WISCONSIN STANDARDS FOR

World Languages

Wisconsin Department of Public Instruction

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Wisconsin Department of Public Instruction
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Madison, Wisconsin

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Table of Contents

Foreword ..... **iv**
Acknowledgements ..... **v**

Section I: Wisconsin's Approach to Academic Standards **1**
Purpose of the Document 2
What Are Academic Standards? 3
Relating the Academic Standards to All Students 4
Ensuring a Process for Student Success 5

Section II: Wisconsin Standards for World Languages **7**
What is World Language Education? 8
World Language Education in Wisconsin 8
Standards Structure 10

Section III: World Language Standards **13**
Standard 1: Interpretive Communication 23
Standard 2: Interpersonal Communication 27
Standard 3: Presentational Communication 31
Standard 4: Intercultural Communication 34
Standard 5: Global Competence and Community Engagement 36
Key Terms and References 38

Foreword

On June 3, 2019, I formally adopted the *Wisconsin Standards for World Languages*. This revised set of academic standards provides a foundational framework that identifies what students should know and be able to do in world languages.

The adoption of the *Wisconsin Standards for World Languages* was the culmination of work led by a writing committee of Wisconsin educators who shared their expertise in kindergarten through post-secondary world language teaching and learning. The public and legislature provided feedback for the writing committee to consider throughout the Wisconsin's Academic Standards review and revision process.

World language learning is an essential part of a comprehensive PK-12 education for all students. The *Wisconsin Standards for World Languages* prepare learners to communicate in languages of our local communities, and the world, with intercultural skill and global competence. The knowledge, skills, and competencies gained through world language education in Wisconsin schools support the overall goal of helping all students become college and career ready.

The Wisconsin Department of Public Instruction will continue to build on this work to support implementation of the standards with resources for the field. I am excited to share the *Wisconsin Standards for World Languages*, which aim to provide all Wisconsin students equity in access to the benefits of multilingualism.

Carolyn Stanford Taylor
State Superintendent

Acknowledgements

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state's academic standards for world languages. Thank you to the State Superintendent's Standards Review Council for their work and guidance through the standards process. A special thanks to the World Languages Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

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Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this guide is to improve world language education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and stakeholders in understanding, developing and implementing course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows *The Guiding Principles for Teaching and Learning (2011)*. In brief, the principles are:

1. Every student has the right to learn.
2. Instruction must be rigorous and relevant.
3. Purposeful assessment drives instruction and affects learning.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- Program structure and integration
- Curriculum redesign
- Staffing and staff development
- Scheduling and student grouping
- Facility organization
- Learning spaces and materials development
- Resource allocation and accountability
- Collaborative work with other units of the school, district and community

What Are the Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local curricula. Implementing revised standards may require some school districts to upgrade school and district teaching and learning frameworks. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all levels of learning. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the *Wisconsin Standards for World Languages* provides a set of important academic standards for school districts to implement. This is connected to a larger vision of every child graduating college, career and community ready. The graphic below illustrates the relationship between academic standards and other critical principles and efforts that function together to educate every child future ready. Here, the vision and set of Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Academic standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to the achievement of students with IEPs (individualized education plans), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as the foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals as part of each student's developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

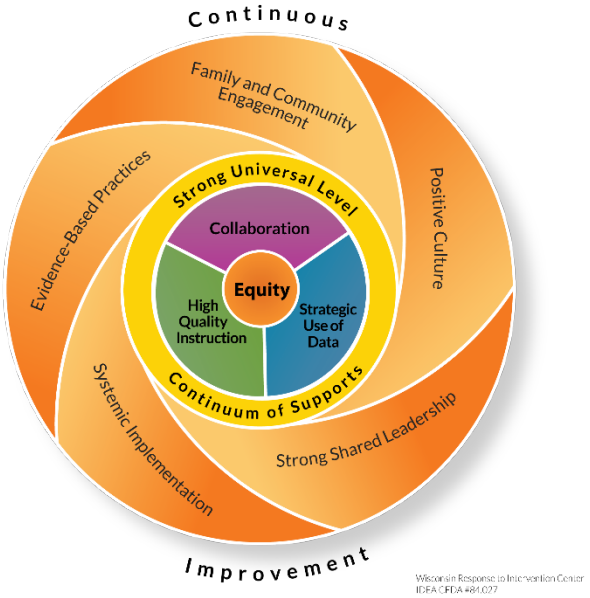
Our Vision: Every Child a Graduate, College and Career Ready

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as a college and career ready graduate guides our beliefs and approaches to education in Wisconsin.

Guided by Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. *The Guiding Principles for Teaching and Learning (2011)* emerge from research and provide the touchstone for practices that truly affect the vision of Every Child a Graduate Prepared for College and Career. When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

Ensuring a Process for Student Success



For Wisconsin schools and districts, implementing the *Framework for Equitable Multi-Level Systems of Supports (2017)* means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of support, the standards can help to ensure that every child will graduate college and career ready.

References

The Guiding Principles for Teaching and Learning. 2011. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from https://dpi.wi.gov/standards/guiding-principles.

Framework for Equitable Multi-Level Systems of Supports. 2017. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from https://dpi.wi.gov/rti.

Section II

Wisconsin Standards for World Languages

What is World Language Education?

More than 350 languages are spoken in homes, schools, workplaces, and community spaces across the United States (American Academy of Arts and Sciences, 2017). These languages are not foreign. They represent indigenous, colonial, immigrant, migrant, and home languages of our nation and of the world. Wisconsin schools offer language programs in modern and classical languages. World languages may be spoken, written, and signed. Languages embody identities and cultures, and diverse ways of knowing and interpreting our world. Learning a new language, or reawakening and preserving indigenous languages, allows students to access more information, ideas, perspectives, and opportunities. World language learners use language for intercultural communication within our linguistically and culturally diverse communities. Through the process of learning a new language, students come to better understand their home language, cultural identity, and role in the world. World language education is critical for successful engagement within our local and global communities and economies, as well as, for the preservation of our diverse linguistic and cultural heritage.

