

**Janet Barresi**  
**State Superintendent of Public Instruction**  
**Oklahoma State Department of Education**

**Oklahoma C3 Standards**  
**Oklahoma Standards for World Languages – Novice Level**  
**End of Instruction Student Self Evaluation**  
**Reflecting on Learning**

<b>Goal: COMMUNICATION</b>			
<b>Standards: Interpersonal, Interpretive, and Presentational Communication</b>			
<b>Progress Indicators – Interpersonal Communication</b>			
<b>USING THE LANGUAGE THAT I AM LEARNING:</b>			
<b>1. I can greet people, give introductions, and say good-bye to people.</b>	<b>NOTES</b>		
Yes	Somewhat	No	
<b>2. I can ask and answer basic questions based on myself and familiar material such as family members, personal belongings, school and leisure activities, time, and weather.</b>			
Yes	Somewhat	No	
<b>3. I can express my personal needs, preferences, and feelings.</b>			
Yes	Somewhat	No	
<b>4. I can express quantity, location, and give simple descriptions.</b>			
Yes	Somewhat	No	
<b>5. I can give simple commands.</b>			
Yes	Somewhat	No	
<b>Progress Indicators – Interpretive Communication</b>			
<b>1. I can comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.</b>			
Yes	Somewhat	No	

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<b>2. I can understand key words in written material such as advertisements, schedules and menus.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>3. I can comprehend the main idea of selected, age-appropriate authentic recordings, broadcasts and videos.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>4. I can comprehend the main idea of selected, short authentic written materials that use familiar vocabulary and language structures.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>5. I can respond to simple commands.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>Progress Indicators – Presentational Communication</b>			
<b>1. I can describe in written or spoken format basic information, such as self, family members and others, events, interests, school, activities and personal belongings.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>2. I can give simple commands and make requests of another person or group.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>3. I can retell a simple story using familiar vocabulary and language structures.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	

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<b>4. I can write personal journals and send brief messages to friends.</b>				
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Yes	Somewhat	No		
<b>5. I can act out or sing student-created and/or authentic songs, short poems, skits or dialogues.</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 2px;">Yes</td> <td style="width: 33%; text-align: center; padding: 2px;">Somewhat</td> <td style="width: 33%; text-align: center; padding: 2px;">No</td> </tr> </table>	Yes	Somewhat	No	
Yes	Somewhat	No		
<b>Goal: CULTURES</b>				
<b>Standards: Practices of Culture; Products of Culture</b>				
<b>Progress Indicators – Practices of Culture</b>				
<b>USING THE LANGUAGE THAT I AM LEARNING:</b>				
<b>1. I can imitate patterns of behavior such as greetings or gestures used with friends and family in the target culture.</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 2px;">Yes</td> <td style="width: 33%; text-align: center; padding: 2px;">Somewhat</td> <td style="width: 33%; text-align: center; padding: 2px;">No</td> </tr> </table>	Yes	Somewhat	No	
Yes	Somewhat	No		
<b>2. I can imitate patterns of behavior such as greetings or gestures used in formal settings in the target culture.</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 2px;">Yes</td> <td style="width: 33%; text-align: center; padding: 2px;">Somewhat</td> <td style="width: 33%; text-align: center; padding: 2px;">No</td> </tr> </table>	Yes	Somewhat	No	
Yes	Somewhat	No		
<b>3. I can identify some customs and traditions such as celebrations and holiday practices of the target culture.</b>				
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Yes	Somewhat	No		
<b>4. I can participate in cultural activities such as games, songs, and dances of the target culture.</b>				
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Yes	Somewhat	No		

