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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: May 9, 2014

ACTION: World Language Core Standards

Background:
In April 2014, the revised World Language K-12 Core Standards, along with public comment, were presented to the Board in preparation for Board approval. The standards were revised by a group of world language educators, university professors, parents, and other experts, to move to a proficiency-based model as supported by current research.

Key Points:
The new, proficiency-based World Language Core Standards were requested by multiple school districts, charter schools, teachers, parents, business leaders, universities and legislators. As reported in the April 2014 Board meeting, the standards were open to public comment for a period of six months, including face-to-face meetings around the state. The World Language community is asking for the revised standards to be implemented beginning 2014-2015 school year.

Anticipated Action:
The Standards and Assessment Committee will consider approving the new World Language Standards as part of the Utah Core.

Contact: Brenda Hales. 801-538-7515
Sydnee Dickson, 801-538-7739
Gregg Roberts, 801-538-7743

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

UTAH

WORLD LANGUAGES CORE

STANDARDS FOR PROFICIENCY

GRADES 1-12

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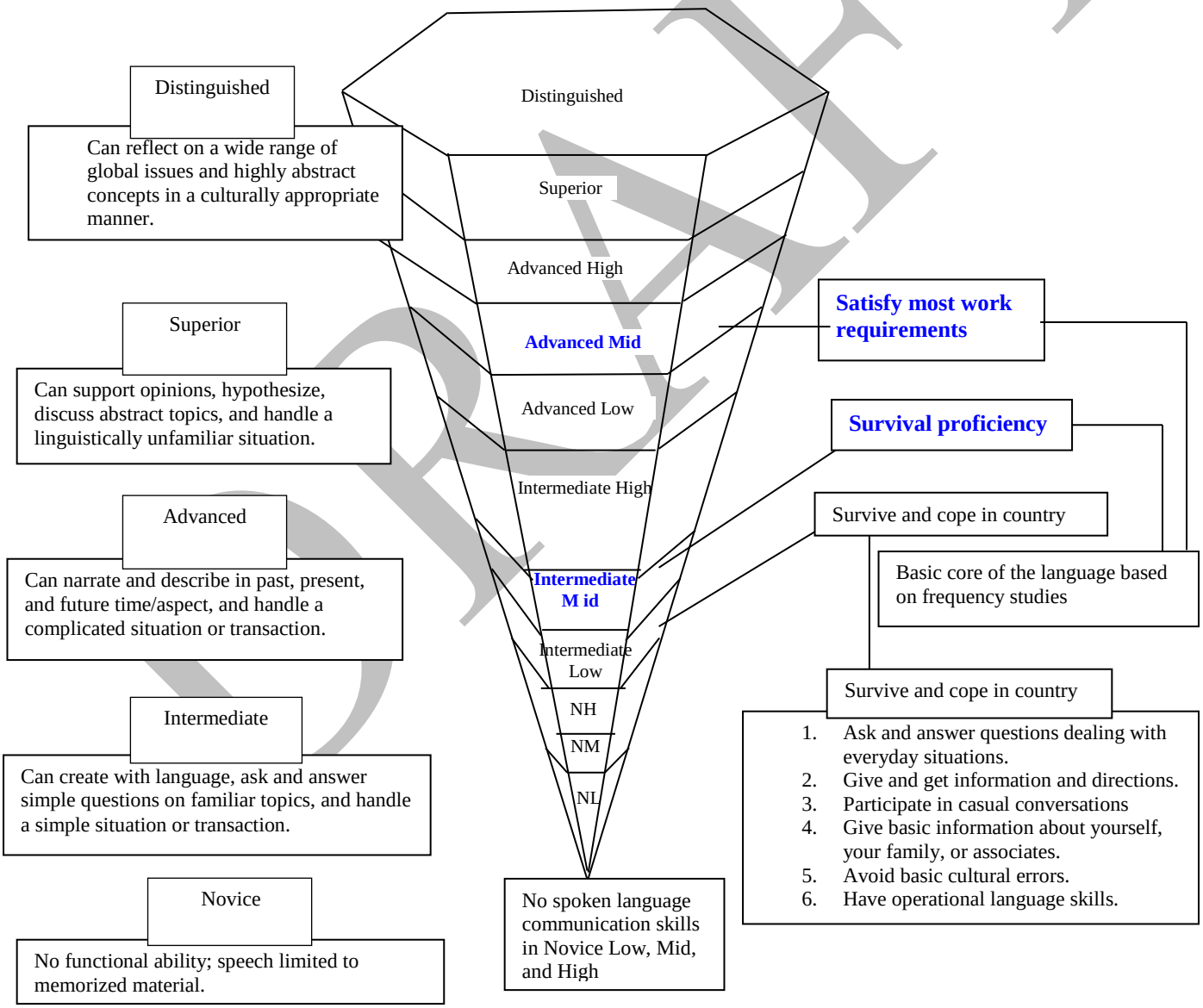
UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

FREQUENTLY ASKED QUESTIONS
UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

- **What is the *Utah World Languages Core Standards for Proficiency*?**

The *Utah World Languages Core Standards for Proficiency* are a description of the competencies a Utah world language learner should demonstrate at three of five proficiency levels as defined in the *2012 American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines*. These guidelines are a description of what individuals can do at five levels of proficiency in speaking, writing, listening, and reading. They imply spontaneous and non-rehearsed performance in a real-world context. The three proficiency levels used for this document, novice through advanced, are further subdivided into low, mid and high sublevels.