World Language Education in Wisconsin

Equity in Access to the Benefits of Language Learning

The *Wisconsin Standards for World Languages* identify two goal areas, five standards, eighteen learner practices, and a developmental continuum of performance indicators for language learning based on levels of language proficiency. These combined elements result in a framework designed to improve equity in access to meaningful and comparable learning outcomes and opportunities for all world language learners in Wisconsin. Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income (DPI, 2019).

These standards articulate end-of-grade level expectations. Some students - including students who receive special education services through an Individualized Education Program (IEP), students with gifts and talents, and English language learners - may benefit from additional supports or challenges. Some barriers to learning and engagement can be minimized through Universal Design for Learning (UDL). In addition, learning can be personalized through collaboration between educators, school staff, families, and students.

The development of continuous and effective language programs for all students is a priority for our state, as outlined in the *Wisconsin Language Roadmap: Investing in Language Education for a World-Ready Wisconsin* report (Wisconsin Language Roadmap Initiative, 2018).

> *"All students deserve equity in access to learning the languages of our local communities and the world. The world today is interconnected, interdependent, and fiercely competitive. The best education prepares students for college and careers within our global community. Language and cultural learning are critical components of that preparation" (Wisconsin Language Roadmap Initiative, 2018). (Evers, i)*

Standards-based world language learning environments are designed to develop language proficiency through an extended period of study. Current Wisconsin state statutes require Wisconsin school districts to provide access to standards-based world language education in grades 7-12 (Wis. Stat § 121.02(1) (L)5). An increasing number of school districts across the country take advantage of the cognitive benefits of early language learning and offer language education pathways beginning in elementary school and continuing through high school. This approach allows students to attain higher levels of language proficiency by graduation and also provides them the opportunity to acquire additional languages throughout their education and lifetime. This is also the approach used in most nations around the world. Proficiency in more than one language is a major advantage in our global economy.

Wisconsin Standards for World Languages

The *Wisconsin Standards for World Languages* are designed to:

- prepare students to use the language of instruction (target language) to communicate,
- engage in disciplinary content learning,
- investigate and interact within and across cultures,
- participate in diverse contexts and communities,
- compare languages and cultures,
- develop skills for local and global community engagement, and
- access the benefits of multilingualism for college, careers, and personal enrichment.

Wisconsin Standards for World Languages are clear statements that provide a vision for what students should know and be able to do with their language and cultural knowledge and skills. Wisconsin state administrative rules require world language instruction with frequency and duration needed to realize the objectives of a sequential standards-based curriculum (Wis. Admin.Rule PI8.01(L) 4/6). The *Wisconsin Standards for World Languages* provide a foundation for schools to deliver on the promise of standards-based, and proficiency-based language learning. A progression of student learning, as evidenced through the developmental performance indicators within the standards, will require focused and ongoing attention to language proficiency development.

The *Wisconsin Standards for World Languages* are strategically aligned with the national World-Readiness Standards for Learning Languages (The National Standards Collaborative Board, 2015). The national World-Readiness Standards target five goal areas, the “Five Cs” of Communication, Cultures, Connections, Comparisons, and Communities. These goal areas are complemented by Can-Do Statements that articulate learner progress with Interpretive, Interpersonal, Presentational and Intercultural Communication.

Our state standards include proficiency benchmarks for interpretive, interpersonal, and presentational modes of communication from the NCSSFL-ACTFL Can-Do Statements (NCSSFL-ACTFL, 2017) (National Council of State Supervisors for Languages - American Council on the Teaching of Foreign Languages). The NCSSFL-ACTFL Can-Do Statement performance indicators are used, with minor stylistic edits focused on student performance, for Wisconsin Standards one through four. Proficiency benchmarks for intercultural investigation are original to Wisconsin, and the benchmarks for intercultural interaction are adopted from the NCSSFL-ACTFL Can-Do Statements.

The *Wisconsin Standards for World Languages* embed the national goal areas of Cultures, Connections, Comparisons and Communities within core learner practices for each Communication standard and also within a new standard for Global Competence and Community Engagement, based on rubrics for Global Leadership (Asia Society Center for Global Education, 2013). This strategic integration of the "Five Cs" provides a focused purpose and context for language use within our state standards, and through them, within our classrooms.

The image on the left side of following page represents the five C goal areas of the national standards (The National Standards Collaborative Board, 2015). The *Wisconsin Standards for World Languages* integrate these goal areas, and situate their development within a meaningful cultural and community context for learning. The image on the right side of the following page represents our vision for preparing Wisconsin graduates to be world-ready through standards-based world language learning.

Figure 1. National World-readiness Standards for World Languages and the Wisconsin Standards for World Languages (adapted from The National Standards Collaborative Board, 2015, p. 28).

These *Wisconsin Standards for World Languages* leverage the strengths of the national standards and aligned resources within a framework that heightens attention to helping students discover their voice, perspective, and agency within linguistically and culturally diverse local and global communities. Critical components of this development include using the language to compare languages and cultures, learn through and about other disciplines, and to engage in respectful and successful intercultural relationships. Standards- based world language programs prepare students for lifelong learning, professional opportunities, and full participation in the interdependent and multilingual communities locally, and around the world.

As educators plan for learning in the world language classroom, it is important to be familiar with the nuances of the three modes of communication (interpretive, interpersonal and presentational) reflected in national, and state standards. Communication is the core competency and focus of contemporary world language learning environments. Standards-based and proficiency-based language

educators facilitate students' learning "how, when, and why to say what to whom" (The National Standards Collaborative Board, 2015, p. 12) through performance tasks and assessments in these modes of communication. The standards for Intercultural Communication, and Global Competence and Community Engagement provide a meaningful overarching context when planning curricula, thematic units, and project-based learning experiences through which students develop and demonstrate Interpretive, Interpersonal and Presentational communication skills.