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<b>5. I can identify some viewpoints of the target culture, such as those relating to time, work, school, transportation, pastimes, and the role of family members.</b>				
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Yes	Somewhat	No		
<b>Progress Indicators – Products of Culture</b>				
<b>1. I can identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture.</b>				
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Yes	Somewhat	No		
<b>2. I can identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts.</b>				
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Yes	Somewhat	No		
<b>3. I can identify some historical and contemporary influences from the target culture that are significant in my own culture, such as explorers and settlers, music and sports.</b>				
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Yes	Somewhat	No		
<b>4. I can identify countries, regions, and geographic features where the target language is spoken.</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Yes</td> <td style="width: 33%; text-align: center;">Somewhat</td> <td style="width: 33%; text-align: center;">No</td> </tr> </table>	Yes	Somewhat	No	
Yes	Somewhat	No		
<b>Goal: CONNECTIONS</b>				
<b>Standards: Interdisciplinary Connections; Distinctive Viewpoints</b>				
<b>Progress Indicators – Interdisciplinary Connections</b>				
<b>USING THE LANGUAGE THAT I AM LEARNING:</b>				

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<b>1. I can identify and/or use information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.</b>				
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Yes	Somewhat	No		
<b>2. Using authentic target language resources, (such as the Internet, books, magazines) I can identify and/or use information to reinforce or expand learning in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English).</b>				
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Yes	Somewhat	No		
<b>Progress Indicators – Distinctive Viewpoints</b>				
<b>1. I can extract information about the target culture from selected authentic sources (such as the Internet, books, magazines).</b>				
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Yes	Somewhat	No		
<b>2. I can use authentic sources to gain insight about the perspectives of the target culture.</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Yes</td> <td style="width: 33%; text-align: center;">Somewhat</td> <td style="width: 33%; text-align: center;">No</td> </tr> </table>	Yes	Somewhat	No	
Yes	Somewhat	No		
<b>Goal: COMPARISONS</b>				
<b>Standards: Comparisons of Language and Culture</b>				
<b>Progress Indicators – Comparisons of Language</b>				
<b>USING THE LANGUAGE THAT I AM LEARNING:</b>				

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<b>1. I can recognize cognates and borrowed words and am aware of their usefulness in comprehending language.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>2. I can identify and compare the sound and writing patterns of the target language with my native language, including stress, intonation, punctuation, etc.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>3. I can identify basic grammatical structures of the language studied and compare these structures to my own language, including word order, gender, agreement, etc.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>4. I can recognize identified idiomatic expressions that cannot be directly translated into my own language.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>Progress Indicators – Comparisons of Culture</b>			
<b>1. I can identify similarities and differences in verbal and non-verbal behavior between cultures.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>2. I can recognize cross-cultural similarities and differences in the practices of the culture studied (such as time schedules, meals, leisure activities).</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	

*Oklahoma Standards for World Languages – Oklahoma C3 Standards  
 Languages Oklahoma C3 Module I – Checklists  
 October 2002*

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<b>3. I can identify cross-cultural similarities and differences in the products of the culture studied (such as toys, sports, clothing, equipment, food, rhymes, songs, dances).</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>4. I can recognize cross-cultural similarities and differences in the perspectives (attitudes, ideas, beliefs, viewpoints) within the target culture.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>Goal: COMMUNITIES</b>			
<b>Standards: School and Community; Personal Enrichment</b>			
<b>Progress Indicators – School and Community</b>			
<b>USING THE LANGUAGE THAT I AM LEARNING:</b>			
<b>1. I can identify the use of the target language in my environment.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>2. I can identify professions/occupations which are enhanced by proficiency in another language.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>3. I practice oral or written use of the foreign language with people outside the classroom.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>4. I can communicate on a personal level with speakers of the language via short letters, e-mail, audio, and/or videotapes.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	

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<b>5. I can produce short skits, stories, poems, multimedia shows, etc., and present my works at school and/or in the community.</b>		
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
<b>Progress Indicators – Personal Enrichment</b>		
<b>1. I demonstrate a willingness to interact with native speakers.</b>		
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
<b>2. I discover and explore a variety of entertainment sources representative of the target culture.</b>		
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
<b>3. I can identify current issues of interest within the target culture.</b>		
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
<b>4. I discover and explore samples of art, literature, music, etc., representative of the target culture.</b>		
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>