



# Recommendation:

VSBE adopt the American Council on the Teaching of Foreign Language (ACTFL), World-Readiness Standards for Learning Languages to replace the Grade Expectations for Vermont's Framework of Standards and Learning Opportunities, Standards for Non-Native Learners.



# ACTFL and Education Quality Standards

- 2120.1 Instructional Practices
- 2120.5 Curriculum Content
- 2120.6 Curriculum Coordination
- 2120.7 Graduation Requirements
- 2123.2 Local Comprehensive Assessment Systems

# Rationale for Adoption

- Vermont Standards that are national in scope already exist in Language Arts, Math, Science, Social Studies, the Arts, Financial Literacy and Technology
- The ACTFL standards would provide:
  - common, rigorous learning goals for Vermont students within a proficiency-based system
  - access to national resources
  - emphasis on both content and skills for informed and engaged cultural appreciation and interaction



# What Do Vermont Educators Say?

91 % of the educators that were surveyed are currently using ACTFL, World-Readiness Standards for Learning languages to guide the development of their SU/SD's world language curriculum, instruction and assessment.(n=123)



# When asked if the State Board of Education should adopt ACTFL, World-Readiness Standards for Learning Languages as Vermont's World Language standards:

- 72% responded YES
- 4% responded NO
- 24% responded UNSURE



# Further analysis conveyed the importance of the following characteristics of world language standards from those considered “Unsure”:

- Allows for the integration of transferable skills, including effective communication in a second language – 79% agreed
- Provides a clear goal of cultural competency- 78% agreed
- Uses terminology that is consistent in a proficiency-based system- 75% agreed
- Provides Can-Do statements which are segmented by skill- 75% agreed
- Is national in scope and allows for increased access to resources and curriculum- 67% agreed



# WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

ACTFL clearly addresses the concerns of those who are unsure of adoption through the established Goal Areas and Standards

GOAL AREAS	STANDARDS	
<p><b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>Presentational Communication:</b> 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.</p>
<p><b>CULTURES</b> Interact with cultural competence and understanding</p>	<p><b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p><b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>
<p><b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p><b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p><b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<p><b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p><b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>
<p><b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p><b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>



# Implementation Steps

- Notify the field of standards adoption
- Embed new ACTFL, World-Readiness Standards for Learning Languages within all professional learning tasks at workshops and conferences
- Work with the field to develop sample proficiency indicators and Proficiency-based Graduation Requirements

# RESOURCES

## American Council on the Teaching of Foreign Language (ACTFL), World-Readiness Standards for Learning Languages



## Vermont Foreign Language Association

