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| **Draft World Language Standards May 2019** | 2010 Adopted World Language Standards | |
| **Learners proficient at NOVICE LOW can use the target languages and cultural knowledge to…** | **Proficiency Stage 1 (Approximates ACTFLNOVICE LOW)**  Students at Proficiency Stage 1 can… | |
| understand, exchange, and present basic information about highly predictable everyday topics using a variety of rehearsed or memorized words and phrases. | 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 (2019 Draft** | **Interpretive Mode (2010 Standards)** | |
| **WL.NL.IL/IR (Listening/Reading):** Learners can recognize and identify a few words, signs, phrases, cognates, and simple statements from highly predictable spoken, signed, or written texts on a limited range of very familiar topics in everyday contexts. | **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** **(Listening)** Demonstrate understanding of some words /signs, (phrases, everyday expressions and simple statements on a limited range of familiar topics in everyday situations). | **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. |
| **Interpersonal Mode (2019 Draft)** | **Interpersonal Mode (2010 Standards)** | |
| **WL.NL.IS/IW (Speaking/Writing):** Learners can exchange basic information and express some basic needs, preferences, or feelings by using rehearsed or memorized words, phrases, simple sentences, and questions on a limited range of familiar topics in everyday contexts. | **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 | |
| **Presentational Mode (2019 Draft)** | **Presentational Mode (2010 Standards)** | |
| **WL.NL.PS/PW (Speaking/Writing):** Learners can speak, sign, or write to provide information about self in everyday contexts relevant to their lives using rehearsed or memorized words and basic phrases. | **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. | **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. |

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| **Draft World Language Standards May 2019** | 2010 Adopted World Language Standards | |
| **Learners proficient at NOVICE MID can use the target language and cultural knowledge to…** | **Proficiency Stage 2 (Approximates ACTFL NOVICE MID)**  Students at Proficiency Stage 3 can… | |
| understand, exchange, and present basic information and short messages about very familiar topics in everyday contexts using a variety of rehearsed or memorized words, phrases, and simple sentences and questions. | 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 (2019 Draft)** | **Interpretive Mode (2010 Standards)** | |
| **WL.NM.IL/IR (Listening/Reading):**Learners can identify and understand some basic information from spoken, signed, or written texts about a limited range of familiar topics in everyday contexts. | **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. | **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.PS2.IR.01** Obtain information from simple text, often using contextual cues. |
| **Interpersonal Mode (2019 Draft)** | **Interpersonal Mode (2010 Standards)** | |
| **WL.NM.IS/IW (Speaking/Writing):** Learners can request and exchange information and express basic needs, preferences, or feelings by using a variety of rehearsed or memorized words, phrases, simple sentences, and questions on very familiar topics in everyday contexts. | **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. | |
| **Presentational Mode (2019 Draft)** | **Presentational (2010 Standards)** | |
| **WL.NM.PS/PW (Speaking/Writing):** Learners can speak, sign, or write to provide information about personal and very familiar topics in everyday contexts using rehearsed or memorized words, phrases, simple sentences, and questions. | **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. | **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. |

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| **Draft World Language Standards May 2019** | 2010 Adopted World Language Standards | |
| **Learners proficient at NOVICE HIGH can use the target language and cultural knowledge to…** | Proficiency Stage 3 (Approximates ACTFL NOVICE HIGH)  Students at Proficiency Stage 3 can… | |
| understand, exchange, and present information about familiar topics in everyday contexts using a variety of rehearsed or memorized words and phrases with attempts at creating simple, original sentences and questions. | 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 (2019 Draft)** | **Interpretive Mode (2010 Standards)** | |
| **WL.NH.IL/IR (Listening/Reading):**  Learners can identify the topic and understand some isolated facts and information from spoken, signed, or written texts about a limited range of familiar topics in everyday contexts. | **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. | **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.PS3.IR.01** Identify main ideas and some details from short simple texts. |
| **Interpersonal Mode (2019 Draft)** | **Interpersonal Mode (2010 Standards)** | |
| **WL.NH.IS/IW (Speaking/Writing):** Learners can interact with others to request and exchange information, meet basic needs, and express preferences or feelings by using a variety of rehearsed and some original, simple sentences and questions about very familiar topics in everyday contexts. | **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. | |
| **Presentational Mode (2019 Draft)** | **Presentational Mode (2010 Standards)** | |
| **WL.NH.PS/PW (Speaking/Writing):** Learners can speak, sign, or write to provide information about familiar topics in everyday contexts using a variety of rehearsed and some original, simple sentences and questions. | **Presentational Mode: Writing Students** can write ideas and communicate information for an audience.  **SL.PS3.PW.01** Write some simple original sentences and questions relying on memorized/familiar material. | **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. |