Wisconsin Standards for World Languages: An Overview

The *Wisconsin Standards for World Languages* strategically integrate the Communication, Cultures, Connections, Comparisons and Communities Goal Areas of the World Readiness Standards for Learning Languages and prioritize the knowledge, skills, perspectives, and experiences required for communication across cultures and for engagement within local and global communities. Eighteen core learner practices, adapted from the NCSSFL/ACTFL Can-Do Statements and Asia Society Rubrics for Global Leadership, embed cultural products, practices and perspectives, linguistic and cultural comparisons, connections to other disciplines and perspectives, and reflection on language and cultural learning within five standards. This is outlined in the chart below.

Goal Area: Communication

Standard 1 **Interpretive Communication**	Standard 2 **Interpersonal Communication**	Standard 3 **Presentational Communication**
Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.

Goal Area: Cultural and Global Competence

Standard 4 **Intercultural Communication**	Standard 5 **Global Competence and Community Engagement**
Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.

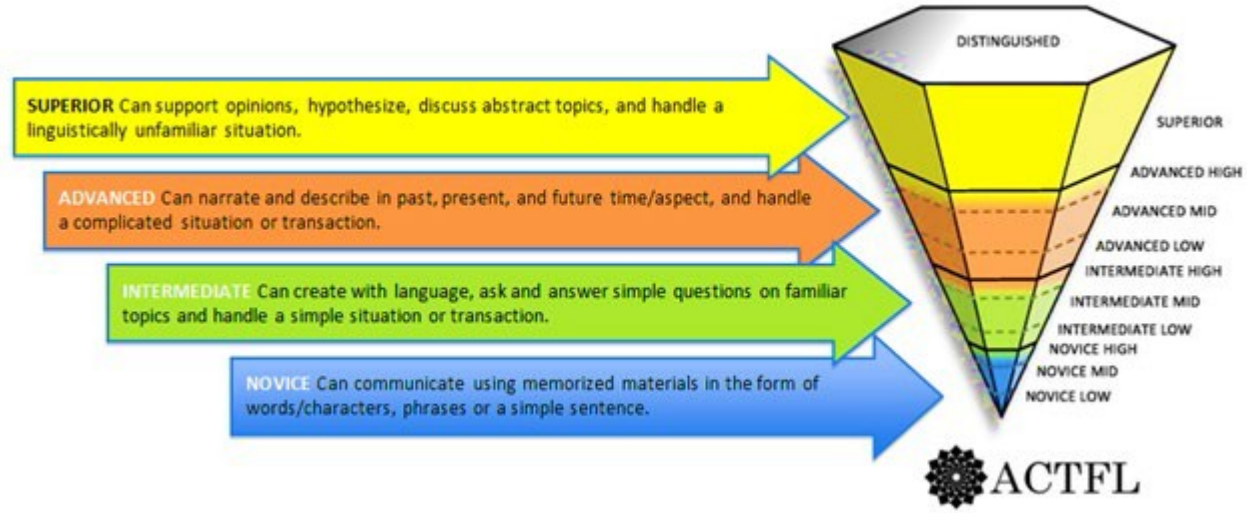
Language Proficiency Levels and Performance Indicators:
Wisconsin's Standards for World Languages include performance indicators that are organized by proficiency level and collectively represent a developmental continuum for language learning. These proficiency levels are taken from the nationally recognized ACTFL Proficiency Guidelines (ACTFL, 2012). Performance indicators, with some modifications, represent the focus and intent of the NCSSFL- ACTFL Can-Do Statements and capture what classroom language performance looks like at a designated level of language proficiency. It is important to note that a student's classroom language performance, based on well-practiced skills, is likely to exceed their actual language proficiency which represents independent and sustained language use in new contexts beyond the classroom.

The level of proficiency attained through a world language program will vary by quality, intensity, and duration of learning. An early start to an extended sequence of effective standards-based and proficiency-based language learning will result in higher levels of language proficiency development. For example, students in dual language immersion programs may have the opportunity to develop Advanced language proficiency while students who study a language no longer than two years in high school may not move beyond Novice level language skills. It is important to note that, for native speakers of English, a longer period of study is often required to reach advanced proficiency in languages such as Arabic, Chinese, Japanese, Korean, and Russian, due to significant differences in writing and phonological systems. Providing access to extended pathways in a diverse menu of languages is responsive to student interests and addresses business and community language needs.

Standards-based and proficiency-based language education programs improve equity in student access to the academic, personal, and career benefits of language learning. Many districts provide language and global learning pathways that prepare students for recognition through Wisconsin's Seal of Biliteracy and Global Education Achievement Certificate Program. Students must demonstrate a minimum of Intermediate High language proficiency to qualify for the Seal of Biliteracy, and take four or more years of a single high school world language, in addition to other program requirements, to be recognized as a Global Scholar. All students benefit from an early start to an uninterrupted pathway leading to Intermediate and Advanced language proficiency.

Broad descriptors of the ACTFL proficiency bands are described in the image that follows. For more detailed descriptions of each band, and the sublevels within, review the ACTFL Proficiency Guidelines and Performance Descriptors for Language Learners (ACTFL, 2015). Performance Indicators within the *Wisconsin Standards for World Languages* include the three sublevels (low, mid, and high) within the Novice, Intermediate, and Advanced language proficiency bands. These sublevels allow teachers and students to target, observe, and reflect on progress within, and across levels. These sublevels are represented within these

standards as follows: Novice Low (n1), Novice Mid (n2), Novice High (n3), Intermediate Low (i4), Intermediate Mid (i5), Intermediate High (i6), Advanced Low (a7), Advanced Mid (a8), and Advanced High (a9).