The ACTFL Proficiency Pyramid



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- **Given the changing role of world languages in the 21st century global economy, what is the rationale for revising the *2009 Utah World Languages Core*?**

This proficiency approach to learning languages prepares students to be college and career ready and builds state and national language capacity to improve economic competitiveness and strengthen national defense strategies. Equally, it answers the growing need for the critical skills of language and cultural competencies for relationship building—a keystone for success in global business and diverse social environments.

It is the responsibility of the state's educational system to prepare students to compete in an increasingly international job market and to live in an increasingly diverse world. Foreign investment and international trade in Utah have grown dramatically in recent years. Foreign visitors are equally important to the state's tourism industry. All are significant and vital parts of the state economy.

Demonstrating proficiency in a language other than English has potential benefits to learners. Career and technical education programs provide opportunities for learners to obtain industry-recognized certificates that document their skill attainment. Language proficiency can also be documented through a variety of nationally recognized assessments and used in portfolios for potential employment. Military careers now require officers to have second language proficiency and offer incentive pay to recruits and Reserve Officers' Training Corps (ROTC) members. Additionally, candidates with world language proficiency are highly recruited for career opportunities in agriculture, health care, law enforcement, and business.

The rationale for the creation of this document stems from the need to provide a more transparent, learner-friendly document that clearly describes benchmarks of what learners can do with language at various stages. Its intent is to recognize that everyone can learn a language, to motivate learning and increase achievement through goal setting and self-assessment, and to facilitate building functional language skills and interculturality. The standard, benchmarks, indicators and targets are meant to guide learning and should be shared with learners and made available to parents and other stakeholders.

- **What is the purpose of the *Utah World Languages Core Standards for Proficiency*?**

In general, the purpose is to clarify the process of language learning. The standard document helps motivate learning by showing how to set achievable goals, self-assess and chart progress by using "I can" statements that facilitate this process. Learners thus take ownership of their individual language development. The standard document guides the facilitation of language learning toward more functional, communicative and intercultural goals, rather than those of language structure and cultural fact. It provides examples of learning targets that can be used regardless of age, class level, or content studied. By posting or citing daily learning targets and celebrating success, teachers can model behavior that leads students to become autonomous learners. This document provides a clearer understanding of what learners need to know and be able to do to move from one level to the next.

<u>For learners,</u> the purpose is to:

1. demystify language learning by simplifying and clarifying the process.
2. provide clear descriptions of what can be done with language at various levels and make expectations more realistic.
3. offer examples of small, incremental, and achievable goals that learners can use as models to set personal goals, self-assess, and chart their own progress.

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For teachers, the purpose is to:

1. guide facilitation of language learning toward more functional, communicative and intercultural goals, rather than those of language structure and cultural fact.
2. provide examples of learning targets that can be used across ages, class levels, or content studied.
3. suggest learning experiences, scenarios, and integrated performance assessment tasks.
4. provide a cross-check for ensuring that each mode of communication and skill is addressed at each level.
5. clarify what learners need to be able to do in order to move from one level to the next.

For parents, administrators, and other stakeholders, the purpose is to:

1. demonstrate how world language learning has moved from a focus on grammar and translation toward effective communication, literacy, and cultural interaction.
2. demonstrate how the shift has occurred in classical languages from decoding and translation to interpretive reading proficiency.
3. define exactly what is expected of learners at different levels of proficiency.
4. emphasize real-world application for language use.

- **Why does the *Utah World Languages Core Standards for Proficiency* apply to all learners regardless of grade level?**

Learners begin new language experiences at different ages and progress toward proficiency at different rates. The amount of quality time spent in the target language (i.e., dual language immersion vs. high school level I) is a determining factor in the proficiency level that learners will reach. Learners at similar ages frequently demonstrate varying proficiency levels in all three modes of communication when assessed. The *Utah World Languages Core Standard for Proficiency* outlines the progression of learner skills, making it easier for teachers to identify a learner's skill level and to differentiate learning for all learners.

- **How does the *Utah World Languages Core Standards for Proficiency* apply to heritage speakers?**

Learners bring a variety of languages and cultures to Utah. They may have learned a language at home, in another country, or through local communities. Some may decide to pursue the study of their native language, while others may decide to study a different language. When heritage speakers choose to continue their native language, differentiated learning must take place to meet their needs.

When determining the placement of heritage speakers in language courses, consideration should be given to proficiency levels rather than seat time. Within language courses, the performance indicators allow teachers to set class goals while allowing learners to modify them to meet their own personal learning goals. Heritage speakers may demonstrate varying levels of proficiency across the three modes of communication: interpersonal, interpretive and presentational. For example, they may perform at a higher level of proficiency in the interpersonal mode than in the presentational mode. The benchmarks and indicators identify the learner's skill and modify the learning experience to meet the learner's needs. When possible, specially designed language courses for heritage speakers are optimal.

