

# NEBRASKA WORLD LANGUAGE STANDARDS



## World Language Standards Separated by Performance Levels

Nebraska Department of Education

Nebraska World Language Standards

2019

## Please Note

This document supplements the 2019 Nebraska World Language Standards by showing the Nebraska World Language Standards sorted by performance levels. For a full guide on how to read the Nebraska World Language Standards and how to apply them to programming, please refer to the Introduction of the Nebraska World Language Standards.

## Nebraska World Language Standards

### **Strand One: Communication**

**Students communicate effectively in a variety of situations for multiple purposes.**

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

### **Strand Two: Culture**

**Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.**

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

### **Strand Three: Connections**

**Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.**

- 3.1 Students apply the language of study to discuss other content areas of study.

### **Strand Four: Communities**

**Students can apply their world language skills to personal, community, and career experiences.**

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

### **Strand Five: Cognition**

**Students explain what they know and are able to monitor their own learning journey with support from their teachers.**

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.

### **Novice**

Novice students are beginning to use the language. Their performance is limited to words, phrases, and simple sentences on familiar or highly predictable topics. They may be difficult to understand. Novice listeners understand key words, true aural cognates, and formulaic expressions. Novice writers and speakers can use isolated words and phrases to identify typical cultural elements. They can use resources in the language to make connections to other content areas or to greater language communities by identifying predictable elements of a message, using cognates, and/or using extralinguistic supports. Novice learners identify and describe what they can do in language study using simple words and phrases.

Novice Low	Novice Mid	Novice High
<b>1.1 Students exchange information through interaction and negotiation of meaning.</b>		
Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.	Participate in basic exchanges in structured contexts about familiar and predictable topics using high-frequency vocabulary and phrasing.	Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures.
<b>1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>		
Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.	Identify elements of the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.	Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.
<b>1.3 Students present ideas and information according to a variety of purposes and audiences.</b>		
Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.	Present information on familiar and predictable topics using high-frequency vocabulary and phrases in structured contexts.	Present information on familiar and everyday topics using simple sentences in structured contexts.
<b>2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.</b>		
Identify and describe products, practices and perspectives using isolated words and phrases.	Identify products, practices, and perspectives using high-frequency vocabulary and phrases.	Identify and describe products, practices, and perspectives using simple sentences in structured contexts.
<b>2.2 Students identify and apply culturally-appropriate language and behavior.</b>		
Identify expressions unique to the cultures studied.	Identify and react with simple expressions and idioms unique to the languages and cultures studied.	Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.
<b>3.1 Students apply the language of study to discuss other content areas of study.</b>		
Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.	Apply high-frequency vocabulary and predictable language structures to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.	Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

<b>4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.</b>		
Identify college and career options that incorporate the language studied using isolated words and phrases.	Identify college and career options that incorporate the language studied using high-frequency vocabulary and predictable language structures.	Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences.
<b>4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</b>		
Use digital tools to select, categorize, and paraphrase information that tends to use isolated, high-frequency words and/or phrases and extra-linguistic supports.	Use digital tools to select, categorize, and paraphrase information that tends to use high-frequency words and phrases in structured contexts.	Use digital tools to select, categorize, and paraphrase information that tends to use simple sentences in structured formats on familiar or highly contextualized topics.
<b>5.1 Students self-assess growth in language learning, practice, and understanding.</b>		
Use isolated words, phrasing, or images to identify what concepts, skills, or information have been learned.	Use simple words or phrasing to identify what concepts, skills, or information have been learned.	Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned.
<b>5.2 Students set language learning goals and organize priorities.</b>		
Identify what concepts, skills, or information are desired using isolated words, phrasing, or images.	Identify what concepts, skills, or information are desired using simple words or phrasing.	Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.

### **Intermediate**

Intermediate students have gaps in knowledge but are able to use the language with an understanding of need and purpose. Intermediate listeners understand the main ideas and supporting details. Speakers can meet practical needs, ask and answer simple questions. Presenters can communicate information and express their own thoughts about familiar topics. Intermediate students can investigate, describe and compare their culture with those of the culture studied. These students can apply simple and concrete language to learning about other content areas and communicating within their greater language communities. They have created their own language goals and are able to articulate, if only in simple language, their personal language journey.

Intermediate Low	Intermediate Mid	Intermediate High
<b>1.1 Students exchange information through interaction and negotiation of meaning.</b>		
Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.	Initiate, sustain, and conclude exchanges about familiar topics with focused structures in a series of connected sentences.	Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and language structures.
<b>1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>		
Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.	Comprehend the main idea and some supporting details of messages on familiar topics that contain contextualized or familiar vocabulary and language structures.	Comprehend and summarize main idea and some supporting details of messages on familiar topics that may contain low-frequency vocabulary, complex language structures, and/or contextual clues.
<b>1.3 Students present ideas and information according to a variety of purposes and audiences.</b>		
Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.	Express personal meaning on familiar topics by creating combinations of language and structure specific to purpose and audience.	Express personal meaning on familiar and unfamiliar topics using known language to compensate for higher vocabulary.
<b>2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.</b>		
Investigate, compare, and provide insight into products, practices, and perspectives using familiar vocabulary and limited language structures.	Investigate and compare products, practices, and perspectives using familiar vocabulary and creating combinations of limited and advanced language structures.	Investigate and compare products, practices, and perspectives using advanced language structures and known language to compensate for unfamiliar vocabulary.
<b>2.2 Students identify and apply culturally-appropriate language and behavior.</b>		
Interact with culturally appropriate learned behaviors, familiar vocabulary, and limited language structures appropriate to the social context in everyday or common scenarios.	Interact with culturally appropriate learned behaviors, familiar vocabulary and combinations of limited and advanced language structures.	Interact with culturally appropriate learned behaviors, advanced language structures and known language to compensate for unfamiliar vocabulary.