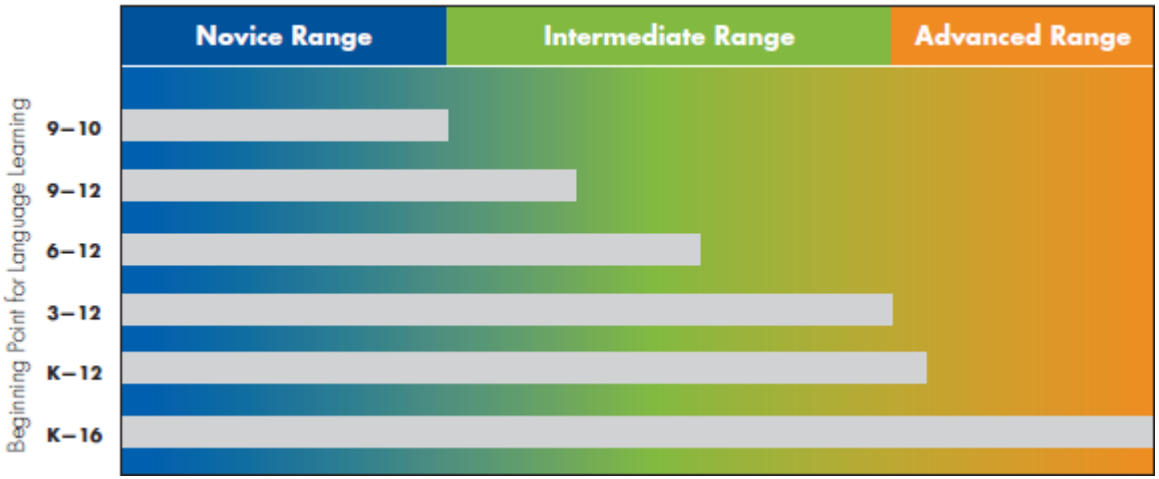
Language Proficiency Bands

The ACTFL Proficiency Guidelines provide detailed descriptions of each language proficiency level organized by the four skill domains of listening, speaking, reading, and writing (ACTFL, 2012). Familiarity with this framework is critical to the design and implementation of proficiency-based language education programs.

The *Wisconsin Standards for World Languages* include performance descriptors to be targeted through K-12 learning environments for Novice, Intermediate, and Advanced proficiency bands. Superior level language proficiency may be within reach for students who continue learning and using a language beyond high school and through community and career engagement. It is critical to recognize that to become proficient in a new language through a formal education program requires active language use, and an extended period of study. The chart that follows, based on national world language program data, illustrates the relationship between years of study and average proficiency outcomes. It is important to note that effective teaching needs to be complemented by adequate hours of instruction to realize the performance goals represented in this illustration. This information is useful for program design and student advising. Language learning, in this regard, is like learning a

sport or playing a musical instrument. To master a new language requires extensive practice, feedback, and performance over time. Student language learning outcomes are dependent on how well programs are designed and implemented to deliver on the promise of language proficiency.

Time as a Critical Component for Developing Language Performance



ACTFL Performance Descriptors for Language Learners ©ACTFL, Inc., 2012

Standards-based Program Design and Planning for Learning

These standards, learner practices, and performance indicators for world languages are descriptive rather than prescriptive. They do not prescribe what content to teach. They do provide a vision for a well-balanced skill set of what learners should come to know and be able to do through their learning over time. These standards, learner practices, and performance indicators are designed to guide program, curricula, unit, and lesson level instructional planning. The same standard and learner practice can be targeted across proficiency levels, languages, program models, and learner profiles with adaptations based on academic content, thematic focus, student proficiency level and developmental age. The standards, learner practices, and performance indicators are a point of departure for setting language program goals, identifying what will count as evidence of learning, and what teaching and learning experiences will prepare students to successfully meet the standard. The components of the standards also provide educators a shared framework for collaborative planning, common assessments, articulation, and student placement.

The *Wisconsin Standards for World Languages* focus on student learning through course content that is relevant, authentic, engaging, developmentally appropriate, and linguistically and culturally responsive. Realization of the standards requires learning environments that facilitate meaning making, communication, and purposeful language use within, and beyond the classroom.

High-Leverage Teaching Practices

The most significant predictor of student learning is an effective teacher (Measures of Effective Teaching Study, 2009). Classroom practices that support standards-based learning environments, and language proficiency development include use of the target language for 90%, or more, of teaching and learning time. This is critical for building student confidence, accuracy, fluency, and independence with language use (ACTFL, 2010) Teaching in the target language requires planning how to help students comprehend authentic language they hear, read, or view. Student language proficiency development requires teachers to plan how to check for understanding and learning along the way. Learning experiences in proficiency-based classrooms focus on preparing students to use the language independently through feedback on interpretive, interpersonal, and presentational communicative tasks. Teachers, in standards-based and proficiency-based classrooms, share performance goals with students to make them active agents of their own learning. In these contexts, teachers identify and strategically align the function, structures and vocabulary students need for success on performance assessments. Authentic resources and meaningful classroom activities support student progress toward the identified performance goals. World language learners benefit from administrator, instructional coach, teacher educator and classroom teacher efforts to realize effective language education pedagogies. Core Practices for World Language Learning (ACTFL, 2017), the Teacher Effectiveness for Language Learning Project (National Foreign Language Center, n.d.) framework, and STARTALK-Endorsed Principles for Effective Teaching and Learning (National Foreign Language Center, 2008) are valuable resources for professional learning aligned with the *Wisconsin Standards for World Languages*. The Principles for Effective World Language Programs by NADSFL (2015) are also useful as a frame of reference for standards-based and proficiency-based program leadership, design, and evaluation.