- **How does the *Utah World Languages Core Standards for Proficiency align with the new Utah Core Standards?***

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

"The *Utah Core Standards for English Language Arts (ELA) and Literacy in Social Studies and Science* contains four strands: Reading, Writing, Speaking and Listening, and Language.

These four strands are represented in the *National Standards for Learning Languages* by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Utah Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

The Utah Core strands of Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of Communication, by emphasizing the purpose behind the communication:

- Interpersonal (speaking + listening or writing + reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)" (www. actf.org)

For more information go to
http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf

- **How are the *Utah World Languages Core Standards for Proficiency* organized?**

STANDARD: Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Summary of *Standards for Foreign Language Learning in the 21st Century*

The content of the *Utah World Languages Core Standards for Proficiency* is organized according to the national standards, blending the two focus goal areas of Communication and Cultures into one standard. The remaining goals of Connections, Comparisons, and Communities are embedded within Communication and Cultures.

The language competencies are:

- interpretive listening and reading,
- interpersonal communication, and
- presentational speaking and writing.

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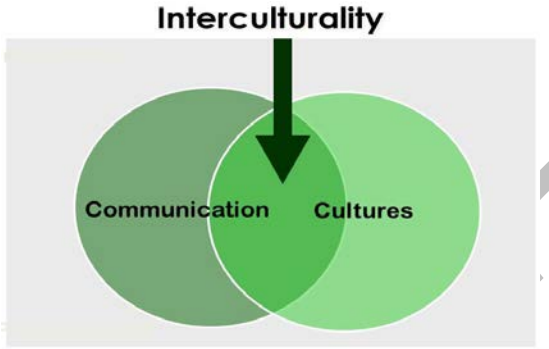
The intercultural competencies are:

- investigation of cultures' products and practices
- understanding of cultures' perspectives (ways of thinking), and
- interaction, bridging one's own and the other's culture.



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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

Document Organization

Language Competencies define the modes of communication:
One-way Receptive Negotiation of Meaning
- Interpretive Listening
- Interpretive Reading

Two-Way Communication
- Interpersonal Communication

One-Way Productive Communication
- Presentational Writing
- Presentational Speaking

Language Competencies	Intercultural Competencies
1: Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. **2: Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. **3: Presentational Speaking (PS) and Writing (PW)** I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	**Investigation of the Target Cultures' Products and Practices** I can use my language skills to investigate the world beyond my immediate environment. **5: Understanding the Target Cultures' Perspectives** I can recognize and understand others' ways of thinking as well as my own. **6: Cultural Interaction** I can use my language skills and cultural understanding to interact effectively in a cultural context oth

Intercultural Competencies define the skills needed for successful interaction with native speakers through the knowledge of a culture's products and practices to an understanding of that culture's perspectives (beliefs, values, attitudes, etc.)

Novice is one of the three levels of proficiency (Novice, Intermediate, and Advanced) with sublevels low, mid, and high.

NOVICE HIGH (NH) PROFICIENCY LEVEL

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *NH.IL Interpretive Listening*	*Learner Benchmark* *NH.IR Interpretive Reading*	*Learner Benchmark* *NH.IC Interpersonal Communication*	*Learner Benchmark* *NH.PS Presentational Speaking*	*Learner Benchmark* *NH.PW Presentational Writing*
NH.IL *I can often understand words, phrases, and simple sentences related to everyday life.* *I can recognize pieces of information and sometimes understand the main topic of what is being said.*	**NH.IR** *I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.* *I can sometimes understand the main idea of what I have read.*	**NH.IC** *I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.* *I can usually handle short social interactions in everyday situations by asking and answering simple questions.*	**NH.PS** *I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.*	**NH.PW** *I can write short messages and notes on familiar topics related to everyday life.*
Learning Indicator **NH.IL.1** I can sometimes understand simple questions or statements on familiar topics.	**Learning Indicator** **NH.IR.1** I can usually understand short simple messages on familiar topics.	**Learning Indicator** **NH.IC.1** I can exchange some personal information.	**Learning Indicator** **NH.PS.1** I can present information about my life using phrases and simple sentences.	**Learning Indicator** **NH.PW.1** I can write information about my daily life in a letter, blog, discussion board, or email message.
Sample Learning Targets • I can recognize the difference between a question and a statement. • I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. • I can sometimes	**Sample Learning Targets** • I can understand basic familiar information from an ad. • I can sometimes identify the purpose of a brochure. • I can identify information from a movie description or poster.	**Sample Learning Targets** • I can ask and say a home address and e-mail address. • I can ask and say someone's nationality. • I can ask and tell about family members and their characteristics. • I can ask and tell about friends, classmates,	**Sample Learning Targets** • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can…	**Sample Learning Targets** • I can introduce myself. • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can…

Learner Benchmarks are broad summary statements of what learners can do at specific proficiency levels. They allow learners to chart their progress on the continuum of learning.

Learning Indicators deconstruct the benchmarks to show the range of functions that learners can expect to experience and attain.