<b>3.1 Students apply the language of study to discuss other content areas of study.</b>		
Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using familiar vocabulary and language structures in short, connected sentences.	Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom by creating combinations of limited and higher-level language structures in short, connected sentences.	Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using higher-level language structures and known language to compensate for unfamiliar vocabulary.
<b>4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.</b>		
Relate, evaluate and summarize personal interests, skills, and values using familiar vocabulary and language structures in short, connected sentences.	Relate and describe careers that align with personal skills and interests by creating combinations of limited and higher-level language structures in short, connected sentences.	Relate training, education, and/or certification requirements for careers of interest using higher-level language structures and known language to compensate for unfamiliar vocabulary.
<b>4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</b>		
Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in short statements.	Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in connected sentences.	Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using known language to compensate for higher vocabulary.
<b>5.1 Students self-assess growth in language learning, practice, and understanding.</b>		
Reflect on how personal learning, practice, and understanding are evident.	Reflect on how personal learning, practice, and understanding are evident and how learning might be improved.	Reflect on personal learning, practice, and understanding in response to pre-determined goals, outcomes, or expectations.
<b>5.2 Students set language learning goals and organize priorities.</b>		
Create simple, short-term goal statements in response to units of study or other focused needs.	Create simple, measurable, attainable, relevant, and timely goals using guided models in response to units of study or other focused needs.	Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs.



### **Advanced**

Advanced students are comfortable in using the language to provide details, to reflect, and to elaborate on both concrete and abstract information and ideas. Writers can write routine informal and some formal correspondence using major time frames, paraphrasing, and elaboration. Listeners can understand the main ideas and most details on variety of general interest topics. Readers understand a wide variety of texts characterized by one or more of the following: high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Advanced students can use the language to navigate appropriately in various cultural settings within greater language communities. These students are able to analyze their language learning and to elaborate on their plans for the future.

Advanced Low	Advanced Mid	Advanced High
<b>1.1 Students exchange information through interaction and negotiation of meaning.</b>		
Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.	Engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames.	Engage in unplanned, in-depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames.
<b>1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>		
Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.	Analyze the implicit meaning literal meaning, and purpose of messages containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.	Analyze the implicit meaning literal meaning, and purpose of messages containing interdisciplinary and/or unfamiliar vocabulary within complex language structures.
<b>1.3 Students present ideas and information according to a variety of purposes and audiences.</b>		
Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.	Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and detailed ideas across most major time frames.	Create and deliver information on familiar and unfamiliar topics, elaborating and clarifying detailed and organized ideas.
<b>2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.</b>		
Analyze the products, practices and perspectives of various groups using descriptive vocabulary and organized ideas.	Analyze and explain the products, practices and perspectives of various groups using focused or context-specific vocabulary and organized and detailed ideas.	Analyze and explain the products, practices and perspectives of various groups using interdisciplinary and/or unfamiliar vocabulary within complex language structures.
<b>2.2 Students identify and apply culturally-appropriate language and behavior.</b>		
Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using familiar language.	Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using both familiar and unfamiliar language.	Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation.

<p><b>3.1 Students apply the language of study to discuss other content areas of study.</b></p>		
<p>Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using low-frequency vocabulary, higher-level language structures, and various time frames.</p>	<p>Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures and various time frames.</p>	<p>Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.</p>
<p><b>4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.</b></p>		
<p>Develop and list educational and career connections to a personal plan of language learning using low-frequency vocabulary and higher-level language structures.</p>	<p>Develop and describe educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures.</p>	<p>Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with advanced language structures.</p>
<p><b>4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</b></p>		
<p>Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, low-frequency vocabulary, complex language structures, and/or contextual clues.</p>	<p>Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, contextualized interdisciplinary and/or unfamiliar vocabulary, and complex language structures.</p>	<p>Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, interdisciplinary and/or unfamiliar vocabulary, and complex language structures.</p>

<b>5.1 Students self-assess growth in language learning, practice, and understanding.</b>		
Analyze how personal learning, practice, and understanding have developed over time.	Analyze how personal learning, practice, and understanding have, or have not, prepared for future growth.	Analyze how personal learning, practice, and understanding can be sustained for future growth.
<b>5.2 Students set language learning goals and organize priorities.</b>		
Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.	Produce long-term measurable, attainable, relevant, timely goals with detailed steps that support the achievement of the goals.	Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.