Literacy for learning in World Languages

An alignment exists between the World-Readiness Standards and the Wisconsin Standards for English Language Arts (2010) that is useful for planning learning with attention to disciplinary literacy. This resource, commonly referred to by educators as "the crosswalk", is useful for defining literacy development essentials through reading, writing, speaking, listening, and language within world language education programs (ACTFL, 2013). In language classrooms of the past, students learned about language through grammar practice, vocabulary drills, and dialogue memorization. Contemporary world language educators strive to facilitate disciplinary and cultural learning through active use of the target language grounded in purposeful, relevant, and content-rich thematic units of study. Today's world language educators also facilitate the development of media and cultural literacy, and 21st century skills, such as critical thinking, collaboration, and creativity. The 21st Century Skills Map for Learning World Languages (Partnership for 21st Century Skills, 2011) provides useful examples of 21st century skill development tasks in each of the three modes of communication (interpretive, interpersonal and presentational). World language programs prepare

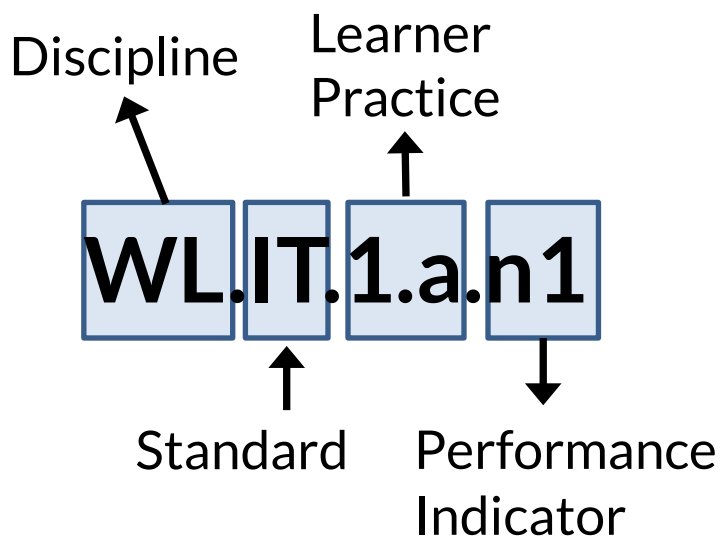
graduates who are multilingual, multiliterate, and well-prepared to apply their knowledge and skills within diverse communities and contexts.

World-Ready Graduates

Wisconsin schools are preparing graduates who are college, career, community, and world-ready. Proficiency in one or more world languages, in addition to English, along with related intercultural skills and global competence, are critical dimensions of community and world-readiness. The *Wisconsin Standards for World Languages* articulate what learners should know and be able to do as they progress toward Advanced proficiency in languages other than English. World language learning is a core component of a comprehensive 21st century education. Standards-based and proficiency-based world language education programs prepare learners who are not only well-rounded, but also workforce and world-ready.

Standards Structure

The *Wisconsin Standards for World Languages* follow a specific structure.



Standards Formatting

- **Goal Area:** Focus for Learning
- **Standard**: Broad statement that tells what students are expected to know or be able to do
- **Learner Practice**: Description of measurable and functional learning tasks
- **Proficiency-based Performance Indicators**: Description of how well students perform a learner practice
  Novice Low (n1), Novice Mid (n2), Novice High (n3), Intermediate Low (i4), Intermediate Mid (i5), Intermediate High (i6), Advanced Low (a7), Advanced Mid (a8), and Advanced High (a9)

  *Performance Indicators for Standards 4 and 5 do not include sub-levels for Novice, Intermediate and Advanced proficiency bands and are designed for extension over time

Sample View of Organizational Framework for Learner Practice 1.a

Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpretive Communication (IT) - Students will use the language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

Proficiency-Based Performance Indicators

Learner Practices	Novice	Intermediate	Advanced
	Students identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	Students demonstrate understanding of the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	Students demonstrate understanding of the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.
1.a Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.	WL.IT.1.a.n1 Identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	WL.IT.1.a.i4 Identify the topic and related information from simple sentences in short informational texts.	WL.IT.1.a.a7 Identify the underlying message and some supporting details across major time frames in descriptive informational texts.
	WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.	WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.	WL.IT.1.a.a8 Demonstrate understanding of the underlying message and most supporting details across major time frames in descriptive informational texts.

Section III

Discipline: World Language (WL) Standards

Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpretive Communication (IT) - Students will use the language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

Proficiency-Based Performance Indicators

Learner Practices	Novice Low-High	Intermediate Low-High	Advanced Low-High
	Students identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	Students demonstrate understanding of the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	Students demonstrate understanding of the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.
1.a Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.	WL.IT.1.a.n1 Identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	WL.IT.1.a.i4 Identify the topic and related information from simple sentences in short informational texts.	WL.IT.1.a.a7 Identify the underlying message and some supporting details across major time frames in descriptive informational texts.
	WL.IT.1.a.n2 Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.	WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.	WL.IT.1.a.a8 Demonstrate understanding of the underlying message and most supporting details across major time frames in descriptive informational texts.

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Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpretive Communication (IT) - Students will use the language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities. (cont'd)

Proficiency-Based Performance Indicators

1.a Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts. (cont'd)	WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts.	WL.IT.1.a.i6 Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.	WL.IT.1.a.a9 Follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.
1.b Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	WL.IT.1.b.n1 Identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	WL.IT.1.b.i4 Identify the topic, and related information from simple sentences in short fictional texts.	WL.IT.1.b.a7 Follow the main story, and some supporting detail across major time frames in fictional texts.
	WL.IT.1.b.n2 Identify some basic facts from memorized words, and phrases when they are supported by gestures or visuals in fictional texts.	WL.IT.1.b.i5 Demonstrate understanding of the main idea, and key information in short straightforward fictional texts.	WL.IT.1.b.a8 Identify the underlying message and some supporting details across major time frames in descriptive informational texts.

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Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpretive Communication (IT) - Students will use the language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities. (cont'd)

Proficiency-Based Performance Indicators

1.b Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. (cont'd)	WL.IT.1.b.n3 Identify the topic, and some isolated elements from simple sentences in short fictional texts.	WL.IT.1.b.i6 Follow the main story, and actions expressed in various time frames in paragraph-length fictional texts.	WL.IT.1.b.A9 Follow the flow of ideas, and some nuances from different viewpoints in most fictional texts.
1.c Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	WL.IT.1.c.n1 Demonstrate understanding of memorized, or familiar words when they are supported by gestures or visuals in conversations.	WL.IT.1.c.i4 Identify the main idea in short conversations.	WL.IT.1.c.a7 Demonstrate understanding of the main message, and some supporting details across major time frames in conversations and discussions.
	WL.IT.1.c.n2 Identify some basic facts from memorized words, and phrases when they are supported by gestures or visuals in conversations.	WL.IT.1.c.i5 Identify the main idea, and key information in short straightforward conversations.	WL.IT.1.c.a8 Demonstrate understanding of the main message, and most supporting details across major time frames in conversations and discussions.