Sample Learning Targets are specific examples of functional language goals tied to a unit or lesson. Learning targets are specific, measurable, attainable, relevant and time-bound (SMART).
Each series of **Sample Learning Targets** includes a blank "I can" statement as a reminder that learners and teachers can customize targets to meet individual needs.

NOVICE INTERCULTURAL COMPETENCIES		
Learner Benchmark **Investigation of Products and Practices** *N.CPP* *I can identify some products and practices of cultures.*	**Learner Benchmark** **Understanding of Cultural Perspectives** *N.CP* *I can identify some basic cultural beliefs and values.*	**Learner Benchmark** **Participation in Cultural Interaction** *N.CIA* *I can function at a survival level in an authentic cultural context.*
Learning Indicator **N.CPP.1** I can identify some common products related to home and community life of other cultures and my own.	**Learning Indicator** **N.CP.1** I can identify some beliefs and values related to age, gender, social class and ethnicity.	**Learning Indicator** **N. ICA.1** I can imitate some simple patterns of behavior in familiar settings across cultures.
Sample Learning Targets • I can identify some geographical features of other countries.	**Sample Learning Targets** • I can sometimes tell the way people address each other differently based on	**Sample Learning Targets** • I can imitate appropriate greetings. • I can recognize and imitate table

Intercultural competencies, benchmarks, indicators, and sample learning targets per proficiency level: novice, intermediate, and advanced.

Numbers and Letters: NH.IR.1 = Novice-High, Interpretive Reading, Indicator

- **How will the *Utah World Languages Core Standards for Proficiency* be used?**

Districts, schools, programs, and independent learners will

- create long-range program proficiency goals reflective of a shared vision.
- identify proficiency benchmarks for assessment at designated intervals.
- develop a backward-design plan to support learners in meeting identified proficiency benchmarks.

- **How will teachers use the *Utah World Languages Core Standards for Proficiency* to plan?**

In order to make the best use of this document, teachers will apply the principles of backward design to curriculum, unit, and lesson planning. The premise of backward design consists of three stages:

1. identify the desired results;
2. determine what evidence demonstrates that learners have achieved those results; and then
3. plan learning experiences that match. (Wiggins and McTighe).

The desired results are defined as the learning benchmarks (general) and the learning indicators (specific). Learners demonstrate proficiencies through Integrated Performance Assessments (IPA's).

As teachers implement the document they use the

- *standard* as the mission and vision that drives all language-learning decisions.
- *core competency* " I can" statements to ensure that all elements of language learning and interculturality are appropriately balanced.
- *benchmar*k statements to establish the expectations for learner performance at the identified proficiency level.
- *learning indicators* to identify measurable, attainable goals.
- *sample learning targets* as examples of real-world contexts that can facilitate and motivate language learning.

- **Why and how do teachers and learners address intercultural competencies?**

The need for language competence in a global society touches every sector of life. From career preparation in an international workforce to citizen diplomacy and national defense to one's role in a social or virtual community, communication across cultures is key. Learners today must have the language proficiency to communicate with global audiences, the insight into the cultural perspectives that shape those audiences, and the ability to behave appropriately in a variety of cultural contexts. The series of can-do statements organized around the language proficiency levels (*2012 ACTFL Proficiency Guidelines*) guides learners in their development of such linguistic and intercultural competencies.

Intercultural competence, therefore, is the demonstration of interaction between the use of language skills and cultural knowledge. The ACTFL *Standards for Foreign Language Learning in the 21st Century* highlights the need for learners to understand the relationship between a culture's perspectives and its products and practices. A culture's perspectives reflect the values, beliefs and attitudes of its people. Through contact with products (i.e., monuments, laws, music, etc.) developed by a culture and practices (eating habits, shopping behaviors, use of space, etc.) demonstrated by its people, we come to understand the perspectives (i.e., values, attitudes, beliefs, etc.) of a people.

Demonstrating intercultural competence requires both the ability to use the language and to behave appropriately in cultural contexts. This may be particularly challenging for learners in the early stages of language learning who may not have the linguistic skill to address cultural perspectives in the language of study. It is the responsibility of all

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those who facilitate language learning - be they teachers in Dual Language Immersion in the Elementary School (DLI) or secondary middle/jr. high school and high school, or virtual programs - to provide opportunities for learners to experience language and culture together. Learners and educators must recognize that language and culture are inseparable. This requires the near exclusive use of the language of study. Thus, as language proficiency grows, so will intercultural competence.

Just as the proficiency level can-do statements of novice, intermediate, advanced, and superior are cumulative in nature for language competencies, they are cumulative for intercultural competencies as well. Learners demonstrate evidence of novice-level competencies first, and then add evidence of intermediate-level competencies and so forth. They continually add to their repertoire as they move up the proficiency continuum, applying knowledge of products and practices before developing and applying an understanding of perspectives. The interaction of language and cultural competencies thus results in interculturality.

Unlike the language benchmarks and indicators, the interculturality can-do statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the interculturality benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated novice high language competencies should also be demonstrating the novice level interculturality competencies.

- **How much language learning is enough?**

The answer lies in one's purpose for learning language as indicated below in ACTFL's *Oral Proficiency Levels in the Work World.* This table is a synthesis of data collected from employers who describe their language proficiency requirements for specific jobs and professions.

