognize, then progress to be able to explore, explain and reflect on how generalized perceptions, past and present, of groups and people shape identity and culture in my own cultures and the target cultures.
INTERMEDIATE	<ul style="list-style-type: none"> a) I can explore the historical and cultural reasons for cognates and borrowed words in a variety of settings when I have reached the Intermediate High level. b) I can use knowledge of sound and writing systems in the target language to better understand those of my own language. c) I can compare and contrast structural patterns of the target to structural patterns in my own language forms in a variety of settings, and when I have reached the Intermediate High Level, I can analyze and explain how time frames are expressed in a variety of settings. d) When I have reached the Intermediate High Level, I can discuss and analyze idiomatic expressions as well as their evolutions and origins and use appropriate ones in limited settings. 	<ul style="list-style-type: none"> a) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior, such as facial expressions and gestures, between cultures. b) I can explore, explain, and reflect on intercultural similarities and differences in cultures' practices and, products, leading to an understanding of perspectives of the target cultures in a variety of settings, using simple description and advancing to more complex language with the help of appropriate scaffolding as proficiency develops. c) I can explain how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures in a variety of settings. d) I can take the perspective of those from different cultures to build empathy.



Goal 4: Comparisons *continued*

ADVANCED

- | | |
|---|--|
| <ul style="list-style-type: none"> a) I can provide some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future in a wide variety of settings which become more general and specialized as higher proficiency develops. b) I can apply knowledge of sound and writing systems in spontaneous communicative situations progressing to analyzing and explaining how tone and nuance are expressed as higher proficiency develops. c) I can use knowledge of structural patterns of my own language and the target language for effective communication, progressing to discussing and analyzing the relationship of syntax and meaning as higher proficiency develops. d) I can use idiomatic expressions in a wide variety of social contexts. | <ul style="list-style-type: none"> a) I can apply appropriate verbal and nonverbal behavior, such as facial expressions and gestures, between cultures in a wide variety of settings. b) I can analyze intercultural similarities and differences in the practices, products, and perspectives of the target cultures, comparing how products, practices, and perspectives reciprocally affect one another over time. c) I can assess how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures. d) I can take the perspective of those from different cultures to build empathy. |
|---|--|

Comparisons Goal for Classical Languages

Classical languages participate fully in this goal area. Classroom discussion of Comparisons may be in English, with consistent reference to the target language. Students investigate the influence Greek and Latin have had on English vocabulary and reflect on the structural differences between those ancient languages and their own. By studying Greek and Roman government, visual art, architecture, and literature, students gain insight into parallel elements within their own culture.

Comparisons Goal for Native American Languages

Native American Languages participate fully in this goal area. Classroom discussion of Comparisons may be in English, with consistent reference to the target language. Oklahoma place names, mountains, rivers, and towns reflect the settlement of Native American Tribes in Indian Territory before statehood. Students may reflect on the differences in structure and comparable flexibilities of Native American Languages.



Goal 5: Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Oklahoma Academic Standards

1. Schools and Global Communities

Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

2. Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Oklahoma Learner Targets

Oklahoma Learner Targets		
NOVICE	<ul style="list-style-type: none"> a) I can identify career paths that are enhanced by proficiency in another language. b) I can practice oral or written use of the target language with others outside of an academic setting. c) I can communicate on a personal level with speakers of the target language. d) I can produce short presentations in the target language for a variety of audiences. e) I can produce short presentations in the target language for a designated audience. 	<ul style="list-style-type: none"> a) I can demonstrate a willingness to interact with native speakers. b) I can discover and explore a variety of entertainment sources representative of the target cultures. c) I can identify current topics or events of interest within the target cultures. d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.
	<ul style="list-style-type: none"> a) I can investigate and/or participate in activities where the ability to communicate in an additional language is beneficial b) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics. c) I can communicate on a personal level with a native speaker. d) I can take part in target-language related activities to benefit my school and/or community. 	<ul style="list-style-type: none"> a) I can demonstrate a willingness to interact with native speakers. e) I can discover and explore a variety of entertainment sources representative of the target cultures. f) I can identify current topics or events of interest within the target cultures. g) I can discover and explore samples of art, literature, or music that are representative of the target cultures.
	<ul style="list-style-type: none"> a) I can articulate the benefits of being able to communicate in more than one language. b) I can interact appropriately in the target language in real-life situations. c) I can contribute equally during personal communications with a native speaker. d) I can use the target language to serve my community within and outside of an academic setting. 	<ul style="list-style-type: none"> a) I can initiate and sustain long-term associations or professional relationships with others proficient in the language. b) I can use a variety of sources from the target language or cultures for entertainment or personal growth. c) I can critically discuss current topics or events within the target cultures. d) I can pursue personal interests in various aspects of the target cultures.