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| **Draft World Language Standards May 2019** | 2010 Adopted World Language Standards | |
| **Learners proficient at INTERMEDIATE LOW can use the target languages and cultural knowledge to…** | **Proficiency Stage 4 (Approximates ACTFL INTERMEDIATE LOW)**  Students at Proficiency Stage 4 can… | |
| understand, exchange, and present information to communicate about familiar topics and to meet practical needs in personal and social contexts by creating simple, original sentences and questions. | 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 (2019 Draft)** | **Interpretive Mode (2010 Standards)** | |
| **WL.IL.IL/IR (Listening/Reading):** Learners can comprehend the main idea and identify some supporting information in spoken, signed, and written texts about familiar topics in personal and social contexts. | **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. | **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.PS4.IR.01** Identify main ideas and supporting details from simple texts. |
| **Interpersonal Mode (2019 Draft)** | **Interpersonal Mode (2010 Standards)** | |
| **WL.IL.IS/IW (Speaking/Writing):** Learners can interact with others to request and exchange information, meet basic needs, and express preferences or feelings by creating simple, original sentences and questions about familiar topics in personal and social contexts. | **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. | |
| **Presentational Mode (2019 Draft)** | **Presentational Mode (2010 Standards)** | |
| **WL.IL.PS/PW (Speaking/Writing):** Learners can speak, sign, or write to communicate information and express preferences about familiar topics in personal and social contexts by creating simple, original sentences and questions. | **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. | **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. |

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| **Draft World Language Standards May 2019** | 2010 Adopted World Language Standards | |
| **Learners proficient at INTERMEDIATE MID can use the target language and cultural knowledge to…** | **Proficiency Stage 5 (Approximates ACTFL INTERMEDIATE MID)**  Students at Proficiency Stage 5 can… | |
| understand, exchange, and present information to communicate about familiar topics and to meet practical needs in personal and social contexts by creating original sentences, strings of sentences, and questions. | 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 (2019 Draft)** | **Interpretive Mode** | |
| **WL.IM.IL/IR (Listening/Reading):** Learners can comprehend the main idea and extract key information in spoken, signed, or written texts about a range of familiar topics in personal and social contexts. | **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. | **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.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. |
| **Interpersonal Mode (2019 Draft)** | **Interpersonal Mode** | |
| **WL.IM.IS/IW (Speaking/Writing):** Learners can interact with others to request and exchange information, meet needs, express preferences, opinions, or feelings, and provide basic advice by creating strings of original sentences, and questions on familiar and some researched topics in personal and social contexts. | **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. | |
| **Presentational Mode (2019 Draft)** | **Presentational Mode (2010 Standards)** | |
| **WL.IM.PS/PW (Speaking/Writing):** Learners can speak, sign, or write to make presentations about familiar and some researched concrete topics, express viewpoints, and tell a personal story using a series of connected sentences and questions. | **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. | **Presentational Mode: Speaking** Students can speak to communicate information and ideas to an audience.  S**L.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. |

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| **Draft World Language Standards May 2019** | 2010 Adopted World Language Standards | |
| **Learners proficient at INTERMEDIATE HIGH can use the target language and cultural knowledge to…** | **Proficiency Stage 6 (Approximates ACTFL INTERMEDIATE HIGH)**  **Students at Proficiency Stage 6 can…** | |
| * understand, exchange, and present information (often across various time frames) to communicate about a range of familiar and some concrete topics of interest by creating connected sentences and short paragraphs. * interact with others to meet needs (sometimes with a complication) in personal and social contexts. | 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 this 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 (2019 Draft)** | **Interpretive Mode (2010 Standards)** | |
| **WL.IH.IL/IR (Listening/Reading):** Learners can comprehend the main message or story and a few details across various time frames in paragraph-length texts about a range of familiar topics in a variety of spoken, signed, or written contexts. | **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. | **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.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. |
| **Interpersonal Mode (2019 Draft)** | **Interpersonal Mode (2010 Standards)** | |
| **WL.IH.IS/IW (Speaking/Writing):** Learners can interact with others to exchange information and to meet needs in a variety of situations (sometimes involving a complication) by using connected discourse about a range of familiar and some concrete topics across various time frames. | **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. | |
| **Presentational Mode (2019 Draft)** | **Presentational Mode (2010 Standards)** | |
| **WL.IH.PS/PW (Speaking/Writing):** Learners can speak, sign or write to give detailed presentations and to narrate events with some supporting information about familiar and some researched, concrete topics using a few short paragraphs, across various time frames. | **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. | **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. |