Oral Proficiency Levels in the Work World

Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who is Likely to Function at the Level
Distinguished	*Ability to tailor language to specific audiences, persuade, & negotiate. Deal with nuance and subtlety*	Diplomat, Contract Negotiator, International Specialist, Translator/Interpreter Intelligence Specialist	- Highly articulate, professionally specialized native speakers; - L2 learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	*Discuss topics extensively, support opinions, & hypothesize. Deal with linguistically unfamiliar situations*	University FL Professor, Business Executive, Lawyer, Judge, Financial Advisor	- Well- educated native speakers - Educated L2 learners with extended professional and/or educational experience in the target language environment
Advanced High	*Narrate and describe in past, present, and future and deal effectively with an unanticipated complication.*	Physician, Military Linguist, Senior Consultant, Human Resources Personnel, Financial Broker, Translation Officer,	- L2 learners with graduate degrees in language-related area and extended educational experience in the target environment

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Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who is Likely to Function at the Level
		Marketing Manager, Communications Consultant	-
Advanced Mid		Account Executive, Court Stenographer, Court Interpreter, Benefits Specialist, Technical Service Agent, Collection Representative, Estimating Coordinator	- Heritage speakers, informal learners, non-academic learners who have significant contact with language
Advanced Low		Customer Service Agent, Social Worker, Claims Processor, K-12 Language Teacher, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist	- Undergraduate language majors *with* year-long study abroad experience
Intermediate High	*Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.*	Auto inspector, Aviation Personnel, Tour Guide	- Undergraduate language majors *without* year-long study abroad experience
Intermediate Mid		Cashier, Sales Clerk, Missionary (highly predictable contexts)	- L2 learners with 6-8 year sequences of study (AP, etc.) or 4-6 semester college sequence
Intermediate Low		Receptionist, Housekeeping Staff	- L2 learners with 4 year high school sequence or 2 semester college sequence
Novice High Novice Mid Novice Low	*Communicate minimally with formulaic and rote utterances, lists, and phrases.*	None	L2 learners after 2 years of high school study

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As indicated in the Oral Proficiency Levels in the Work World chart above, language preparation for career readiness necessitates higher levels of proficiency than established by current language requirements for high school graduation and college entrance.

- **Are there multiple articulated language pathways?**

THREE ARTICULATION PATHWAYS

Three articulation pathway models have been developed for implementation throughout the State of Utah and allow for entry at various points in the K-12 system: in elementary Dual Language Immersion, early Secondary and late Secondary language programs.

Elementary Dual Language Immersion Pathway

Students in the elementary immersion pathway enter in kindergarten or first grade and exit at sixth grade (in some instances fifth grade). A minimum of 50% of content curriculum is conducted in the target language daily. The elementary Dual Language Immersion pathway continues in early Secondary with three years of specialized content study where students are offered two courses per year, one in a content area and a second honors-level target language course. Students in ninth grade take the target language AP course and examination on exit. Dual Language Immersion pathway students entering high school are offered advanced-level target language courses equivalent to 3000 (300) level university courses. These courses will allow high school students to earn college credit towards a target language minor through articulation agreements with Utah university institutions. In addition, Dual Language Immersion students are encouraged to start the study of a third language in tenth grade.

Early Secondary Pathway

Students enter the early Secondary pathway in seventh grade (in some cases sixth grade) and are given one target language course per year for six years. Students take the target language AP course and examination in the eleventh or twelfth grade.

Late Secondary Pathway

Students enter the late secondary pathway in the ninth or tenth grade with one target language course per year for three to four years. Some accelerated students take the target language AP course and examination in twelfth grade.

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STANDARD

Every learner will use a world language, other than English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities.

Through learning another language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Summary of *Standards for Foreign Language Learning in the 21st Century*

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. **2. Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. **3. Presentational Speaking (PS) and Writing (PW)** I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	**4. Investigation of Cultural Products and Practices (CPP)** I can use my language skills to investigate the world beyond my immediate environment. **5. Understanding of Cultural Perspectives (CP)** I can use my language skills to recognize and understand others' ways of thinking as well as my own. **6. Participation in Cultural Interaction (CIA)** I can use my language skills and cultural understanding to interact in a cultural context other than my own.

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NOVICE LOW (NL) PROFICIENCY LEVEL