Communities Goal for Classical Languages

Classical languages participate in this goal area, although the community of speakers of ancient Greek and Latin is limited. Classroom discussion of Communities may be in English, with consistent reference to the target language. Through the Internet, students have access to 21st-century materials written in ancient Greek and Latin. They make educated guesses about words and structures in other languages, such as Spanish and French. Latin and Greek students build a foundation for future exploration of Western language and cultures.

Communities Goal for Native American Languages

Native American Languages participate in this goal area. Individuals, families, and communities are reconnecting with their tribal language through the use of social media (languages apps, Facebook, and Twitter pages) and online community forums. Students may participate in active learning environments, (tribal gatherings, gospel singings, pow-wows, ceremonies, church, and sports) and tribal events. Students acquire and engage in a “tribal” language that allows them to participate in the preservation and revitalization of a “living language” for personal enjoyment, enrichment, and perpetuation for future generations.



Appendix A: World Languages Program Models in Oklahoma

Grade Level	Program Description	Language Outcomes/Program and Personnel Essentials
<p>Elementary (Grades PK-Grade 5/6)</p>	<p>Dual-Language/Immersion programs: Method of language instruction where the regular school curriculum is taught through the medium of the second language. Instruction in PK-K usually is conducted at ninety percent in the target language, gradually reducing the target language with each grade level until reaching a balance of fifty percent in each language in Grade 5.</p>	<p>Most appropriate model to attain higher proficiency levels. Recommended entry point is PK or Kindergarten.</p> <p>Elementary certification and advanced-level language proficiency required of instructors.</p>
	<p>Foreign Language in Elementary School (FLES): students learn the target language for a designated period of time in a sequential, articulated program, often using content-based instruction.</p>	<p>A program that leads to proficiency, but at a lower level than immersion. Recommended model to attain at least novice high proficiency level in the second language prior to highschool if it is part of a sequential, articulated program through eighth grade. A program leading to communicative competency is comparable to a program that provides a minimum of 75 minutes of instruction per week for not less than 3 days per week throughout an academic year. Entry point is no later than Grade 4.</p> <p>Often used to reinforce and enrich content in other disciplines, this model, called a <i>content-based instruction</i> model is highly recommended.</p> <p>WLOE language certification required of instructors.</p>
	<p>Foreign Language Experience (FLEX): students are exposed to a "sample" of several languages and cultures prior to selecting a language for further study.</p>	<p>Provides awareness of other languages and cultures and promotes positive attitudes towards language learning and cultural diversity but does not lead to second language proficiency. Option for school districts that delay sequential WLOE study until middle school. Appropriate for PreK-Grade 3 in districts that have FLES programs beginning in Grade 4; however, may be more extensive if offered throughout elementary school. Instructors with some knowledge of languages and cultures are preferred. The regular classroom teacher may deliver instruction.</p> <p>WLOE certification not required of instructors.</p>