NOTE: This standard continued on next page.

Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpretive Communication (IT) - Students will use the language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities. (cont'd)

Proficiency-Based Performance Indicators

1.c Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts. (cont'd)	WL.IT.1.c.n3 Demonstrate understanding of familiar questions, and statements from simple sentences in conversations.	WL.IT.1.c.i6 Demonstrate understanding of the main idea, and flow of events expressed in various time frames in conversations and discussions.	WL.IT.1.c.a9 Follow the flow of ideas, and some nuances from different viewpoints in conversations and discussions.

Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 2: Interpersonal Communication (IP) - Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.

Proficiency-Based Performance Indicators

Learner Practices	Novice Low-High	Intermediate Low-High	Advanced Low-High
	Students communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	Student participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	Students maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.
2.a Students exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.	WL.IP.2.a.n1 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.IP.2.a.n2 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	WL.IP.2.a.i4 Request, and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	WL.IP.2.a.a7 Exchange information, and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. WL.IP.2.a.a8 Conduct and sustain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.

NOTE: This standard continued on next page.

Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 2: Interpersonal Communication (IP) - Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities. (cont'd)

Proficiency-Based Performance Indicators

2.a Students exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions. (cont'd)	WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	WL.IP.2.a.i6 Exchange information in conversations, and some discussions on a variety of familiar and some concrete topics that have been researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	WL.IP.2.a.a9 Discuss and sometimes debate, a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.
2.b Students meet their needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	WL.IP.2.b.n1 Express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. WL.IP.2.b.n2 Express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.	WL.IP.2.b.i4 Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. WL.IP.2.b.i5 Interact with others to meet basic needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow up questions.	WL.IP.2.b.a7 Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames. WL.IP.2.b.a8 Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.

NOTE: This standard continued on next page.

Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 2: Interpersonal Communication (IP) - Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities. (cont'd)

Proficiency-Based Performance Indicators

2.b Students meet their needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. (cont'd)	WL.IP.2.b.n3 Interact with others to meet basic needs related to routine everyday activities, using simple sentences and questions most of the time.	WL.IP.2.b.i6 Interact with others to meet individual needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	WL.IP.2.b.a9 Interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.
2.c. Students express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	WL.IP.2.c.n1 Express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	WL.IP.2.c.i4 Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	WL.IP.2.c.a7 Conduct and sustain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.
	WL.IP.2.c.n2 Express one's own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.	WL.IP.2.c.i5 Exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	WL.IP.2.c.a8 Conduct and sustain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.

NOTE: This standard continued on next page.

Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 2: Interpersonal Communication (IP) - Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities. (cont'd)

Proficiency-Based Performance Indicators

2.c. Students express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions. (cont'd)	WL.IP.2.c.n3 Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	WL.IP.2.c.i6 Explain preferences, opinions, and emotions, and provide advice on a variety of familiar and some concrete topics that have been researched, using connected sentences in discourse that may combine to form paragraphs and asking a variety of questions, often across various time frames.	WL.IP.2.c.a9 Discuss, support, and sometimes debate, opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.

Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 3: Presentational Communication (PS) - Students use the target language, and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.

Proficiency-Based Performance Indicators

Learner Practices	Novice Low-High	Intermediate Low-High	Advanced Low-High
	Students present information on both very familiar, and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	Students communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	Students deliver detailed, and organized presentations on familiar, as well as, unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.
3.a Students present information, and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.	WL.PS.3.a.n1 Introduce self using practiced, or memorized words and phrases, with the help of gestures or visuals.	WL.PS.3.a.i4 Present personal information about life, activities and events, using simple sentences.	WL.IP.2.a.a7 Exchange information, and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.
	WL.PS.3.a.n2 Present information about interests and activities using a mixture of practiced or memorized words, phrases and simple sentences.	WL.PS.3.a.i5 Tell a story about life, activities, events and other social experiences, using sentences and series of connected sentences.	WL.PS.3.a.a8 Tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.

NOTE: This standard continued on next page.

Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 3: Presentational Communication (PS) - Students use the target language, and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment. (cont'd)

Proficiency-Based Performance Indicators

3.a Students present information, and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events. (cont'd)	WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.	WL.PS.3.a.i6 Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.	WL.PS.3.a.a9 Give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.
3.b Students present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion or persuasive argument.	WL.PS.3.b.n1 Express likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	WL.PS.3.b.i4 Express and explain preferences on familiar and everyday topics of interest using simple sentences.	WL.PS.3.b.a7 State a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.
	WL.PS.3.b.n2 Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.	WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	WL.PS.3.b.a8 Present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.
	WL.PS.3.b.n3 Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.	WL.PS.3.b.i6 State a viewpoint on familiar or researched topics, and provide reasons to support it, using a few short paragraphs, often across various time frames.	WL.PS.3.b.a9 Clearly and accurately present an argument, which may be hypothetical, with supporting evidence on complex concrete issues.

NOTE: This standard continued on next page.

Goal Area: Communication (CM) – Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 3: Presentational Communication (PS) - Students use the target language, and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment. (cont'd)

Proficiency-Based Performance Indicators

3.c. Students present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	WL.PS.3.c.n1 Name very familiar people, places, and objects using practiced, or memorized words and phrases with the help of gestures or visuals.	WL.PS.3.c.i4 Present on familiar, and everyday topics using simple sentences.	WL.PS.3.c.a7 Deliver presentations on some concrete academic, social and professional topics of interest using paragraphs across major time frames.
	WL.PS.3.c.n2 Present on very familiar and everyday topics using a mixture of practiced, or memorized words, phrases and simple sentences.	WL.PS.3.c.i5 Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences.	WL.PS.3.c.a8 Deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest using organized paragraphs across major time frames.
	WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.	WL.PS.3.c.i6 Research and give detailed presentations on a variety of familiar topics and some concrete topics using a few short paragraphs, often across various time frames.	WL.PS.3.c.a9 Deliver cohesive presentations on a variety of complex, concrete topics, which may be hypothetical, related to community interests and some specialized fields.