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***NL.IL Interpretive Listening***	***Learner Benchmark*** ***NL.IR Interpretive Reading***	***Learner Benchmark*** ***NL.IC Interpersonal Communication***	***Learner Benchmark*** ***NL.PS Presentational Speaking***	***Learner Benchmark*** ***NL.PW Presentational Writing***
NL.IL ***I can recognize a few memorized words and phrases when I hear them spoken.***	**NL.IR** ***I can recognize a few letters or characters.*** ***I can identify a few memorized words and phrases when I read.***	**NL.IC** ***I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.***	**NL.PS** ***I can present information about myself and some other very familiar topics using single words or memorized phrases.***	**NL.PW** ***I can copy some familiar words or phrases.***
Learning Indicator **NL.IL.1** I can occasionally identify the sound of a character or a word.	**Learning Indicator** **NL.IR.1** I can occasionally recognize a few letters or characters.	**Learning Indicator** **NL.IC.1** I can greet my peers.	**Learner Indicator** **NL.PS.1** I can recite words and phrases that I have learned.	**Learning Indicator** **NL.PW.1** I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.
Sample Learning Targets • I can recognize the sound of a few letters when they are spoken or spelled out. • I can…	**Sample Learning Targets** • I can alphabetize a few names or words. • I can match a character in a headline to a supporting visual. • I can…	**Sample Learning Targets** • I can say hello and goodbye. • I can…	**Sample Learning Targets** • I can count from 1-10. • I can say the date and the day of the week. • I can list the months and seasons. • I can…	**Sample Learning Targets** • I can copy the letters of the alphabet. • I can copy the characters that I am learning. • I can copy a simple phrase like “Happy Birthday,” “Happy

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***NL.IL Interpretive Listening***	***Learner Benchmark*** ***NL.IR Interpretive Reading***	***Learner Benchmark*** ***NL.IC Interpersonal Communication***	***Learner Benchmark*** ***NL.PS Presentational Speaking***	***Learner Benchmark*** ***NL.PW Presentational Writing***
				Holidays," etc. • I can…
Learning Indicator **NL.IL.2** I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	**Learning Indicator** **NL.IR.2** I can connect some words, phrases or characters to their meanings.	**Learning Indicator** **NL.IC.2** I can introduce myself to someone.	**Learning Indicator** **NL.PS.2** I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	**Learning Indicator** **NL.PW.2** I can write words and phrases that I have learned.
Sample Learning Targets • I can understand greetings. • I can recognize some color words. • I can understand some numbers. • I can understand some food items. • I can…	**Sample Learning Targets** • I can recognize some cities on a map. • I can identify some menu items. • I can…	**Sample Learning Targets** • I can tell someone my name. • I can…	**Sample Learning Targets** • I can name famous landmarks and people. • I can name countries on a map. • I can list items I see every day. • I can…	**Sample Learning Targets** • I can write my name, home address, and my e-mail address. • I can write numbers such as my phone number. • I can write the date and the day of the week. • I can write the months and seasons. • I can…
		Learning Indicator **NL.IC.3** I can answer a few simple questions.	**Learning Indicator** **NL.PS.3** I can introduce myself to a group.	**Learning Indicator** **NL.PW.3** I can label familiar people, places, and objects in pictures and posters.

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***NL.IL Interpretive Listening***	***Learner Benchmark*** ***NL.IR Interpretive Reading***	***Learner Benchmark*** ***NL.IC Interpersonal Communication***	***Learner Benchmark*** ***NL.PS Presentational Speaking***	***Learner Benchmark*** ***NL.PW Presentational Writing***
		Sample Learning Targets • I can respond to some yes/no questions. • I can answer some either/or questions. • I respond to some *who, what, when, where* questions. • I can…	**Sample Learning Targets** • I can state my name, age, and where I live. • I can give my phone number, home address, and e-mail address. • I can…	**Sample Learning Targets** • I can label famous landmarks and people. • I can write the names of countries on a map. • I can list items I see every day. • I can label items in a room. • I can…
			Learning Indicator **NL.PS.4** I can recite short memorized phrases, parts of poems, and rhymes.	
			Sample Learning Targets • I can sing a short song. • I can recite a nursery rhyme. • I can recite a simple poem.	

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***NL.IL Interpretive Listening***	***Learner Benchmark*** ***NL.IR Interpretive Reading***	***Learner Benchmark*** ***NL.IC Interpersonal Communication***	***Learner Benchmark*** ***NL.PS Presentational Speaking***	***Learner Benchmark*** ***NL.PW Presentational Writing***
			• I can…	

NOVICE INTERCULTURAL COMPETENCIES		
Learner Benchmark **Investigation of Products and Practices** ***N.CPP*** ***I can identify some products and practices of cultures.***	**Learner Benchmark** **Understanding of Cultural Perspectives** ***N.CP*** ***I can identify some basic cultural beliefs and values.***	**Learner Benchmark** **Participation in Cultural Interaction** ***N.CIA*** ***I can function at a survival level in an authentic cultural context.***
Learning Indicator **N.CPP.1** I can identify some common products related to home and community life of other cultures and my own.	**Learning Indicator** **N.CP.1** I can identify some beliefs and values related to age, gender, social class and ethnicity.	**Learning Indicator** **N. ICA.1** I can imitate some simple patterns of behavior in familiar settings across cultures.
Sample Learning Targets • I can identify some geographical features of other countries. • I can identify familiar landmarks. • I can recognize some traditional and popular songs.	**Sample Learning Targets** • I can sometimes tell the way people address each other differently based on age and social standing. • I can sometimes recognize that appropriate dress is determined by cultural	**Sample Learning Targets** • I can imitate appropriate greetings. • I can recognize and imitate table manners. • I can sometimes identify what is culturally appropriate to say when gift-giving in different situations, such as askit

