

World Language Proficiencies

VT Content Area Graduation Proficiencies and Performance Indicators:

- Are required by Section 2120.8 of the Education Quality Standards
- Reflect existing learning standards required by the VT State Board of Education (CCSS, NGSS, C3, Jump\$tart, and ACTFL)
- Are designed to be used in conjunction with the VT Transferable Skill Graduation Proficiencies, which outline students' desired skills and habits across content areas
- Include three sets of performance indicators differentiated by level of language acquisition – novice, intermediate, advanced (ACTFL recognizes levels beyond advanced, but they are not within the scope of this document)
- Serve as benchmarks of learning progression for all learners, irrespective of entry point

This document is designed to:

- Assist Vermont schools and Supervisory Districts/Unions in developing learning requirements and expectations for their students
- Promote consistency across schools and Supervisory Districts/Unions for transfer students
- Increase personalization and flexibility for instruction and learning
- Help build curriculum and steer assessment development
- Support formative assessment practices, including Performance Assessment
- Assist in the collection of data to inform achievement of Transferable Skills
- Support achievement of the expected standards

The Vermont *Benchmarks and Indicators* for Proficiency in Non-Native Languages were written with a variety of audiences in mind: preschool to college world-language teachers and teacher educators, curriculum developers, administrators, policymakers at all levels of government, parents, and business and community leaders. The goal of this document is to describe for all of these audiences what language learners should be able to do at various proficiency levels; it does not prescribe how learners should get there. This document is adapted from the New Hampshire Association of World Language Teachers.

It is our intent to ensure that all learners, regardless of age, have access to language learning. We encourage educators to implement these indicators with the understanding that individual teachers can be flexible in adapting them to meet the developmental stage and level of readiness of their students.

Contact Information:

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The PBGRs were developed in collaboration with the Vermont Foreign Language Association and the following world-language educators: Kerilyn Bristow, Natasha Causton, Catharine Cooke, Dorothy Goulet, Lily Hart, Zalfa Kasti, Erika Lindberg, Allison Litten, Jennifer Loiseau, Nicole Noce, Karine Poulin, Jessica Ramirez, Julie Torres, Caresse Whyte, and Mary Woods.

Spotlight on Equity: The Spotlight on Equity provides a list of considerations for the purpose of providing an equity literate and socially conscious lens to the teaching and learning of world language as well as to recognize the historic economic exclusion and marginalization of minority groups and communities. When grade-level appropriate, educators may use these topics to critically engage students in socially relevant world language conversations and opportunities. The enumerated considerations are not a complete list, but rather a starting point on which to begin historically and socially relevant conversations.

There are also authentic connections to equity, media and digital literacy which should be incorporated into the teaching and learning of a culturally sustaining world language curriculum to aide in the development of bi- and multi-literate students.

GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS NOVICE LEVEL	PERFORMANCE INDICATORS INTERMEDIATE LEVEL	PERFORMANCE INDICATORS ADVANCED LEVEL
<p>1. INTERPRETIVE COMMUNICATION</p> <p>Learners can understand and analyze the main message and supporting details from a variety of spoken, written, or viewed/signed texts on developmentally appropriate topics.</p> <p>Spotlight on Communication Equity:</p> <ul style="list-style-type: none"> • Civil Discourse • Activism • Implicit Bias • Identity • Perspective 	<p>Learners can identify the general topic and understand basic information about a limited range of familiar topics in everyday contexts from spoken, written, or viewed/signed texts.</p>	<p>Learners can understand the main idea and some details about a range of familiar topics in various contexts in spoken, written, or viewed/ signed texts.</p>	<p>Learners can understand and analyze the main message and supporting details from a variety of familiar and unfamiliar topics across various time frames from spoken, written, or viewed/ signed texts.</p>

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<p>2. PRESENTATIONAL COMMUNICATION</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and/or narrate on a variety of developmentally appropriate topics, using media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Spotlight on Communication Equity:</p> <ul style="list-style-type: none"> • Civil Discourse • Activism • Implicit Bias • Identity • Perspective 	<p>Learners can speak, sign, and/or write to provide information about personal and familiar topics in everyday contexts using rehearsed or acquired words, phrases, simple sentences, and/or questions.</p>	<p>Learners can speak, sign, and/or write to make presentations about familiar and researched concrete topics, express viewpoints, and/or tell a personal story using a series of connected sentences and/or questions.</p>	<p>Learners can speak, sign and/or write to give detailed presentations, narrate events, and present viewpoints or arguments, with supporting evidence about a broad range of topics using organized, paragraph-length discourse across various time frames.</p>
<p>3. INTERPERSONAL COMMUNICATION</p> <p>Learners can use language and cultural awareness to engage in developmentally appropriate, two-way communication, spontaneous conversations, and/or unrehearsed exchanges for the purpose of establishing relationships (e.g., transactional, social, academic).</p> <p>Spotlight on Communication Equity:</p> <ul style="list-style-type: none"> • Civil Discourse • Activism • Implicit Bias • Identity • Perspective 	<p>Learners can interact with others to request and exchange information; express basic needs, preferences, or feelings; use a variety of acquired words, phrases, simple sentences, and/or questions on familiar topics in everyday contexts.</p>	<p>Learners can interact with others to request and exchange information, meet needs; express preferences, opinions, or feelings; provide basic advice by creating strings of acquired and original sentences, and/or questions on familiar and researched topics in a variety of contexts.</p>	<p>Learners can maintain conversations, exchange information, provide explanations, and make comparisons across various time frames about a broad range of topics using paragraph-length discourse; negotiate and resolve an unexpected complication that arises in familiar situations.</p>

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<p>4. INTERCULTURAL COMPETENCE</p> <p>Learners can demonstrate knowledge of practices and products as well as interpret cultural perspectives in a developmentally appropriate way.</p> <p>Spotlight on Cultural Equity:</p> <ul style="list-style-type: none"> • Globalism • Diversity • Multiculturalism • Community • Social Change 	<p>Learners can identify products and/or practices of target-language communities and/or understand cultural perspectives. Learners can demonstrate their understanding through gestures, visuals, single words, or phrases in the target language; or in the native language as developmentally appropriate.</p>	<p>Learners can explain and/or compare products and/or practices of target-language communities and/or understand cultural perspectives. Learners can demonstrate their understanding through gestures, visuals, and/or simple statements in the target language or in their native language as developmentally appropriate.</p>	<p>Learners can analyze, compare and contrast products and/or practices of target-language communities and understand cultural perspectives. Learners can demonstrate their understanding through gestures, visuals, and discourse in the target language.</p>