Goal Area: Cultural and Global Competence (CGC) – Students interact with cultural and global competence.

Standard 4: Intercultural Communication (IC) - Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices and perspectives of diverse and dynamic cultures within their local and global communities.

Proficiency-Based Performance Indicators

(Differentiate for low, mid, high performance within proficiency band)

Learner Practices	**Novice Low-High**	**Intermediate Low-High**	**Advanced Low-High**
	Students investigate cultural products and practices of their own and other cultures to build understanding of perspectives.	Students compare cultural products and practices of their own and other cultures to deepen understanding of perspectives.	Students explain cultural products and practices in their own and other cultures and how they relate to cultural perspectives.
4.a Students use, and improve their linguistic and cultural skills to investigate, explain, and reflect on the relationship between cultural products and perspectives.	WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.	WL.IC.4.a.i+ Compare, in my own and other cultures, products related to everyday life and personal interests, or studies.	WL.IC.4.a.a+ Explain how, in my own and other cultures, a variety of products of public and personal interest are related to perspectives.
4.b Students use and improve their linguistic and cultural skills to investigate, explain, and reflect on the relationship between cultural practices and perspectives.	WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.	WL.IC.4.b.i+ Compare practices, in my own and other cultures, related to everyday life and personal interests.	WL.IC.4.b.a+ Explain how practices in familiar and social situations, in my own and other cultures, relate to perspectives.

NOTE: This standard continued on next page

Goal Area: Cultural and Global Competence (CGC) – Students interact with cultural and global competence.

Standard 4: Intercultural Communication (IC) - Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices and perspectives of diverse and dynamic cultures within their local and global communities. (cont'd)

Proficiency-Based Performance Indicators

(Differentiate for low, mid, high performance within proficiency band)

Learner Practices	**Novice Low-High** Students interact at a language survival level in some familiar everyday contexts.	**Intermediate Low-High** Students interact at a functional level in some familiar contexts.	**Advanced Low-High** Students interact at a competent level in familiar and some unfamiliar contexts.
4.c Students use the language to interact with members of their local and global community in linguistically and culturally responsive ways.	WL.IC.4.c.n+ Communicate with others from the target culture in familiar, everyday situations using memorized language, and showing basic cultural and linguistic awareness.	WL.IC.4.c.i+ Converse with others from the target culture in familiar situations at school, work, or play, and show interest in cultural and linguistic similarities and differences.	WL.IC.4.c.a+ Converse comfortably with others from the target culture in familiar, and some unfamiliar situations with responsiveness to cultural and linguistic attributes.
4.d Students use culturally appropriate behaviors as they interact with members of their local and global communities.	WL.IC.4.d.n+ Use appropriate rehearsed behaviors, and recognize some obviously inappropriate behaviors in familiar, everyday situations.	WL.IC.4.d.i+ Recognize that significant differences in behaviors exist among cultures, and use appropriate learned behaviors for successful intercultural communication.	WL.IC.4.d.a+ Transition smoothly from formal to informal styles of behavior, and respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

Goal Area: Cultural and Global Competence (CGC) – Students interact with cultural and global competence.

Standard 5: Global Competence and Community Engagement (GCE) - Students use the target language, and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.

Proficiency-Based Performance Indicators

(Differentiate for low, mid, high performance within proficiency band)

Learner Practices	Novice Low-High	Intermediate Low-High	Advanced Low-High
	Students use words, memorized phrases, images, and lists to interpret, exchange, and present ideas and information in culturally appropriate ways to address questions related to local and global issues.	Students use language creatively as they interpret, exchange, and present ideas and information in culturally appropriate ways. Students use the language to ask, and answer questions on familiar topics and can manage daily interactions, and transactions related to local and global issues.	Students narrate, describe, and reflect on past, present and future experiences and events, and can use the language and cultural insights to address local and global issues.
5.a Students use and improve their language skills and cultural knowledge to examine, compare, and draw conclusions about local and global issues and events.	WL.GCE.5.a.n+ Use evidence from domestic, and international sources to address a question with significance to their local and global community.	WL.GCE.5.a.i+ Pose a research question, examine and assess domestic, and international sources for evidence, and develop an informed position on an issue of local and global significance.	WL.GCE.5.a.a+ Identify and pursue a research project, using domestic, and international sources on an issue of local and global significance.
5.b Students use, and improve their language skills and cultural knowledge as they examine and integrate diverse perspectives and worldviews.	WL.GCE.5.b.n+ Identify different personal and community perspectives on an issue of local and global significance.	WL.GCE.5.b.i+ Compare one's position and perspectives on an issue of local and global significance with those of others.	WL.GCE.5.b.a+ Present and analyze ways varying perspectives influence behaviors, and impact issues of local and global significance.

NOTE: This standard continued on next page

Goal Area: Cultural and Global Competence (CGC) – Students interact with cultural and global competence.