• I can recognize some similarities and differences between the designs of houses, buildings, or towns. • I can identify specific locations to have a meal, purchase a ticket, or buy something that I need. • I can recognize some similarities and differences between my daily schedule and that of a peer in another culture. • I can…	traditions. • I can recognize that gender and age can determine one's role in a family, school, and the workplace. • I can…	• a birthday party, New Year's, a wedding, etc. • I can recognize and imitate culturally appropriate behavior in a restaurant or other public place. • I can…
Learning Indicator **N.CPP.2** I can identify some common practices related to home and community life of other cultures and my own.	**Learning Indicator** **N. CP.2** I can identify some characteristics of national identity.	**Learning Indicator** **N.CIA.2** I can use memorized language and very basic cultural knowledge to interact with others.
Sample Learning Targets • I can identify some common habits of eating in other cultures. • I can identify some habits of dress in other cultures. • I can express the time and date as locals do. • I can sometimes use the appropriate holiday greeting. • I can…	**Sample Learning Targets** • I can identify some elements of geography that define a nation. • I can identify symbols that represent a nation. • I can identify the importance of some historical events through their celebration on national holidays and monuments. • I can identify major religions of a nation. • I can…	**Sample Learning Targets** • I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers. • I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation. • I can play a simple board or card game with friends. • I can…

	Learning Indicator **N.CP.3** I can identify ways in which cultures are globalized.	**Learning Indicator** **N.CIA.3** I can use memorized language, and very basic cultural knowledge to accomplish simple, routine tasks.
	Sample Learning Targets • I can identify some similar leisure activities across cultures. • I can identify some similar forms of dress across cultures. • I can identify common dining establishments across cultures. • I can identify examples of common technology use across cultures. • I can…	**Sample Learning Targets** • I can use a city map, GPS, or signs to help me find my way. • I can recognize and imitate how people count and use money in order to make a purchase. • I can follow a team's win-loss record from a Web site. • I can…

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CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. **2. Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. **3. Presentational Speaking (PS) and Writing (PW)** I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	**4. Investigation of Cultural Products and Practices (CPP)** I can use my language skills to investigate the world beyond my immediate environment. **5. Understanding of Cultural Perspectives (CP)** I can use my language skills to recognize and understand others' ways of thinking as well as my own. **6. Participation in Cultural Interaction (CIA)** I can use my language skills and cultural understanding to interact in a cultural context other than my own.

NOVICE MID (NM) PROFICIENCY LEVEL

INTERPRETIVE		***INTERPERSONAL***	***PRESENTATIONAL***	
Learner Benchmark ***NM.IL Interpretive Listening***	***Learner Benchmark*** ***NM.IR Interpretive Reading***	***Learner Benchmark*** ***NM.IC Interpersonal Communication***	***Learner Benchmark*** ***NM.PS Presentational Speaking***	***Learner Benchmark*** ***NM.PW Presentational Writing***
NM.IL ***I can recognize some familiar words and***	**NM.IR** ***I can recognize some***	**NM.IC** ***I can communicate on very familiar topics using***	**NM.PS** ***I can present information about myself***	**NM.PW** ***I can write lists and memorized phrases on***

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		***INTERPERSONAL***	***PRESENTATIONAL***	
Learner Benchmark ***NM.IL Interpretive Listening***	***Learner Benchmark*** ***NM.IR Interpretive Reading***	***Learner Benchmark*** ***NM.IC Interpersonal Communication***	***Learner Benchmark*** ***NM.PS Presentational Speaking***	***Learner Benchmark*** ***NM.PW Presentational Writing***
phrases when I hear them spoken.	***letters or characters.*** ***I can understand some learned or memorized words and phrases when I read.***	***a variety of words and phrases that I have practiced and memorized.***	***and some other very familiar topics using a variety of words, phrases, and memorized expressions.***	***familiar topics.***
Learning Indicator **NM.IL.1** I can understand a few courtesy phrases.	**Learning Indicator** **NM.IR.1** I can recognize words and phrases and characters with the help of visuals.	**Learning Indicator** **NM.IC.1** I can greet and leave people in a polite way.	**Learning Indicator** **NM.PS.1** I can present information about myself and others using words and phrases.	**Learning Indicator** **NM.PW.1** I can fill out a simple form with some basic personal information.
Sample Learning Targets • I can understand greetings. • I can understand when people express thanks. • I can understand when people introduce themselves. • I can understand when someone asks for a name.	**Sample Learning Targets** • I can recognize entrance and exit signs. • I can identify family member words on a family tree. • I can identify the healthy nutritional categories. • I can identify the simple labels on a science-related graph.	**Sample Learning Targets** • I can say hello and goodbye to someone my age or younger. • I can say hello and goodbye to my teacher, professor, or supervisor. • I can say hello to an adult. • I can…	**Sample Learning Targets** • I can say what I look like. • I can say what I am like. • I can say what someone looks like. • I can say what someone is like. • I can…	**Sample Learning Targets** • I can fill out a form with my name, address, phone number, birth date, and nationality. • I can complete a simple online form. • I can fill out a simple schedule. • I can…