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| **Draft World Language Standards May 2019** | 2010 Adopted World Language Standards |
| **Learners proficient at ADVANCED LOW can use the target language and cultural knowledge to…** | **The 2010 Adopted World Language Standards did not address the Advanced Level.** |
| * understand, exchange, and present information across major time frames to communicate about a range of familiar and concrete topics by using paragraph-length discourse. * interact with others and negotiate to resolve a complication in familiar and unfamiliar contexts. | The 2010 Adopted World Language Standards did not address the Advanced Level. |
| **Interpretive Mode (2019 Draft)** | **Interpersonal Mode (2010 Standards)** |
| **WL.AL.IL/IR (Listening/Reading):** Learners can follow and understand the main story, underlying message, and some supporting details from a variety of familiar and general interest topics across major time frames from spoken, signed, or written texts. | The 2010 Adopted World Language Standards did not address the Advanced Level. |
| **Interpersonal Mode (2019 Draft)** | . |
| **WL. AL.IS/IW (Speaking/Writing):** Learners can maintain conversations, exchange information, provide explanation, and make comparisons across major time frames about familiar and concrete, academic and social topics using paragraph-length discourse.  Learners can negotiate and resolve an unexpected complication that arises in familiar situations. | The 2010 Adopted World Language Standards did not address the Advanced Level. |
| **Presentational Mode (2019 Draft)** |  |
| **WL.AL.PS/PW (Speaking/Writing):** Learners can speak, sign, or write to give detailed presentations, narrate events, and state viewpoints with supporting evidence about personal experiences, community events, and some academic, concrete, and professional topics of interest using paragraph-length discourse across major time frames. | The 2010 Adopted World Language Standards did not address the Advanced Level. |

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| **Draft World Language Standards May 2019** | 2010 Adopted World Language Standards |
| **Learners proficient at ADVANCED MID can use the target language and cultural knowledge to…** | The 2010 Adopted World Language Standards did not address the Advanced Level |
| * understand, exchange, and present information across major time frames to communicate about a wide variety of familiar and unfamiliar general interest topics by using organized, paragraph-length discourse. * interact with others and negotiate to resolve a complication in familiar and unfamiliar contexts by providing detailed explanations and a variety of solutions. | The 2010 Adopted World Language Standards did not address the Advanced Level |
| **Interpretive Mode (2019 Draft)** | **Interpretive Mode (2010 Standards)** |
| **WL.AM.IL/IR (Listening/Reading):** Learners can follow and understand the main story, underlying message, and most supporting details from a variety of familiar and general interest topics across major time frames from spoken, signed, or written texts | The 2010 Adopted World Language Standards did not address the Advanced Level. |
| **Interpersonal Mode (2019 Draft)** | **Interpersonal Mode (2010 Standards)** |
| **WL. AM.IS/IW (Speaking/Writing):** Learners can maintain extended conversations and discussions, provide detailed explanations, make comparisons, express advice and emotions across major time frames about familiar and unfamiliar concrete, academic and social topics using paragraph-length discourse.  Learners can negotiate and resolve an unexpected complication that arises in familiar situations by providing detailed explanations and a variety of solutions. | The 2010 Adopted World Language Standards did not address the Advanced Level. |
| **Presentational Mode (2019 Draft)** |  |
| **WL. AM.PS/PW (Speaking/Writing):** Learners can speak, sign, or write to give detailed presentations, narrate events, and present arguments with supporting evidence about personal experience, community events, academic, concrete, and professional topics of interest using organized, paragraph-length discourse across major time frames. | The 2010 Adopted World Language Standards did not address the Advanced Level. |

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| **Draft World Language Standards May 2019** | 2010 Adopted World Language Standards |
| **Learners proficient at ADVANCED HIGH can use the target language and cultural knowledge to…** | **The 2010 Adopted World Language Standards did not address the Advanced Level.** |
| * interpret, discuss, and give detailed presentations with elaboration across major time frames to communicate about a wide variety of unfamiliar complex concrete topics and some abstract general interest topics by using organized, paragraph-length discourse. * interact with others and negotiate to resolve an unexpected complication in unfamiliar contexts that often address hypothetical issues. | **The 2010 Adopted World Language Standards did not address the Advanced Level.** |
| **Interpretive Mode (2019 Draft)** | **Interpretive Mode (2010 Standards)** |
| **WL.AH.IL/IR (Listening/Reading):** Learners can follow the flow of ideas, understand different viewpoints, recognize nuances, and infer meaning from complex language on unfamiliar abstract topics across major time frames from spoken, signed, or written texts. | **The 2010 Adopted World Language Standards did not address the Advanced Level.** |
| **Interpersonal Mode (2019 Draft)** | **Interpersonal Mode (2010 Standards)** |
| **WL. AH.IS/IW (Speaking/Writing):** Learners can discuss, support and sometimes debate, a variety of complex concrete topics and some abstract academic, social and professional topics that often address hypothetical issues using paragraph-length discourse across major time frames. Learners can negotiate to meet needs in situations that are unfamiliar. | **The 2010 Adopted World Language Standards did not address the Advanced Level.** |
| **Presentational Mode (2019 Draft)** |  |
| **WL. AH.PS/PW (Speaking/Writing):** Learners can speak, sign, or write to clearly and accurately give cohesive presentations and complex detailed narrations beyond concrete topics often addressing abstract experiences or hypothetical issues using organized paragraph-length discourse across major time frames. | **The 2010 Adopted World Language Standards did not address the Advanced Level.** |