Oklahoma Academic Standards for World Languages

World Languages Program Models in Oklahoma <i>continued</i>		
Grade Level	Program Description	Language Outcomes/Program and Personnel Essentials
<p>Middle School/ Junior High (Grades 6-8)</p>	<p>Students coming from an elementary immersion or FLES model should continue in a sequential articulated program appropriate to their language abilities. Students coming from FLEX may begin a sequential, articulated program of study.</p> <p>Students who take courses of the same content and rigor as comparable high school language courses may receive high school credit. This may involve proficiency-based promotion assessments to determine appropriate placement in high school second language courses.</p> <p>Dual-Language/Immersion: Method of language instruction where the regular school curriculum is taught through the medium of the second language.</p>	<p>Higher proficiency levels will correlate to the length of time students have studied language.</p> <p>For students coming from an elementary immersion program, language study in middle school/junior high may include instruction in other content areas taught through the medium of the second language.</p> <p>World Language other than English (WLOE) language certification required of instructors teaching language classes.</p> <p>Content area certification is required and advanced-level proficiency is recommended of instructors for subjects taught through the medium of the second language.</p>
<p>High School (Grades 9-12)</p>	<p>Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of the same language in high school.</p> <p>Districts may offer long-term sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same world language is part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates (70 O.S.§11-103.6c).</p> <p>Students who can show proficiency on state approved assessments at the Intermediate Mid or Advanced High level in both English and at least one other language qualify for the Oklahoma Seal of Biliteracy.</p>	<p>Higher proficiency levels correlate to the length of time students have studied language.</p> <p>WLOE language certification required of instructors.</p>



Appendix B: A Framework for Developing Language Performance

Realistic performance targets for students enrolled in a sequential language learning experience at various points are outlined in the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Descriptors for Language Learner* (2012). The chart below illustrates the influence of "time-on-task" on language performance and shows what outcomes are reasonable to expect of students who begin language instruction at various points in the K-16 spectrum.