Standard 5: Global Competence and Community Engagement (GCE) - Students use the target language, and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities. (cont'd)

Proficiency-Based Performance Indicators

(Differentiate for low, mid, high performance within proficiency band)

5.c Students use, and improve their language skills and cultural knowledge as they interact, and exchange ideas across boundaries of language, culture, and identity.	WL.GCE.5.c.n+ Exchange information and perspectives on an issue of local and global significance in linguistically and culturally appropriate ways.	WL.GCE.5.c.i+ Exchange diverse positions and perspectives on an issue of local and global significance in linguistically and appropriate ways.	WL.GCE.5.c.a+ Personalize a presentation of a research project on an issue of local and global significance in ways that are responsive to the target audience.
5.d Students use and improve their language skills and cultural knowledge as they engage with others to improve conditions toward sustainable development and collective well-being.	WL.GCE.5.d.n+ Identify options, plan, take steps, and reflect on actions targeting an issue of local and global significance.	WL.GCE.5.d.i+ Assess options, plan, take steps, and reflect on impact of personal and group actions addressing an issue of local and global significance.	WL.GCE.5.d.a+ Plan, execute, and reflect on a research or service project designed to improve conditions related to an issue of local and global significance.
5.e Students set goals, and reflect on their use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.	WL.GCE.5.e.n+ Choose goals for language learning and use for personal or community life, and then monitor and reflect on progress toward those goals.	WL.GCE.5.e.i+ Identify goals for language learning and use for personal or community life, and then reflect on progress in order to plan next steps.	WL.GCE.5.e.a+ Compare goals for and progress with language learning and use for personal or community life with others to identify common challenges and helpful strategies to inform next steps.

Key Terms

Articulation: The relationship between and across levels of instruction. A coherent continuum for learning to support smooth transitions for learners as they continue their language study. Helps educators know the knowledge and skills focus for past, current, and future student learning. Critical for matriculation between elementary, middle, high school, and post-secondary learning environments.

Authentic tasks: Real-life or simulated tasks for language learning and applied use that reflect authentic linguistic and cultural practices.

Authentic texts: Written, typed, oral, signed, and visual materials created for and by the target language community.

Benchmarks: Long-term goals for learning to inform program and course outcomes.

Can-Do Statement: Description of what students can do in the target language.

Community/civic engagement: Developing and applying knowledge, skills, and habits within communities with diverse perspectives to address issues, solve problems, or affect change.

Content: The focus of what is being learned or communicated through the language which may include academic subjects, relevant themes, and cultural learning.

Context: The community, situation, or relevant environment in which the language is learned or used.

Cultural competence: The cultural knowledge, skills, and awareness to represent, and interact within and across cultures in respectful, affirming, and responsive ways.

Cultural literacy: The ability to interpret and engage in a cultural community or context.

Culture: The products, practices, and perspectives of a specified group of people.

Culturally responsive: Practices and curriculum that respect students' cultures and prepares students to interact with respect within the target language culture.

Developmental age: The cognitive, emotional, physical, and social ability associated with a chronological age.

Diverse communities: A variety of linguistically and culturally diverse school, local, national, and international communities.

Disciplinary literacy/learning: The intersection of content knowledge, experiences, and skills with the ability to read, write, listen, speak, think critically, and perform in a way that is meaningful within the context of a given field of study or practice.

Dual language immersion: Dual language immersion programs are designed to realize academic achievement, bilingualism and biliteracy in English and a partner language with attention to the development of intercultural skills and global competence. A minimum of 50% of the instructional day, and core academic content learning, is facilitated in the partner language.

Equity: All students have access to educational resources and rigor across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.

Framework: An organizational structure to inform and support teaching and learning.

Functions: What students do with language as they engage with content and interact with others. The active and purposeful use of language.

Global competence: The capacity and disposition to understand and act on issues of global significance in linguistically and culturally responsive ways.

Global Education Achievement Certificate Program: Wisconsin Department of Public Instruction program to improve and recognize students' global competence through school and community-based experiences. Qualifying criteria includes four credits, or the equivalent, of a world language.

Home language: The primary language used in a student's home and/or community.

Intensity: Description of the frequency and duration of instructional time.

Intercultural communication: Use of the language and cultural knowledge to investigate, interpret, explain, interact, and reflect on cultural products, practices, and perspectives relative to their lives and broader communities.

Interpretive communication: Use of target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

Interpersonal communication: Use of target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.

Learner practices: Observable functional learning tasks through which students develop and apply knowledge and skills.

Learner profile: Unique types of learners such as bilingual, heritage, indigenous, and world language learners.

Linguistically and culturally responsive: Seeking understanding of, and interacting in ways that honor, affirm, and develop diverse ways of knowing, being, and communicating within and across cultures.

Media: Variety of text types including film, art, commercials, broadcasts, symbols, etc.

Modern language: Language used in contemporary life.

Multiliterate: Able to communicate meaning across a variety of cultural, social, disciplinary, linguistic, and technological contexts.

Native language: A person's earliest, first, or primary language.

Pathway: A continuum of learning from novice, through intermediate, to advanced language proficiency and beyond.
Performance: The ability to use language that has been learned and practiced in an instructional setting.

Performance indicator: Description of how well students demonstrate a learner practice at a specified proficiency level.

Presentational communication: Use of target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.

Proficiency: The degree to which students can consistently use language, on their own, in real world situations and in linguistically and culturally responsive ways.

Proficiency benchmarks: Learning goals based on the ACTFL proficiency continuum of novice through distinguished level language skills.

Program model: Type of language education program such as one-way and two-way dual language immersion, K-12 world language, heritage language, facilitated language study, etc.

Reawakening: The process of honoring, revitalizing, and sustaining the teaching, learning, and use of American Indian indigenous languages.

Relevant: Related and valuable to student and community experiences, interests, and needs.

Seal of Biliteracy: Academic credential or talent marker recognizing students' bilingualism, biliteracy, and socio-cultural competence. Sequential curriculum: Curricula that reflects an articulated progression of learning within and across contexts.

State administrative rule: Rules within state law that govern operations or conduct.

Student placement: Determining the appropriate learning environment for a student based on their background knowledge and skills.

Target language: The language being taught, assessed, and learned.

Text: A resource that is written, printed, or spoken and carries meaning.

Thematic unit: Instructional plan for an extended period of study based on a meaningful, relevant, and authentic context and content for language learning and performance.

Well-rounded: Education characterized by access to rich and diverse learning experiences that prepare students with the knowledge, skills, and mindset needed for success in our modern world. Includes access to world language learning.

World language: A modern or classical language of the world. Includes the 350 home languages of the United States. World languages may be spoken, written, and signed. Does not include computer languages.

World-ready: Prepared for full participation in the linguistically and culturally diverse communities and contexts of the modern world.

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