

**Unpacking the WL state standards 2010**  
**World Languages:**  
***“Knowing how, when, and why to say what to whom.”***

<http://tsdwstandards.wikispaces.com/>

Exploring the standards document: What are the essentials?

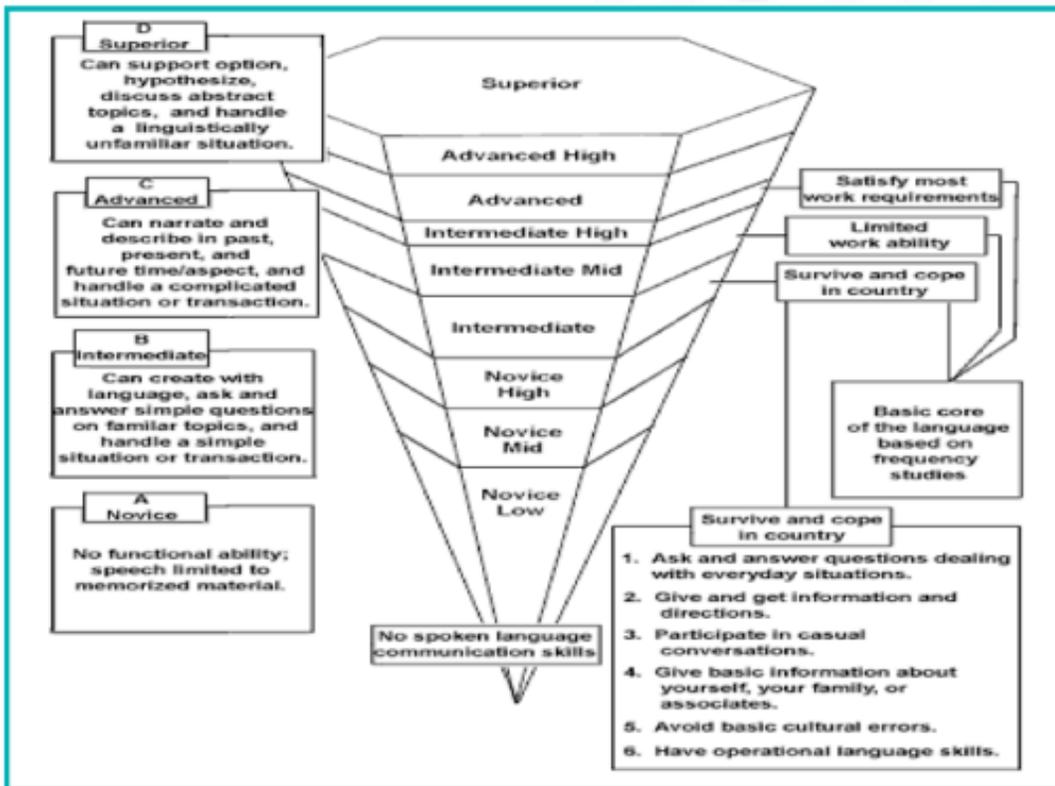
1. **Page 15**-Prepared Graduate Competencies (PGC) (these statements come directly from the National Standards)-read the description at the top of the page. (link to National Foreign Language Standards executive summary:

<http://tsdwstandards.wikispaces.com/Colorado+Academic+Standards+for+World+Languages>

Prepared graduates in world languages:

- Engage in conversations, provide and obtain information, express feelings and

# ACTFL



These are the goals (PGC’s every students should strive for at the Intermediate-Mid Level Range) in order to ready for the post-secondary workforce or continued education. But we all know with multiple entry and exit points that is not the case for all. Instead these PGC’s can also be obtained at the Range Level Expectations within the appropriate context and skills at which the student finished.

Unfortunately, too many students leave at the Novice-mid range, therefore only being able to deal with basic

survival situations and not really interact in the world of work. Range-level expectations continue all the way to the superior level. That would take many years or lots of in-country immersion. Teachers are required to test at Advanced-Low for teaching license in many states. More information here:

<http://tsdwstandards.wikispaces.com/Colorado+Academic+Standards+for+World+Languages>

or here: [http://languageesting.com/assessments\\_academic.cfm#](http://languageesting.com/assessments_academic.cfm#)

2. **Pages 18-21-Range-Level Expectations:** Coming from the ACTFL Proficiency guidelines, a body of reliable research around since 1983 originating from Interagency Language Roundtable, a government agency. <http://www.govtilr.org/>

<b>Range Level Expectations: Intermediate-Mid</b>	
<b>Communication in Languages Other Than English</b>	1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode)

Standard 1.1 Interpersonal at our highest level. AP tests are designed with this level being the focal points. IB tests are at the same level. AP and IB exams do not have a prescribed curriculum, but rather really on the process of second language acquisition. They are based on a series of themes that are very similar.

3. **Evidence outcomes: page 25:** these evidence outcomes in combination with standards, and range-level expectations will be used more in unit organizers, coming later. Here is the pattern.

<b>Content Area: World Languages</b>	
<b>Standard: Communication in Languages Other Than English</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)</li> </ul>	
<b>Range Level Expectation: Intermediate-Mid</b>	
The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.	
<b>Concepts and skills students master:</b>	
1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Express and support opinions about topics appropriate to grade level</li> <li>Initiate, sustain, and conclude conversations on a wide variety of general knowledge, personal and academic topics</li> <li>Persuade, negotiate, or offer advice about issues or points of view</li> <li>Use a wide range of strategies to negotiate meaning</li> <li>Paraphrase, ask questions, circumlocute, and self-correct as needed to sustain communication</li> </ol>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>How does the context (people, place, purpose) affect how people engage in conversations with those who speak another language?</li> <li>How do particular words and phrases help to start, maintain, and end conversations more effectively?</li> <li>How do misunderstandings occur and how can they be addressed?</li> </ul> <b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>Communication via webinars and video conferences takes place in multiple languages.</li> <li>Exchanging ideas and opinions with people from different cultures can provide new perspectives on local and international issues.</li> </ul> <b>Nature of World Languages:</b> <ul style="list-style-type: none"> <li>Successful language learners find opportunities to communicate with other speakers of the target language.</li> <li>Successful language learners recognize and correct their own errors and accept corrections from others.</li> </ul>

Now check out other pages to see PGC, at different range-levels. That's how it works. They are parallel and use Bloom's taxonomy and Dept of Knowledge terminology to increase critical thinking. Other skills and questions on the right side are meant to give ideas and provoke thought. All new Colorado standards are in the same format, but they use grade level expectations. The rest of the writing in the document supports all this work and second language learning.

# ACTFL Proficiency Guidelines Range Chart