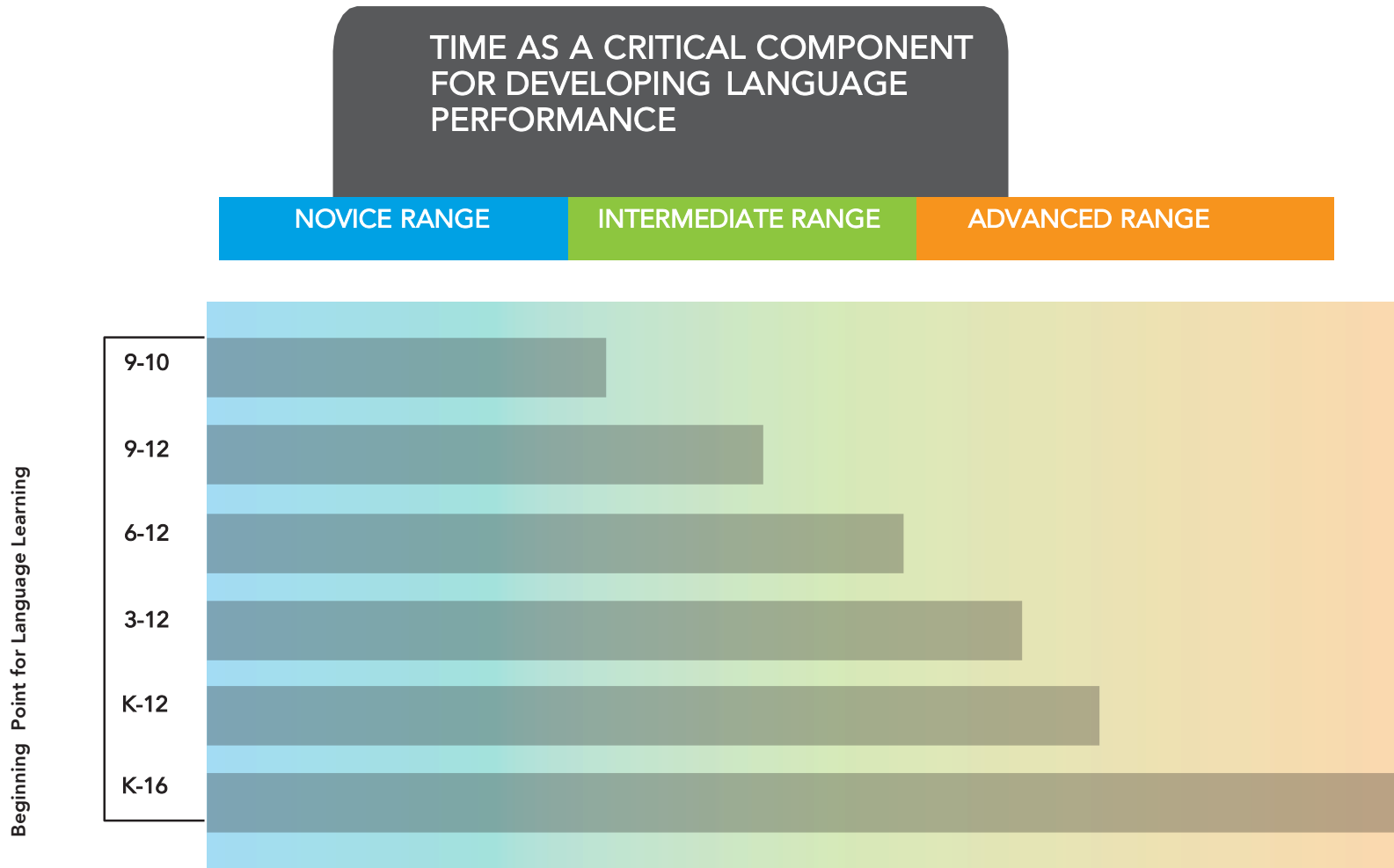


Chart 2 (Information adapted from ACTFL Performance Descriptors for Language Learners, pp. 12-13, 2012)



Oklahoma Academic Standards for World Languages

In Oklahoma, a typical Foreign Language in Elementary School (FLES) program begins in grade 4, although schools/districts are encouraged to introduce language as early as Pre-K. It is recommended that students meet **a minimum total of at least 365 hours of instruction** in a standards-based curriculum classroom to reach the novice high proficiency target by the end of 8th grade. A K-12 language program sequence following these minimum guidelines would meet for no less than 1400 hours to reach the advanced low target.

These performance targets are typical results for commonly taught languages, i.e., Spanish and French. Some languages, such as Russian, Chinese, and Native American languages, require longer sequences of study to reach comparable levels of proficiency. Proficiency in the interpretive mode is the focus of classical languages, such as Latin and ancient Greek. As a result, students may reach higher levels of proficiency in the interpretive mode than indicated in the chart above. The two charts below show how time impacts development of proficiency when taking into consideration the level of difficulty for a native English speaker in acquiring a given language. The tables below are taken from the Foreign Service Institute (FSI), the language training entity for the United States federal government and show time as a factor in acquiring a language. Table 1 shows time as a factor in Levels 1 and 2 languages. Table 2 shows time as a factor in Levels 3 and 4 languages. The FSI has determined Level 5 and Level 6 languages (not displayed in the tables below) require 2200 hours to develop a general professional level of proficiency.

Level 1 languages: Afrikaans, Danish, Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish and Swedish

Level 2 languages: German

Level 3 languages: Indonesian, Malaysian, Swahili

Level 4 languages: Burmese, Greek, Hebrew, Hindi, Pashto, Persian, Polish, Russian, Turkish

Level 5 languages: Arabic, Chinese (Cantonese and Mandarin), Korean

Level 6 languages: Japanese

Table 1: Modern Languages Exit Proficiency Expectations for Level 1 and 2 Languages

MODE & Skill	Proficiency Level							
	Level I or 140 hours	Level II or 280 hours	Level III or 420 hours	Level IV or 560 hours	Level V or 700 hours	Level VI or 840 hours	Level VII or 980 hours	Level VIII or 1,120 hours
Interpretive <i>Listening</i>	NM	NH	IL	IM	IH	AL	AM	AM
Interpretive <i>Reading</i>	NM	NH	IL	IM	IH	AL	AM	AM
Interpersonal <i>Person-to- Person</i>	NM	NH	IL	IM	IH	AL	AM	AM
Presentational <i>Speaking</i>	NM	NM	NH	IL	IM	IH	AL	AM
Presentational <i>Writing</i>	NM	NH	IL	IM	IH	AL	AM	AM



Table 2: Modern Languages Exit Proficiency Expectations for Level 3 and 4 Languages

MODE & Skill	Proficiency Level							
	Level I or 140 hours	Level II or 280 hours	Level III or 420 hours	Level IV or 560 hours	Level V or 700 hours	Level VI or 840 hours	Level VII or 980 hours	Level VIII or 1,120 hours
Interpretive <i>Listening</i>	NL	NM	NH	IL	IM	IH	AL	AL
Interpretive <i>Reading</i>	NL	NM	NH	IL	IM	IH	AL	AL
Interpersonal <i>Person-to- Person</i>	NM	NH	IL	IM	IH	AL	AM	AM
Presentational <i>Speaking</i>	NL	NM	NM - NH	IL	IL	IM	IM	IH
Presentational <i>Writing</i>	NL	NM	NM - NH	IL	IL	IM	IM	IH

Key:

NL = Novice Low	NM = Novice Mid	NH = Novice High
IL = Intermediate Low	IM = Intermediate Mid	IH = Intermediate High
AL = Advanced Low	AM = Advanced Mid	AH = Advanced High

The vision for world languages in Oklahoma is to equip students to communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the culturally diverse modern workplace. The table on page 25 below, from ACTFL's *Oral Proficiency Levels in the Work World*, synthesizes data collected from employers who describe their language proficiency requirements for specific jobs and professions.



Appendix C: Oral Proficiency Levels in the Work World			
Proficiency Levels	Language Functions	Corresponding Careers	Who is Likely to Function at the Level
Distinguished	Ability to tailor language to specific audiences, persuade, negotiate, and deal with nuance and subtlety.	Diplomat, Contract Negotiator, International Specialist, Translator/ Interpreter, Intelligence Specialist	Highly articulate, professionally specialized native speakers, target language learners with extended (17 years) and current professional and/or educational experience in the target culture.
Superior	Discuss topics extensively, support opinions, hypothesize, and able to deal with linguistically unfamiliar situations.	University Foreign Language Professor, Business Executive, Lawyer, Judge, Financial Advisor	Well-educated native speakers, Educated Target Language learners with extended professional and/or educational experience in the target language environment
Advanced High	Narrate and describe in past, present, and future and deal effectively with an unanticipated complication.	Physician, Military Linguist, Senior Consultant, Human Resources Personnel, Financial Broker, Translation Officer, Marketing Manager, Communications Consultant	Target language learners with graduate degrees in language-related area and extended educational experience in the target environment
Advanced Mid		Fraud Specialist, Account Executive, Court Stenographer/Interpreter, Benefits Specialist, Technical Service Agent, Collection Representative, Estimating Coordinator	Heritage speakers, informal learners, non-academic learners who have significant contact with language
Advanced Low		Customer Service Agent, Social Worker, Claims Processor, K-12 World Language Teacher, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist	Undergraduate language majors with year-long study abroad experience
Intermediate High	Create with language, initiate, maintain, and bring simple conversations to a close by asking and responding to simple questions.	Auto Inspector, Aviation Personnel, Missionary, Tour Guide	Undergraduate language majors without year-long study abroad experience
Intermediate Mid		Cashier, Salesclerk (highly predictable contexts)	Target language learners with 6-8-year sequences of study (i.e. including Advanced Placement) or 4-6 semester college sequence
Intermediate Low		Receptionist, Housekeeping Staff	Target language learners with 4- year high school sequence or 2-semester college sequence
Novice High Novice Mid Novice Low	Communicate minimally with formulaic and rote utterances, lists, and phrases.	None	Target language learners after 2 years of high school study

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