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***NM.IL Interpretive Listening***	***Learner Benchmark*** ***NM.IR Interpretive Reading***	***Learner Benchmark*** ***NM.IC Interpersonal Communication***	***Learner Benchmark*** ***NM.PS Presentational Speaking***	***Learner Benchmark*** ***NM.PW Presentational Writing***
• I can…	• I can…			
Learning Indicator **NM.IL.2** I can recognize and sometimes understand basic information in words and phrases that I have memorized.	**Learning Indicator** **NM.IR.2** I can recognize words, phrases, and characters when I associate them with things I already know.	**Learning Indicator** **NM.IC.2** I can introduce myself and others.	**Learning Indicator** **NM.PS.2** I can express my likes and dislikes using words, phrases, and memorized expressions.	**Learning Indicator** **NM.PW.2** I can write about myself using learned phrases and memorized expressions.
Sample Learning Targets • I can identify days of the week and the time. • I can recognize a date. • I can recognize some common weather expressions. • I can…	**Sample Learning Targets** • I can check off words or phrases on a to-do list, grocery list or scavenger hunt list. • I can identify labeled aisles in a supermarket. • I can choose a restaurant from an online list of local eateries. • I can identify scores from sports teams	**Sample Learning Targets** • I can introduce myself and provide basic personal information. • I can introduce someone else. • I can respond to an introduction. • I can…	**Sample Learning Targets** • I can say which sports I like and don't like. • I can list my favorite free-time activities and those I don't like. • I can state my favorite foods and drinks and those I don't like. • I can…	**Sample Learning Targets** • I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. • I can list my family members, their ages, their relationship to me, and what they like to do. • I can list my classes and tell what time they start and end. • I can write simple statements about where I

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *NM.IL Interpretive Listening*	*Learner Benchmark* *NM.IR Interpretive Reading*	*Learner Benchmark* *NM.IC Interpersonal Communication*	*Learner Benchmark* *NM.PS Presentational Speaking*	*Learner Benchmark* *NM.PW Presentational Writing*
	because I recognize team names and logos. • I can identify artists, titles and music genres from iTunes. • I can identify the names of classes and instructors in a school schedule. • I can…			live. • I can…
Learning Indicator **NM.IL.3** I can recognize and sometimes understand words and phrases that I have learned for specific purposes.		**Learning Indicator** **NM.IC.3** I can answer a variety of simple questions.	**Learning Indicator** **NM.PS.3** I can present information about familiar items in my immediate environment.	**Learning Indicator** **NM.PW.3** I can list my daily activities and write lists that help me in my day-to-day life.
Sample Learning Targets • I can recognize the names of the planets in a science class. • I can recognize the		**Sample Learning Targets** • I can answer questions about what I like and dislike. • I can answer questions	**Sample Learning Targets** • I can tell about my house • I can tell about my school or where I	**Sample Learning Targets** • I can label activities and their times in my daily schedule. • I can write about what I do on the weekends.

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *NM.IL Interpretive Listening*	*Learner Benchmark* *NM.IR Interpretive Reading*	*Learner Benchmark* *NM.IC Interpersonal Communication*	*Learner Benchmark* *NM.PS Presentational Speaking*	*Learner Benchmark* *NM.PW Presentational Writing*
names of some parts of the body in a health class. • I can…		about what I am doing and what I did. • I can answer questions about where I'm going or where I went. • I can answer questions about something I have learned. • I can…	work. • I can tell about my room or office and what is in it. • I can present basic information about my community, town/city, state or country. • I can…	• I can write a to-do list. • I can write a shopping list. • I can…
		Learning Indicator **NM. IC. 4** I can make some simple statements in a conversation.	**Learning Indicator** **NM.PS.4** I can tell about my daily activities using words, phrases, and memorized expressions.	**Learning Indicator** **NM.W.4** I can write notes about something I have learned using lists, phrases, and memorized expressions.
		Sample Learning Targets • I can tell someone what I am doing. • I can say where I went. • I can say whom I am	**Sample Learning Targets** • I can list my classes and tell what time they start and end. • I can name activities and their times in my	**Sample Learning Targets** • I can list the main cities of a specific country. • I can write the phrases and memorized expressions connected

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *NM.IL Interpretive Listening*	*Learner Benchmark* *NM.IR Interpretive Reading*	*Learner Benchmark* *NM.IC Interpersonal Communication*	*Learner Benchmark* *NM.PS Presentational Speaking*	*Learner Benchmark* *NM.PW Presentational Writing*
		going to see. • I can express a positive reaction, such as "Great!" • I can…	schedule. • I can tell what I do on the weekends. • I can…	with holiday wishes and celebrations in a specific country. • I can create a list of topics and categories using vocabulary I have learned. • I can write something I hear or have heard such as simple information in a phone message or a classroom activity. • I can…
		Learning Indicator **NM.IC.5** I can ask some simple questions.	**Learning Indicator** **NM.PS.5** I can present simple information about something I learned using words, phrases, and memorized expressions.	
		Sample Learning Targets • I can ask *who, what,*	**Sample Learning Targets** • I can talk about	

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *NM.IL Interpretive Listening*	*Learner Benchmark* *NM.IR Interpretive Reading*	*Learner Benchmark* *NM.IC Interpersonal Communication*	*Learner Benchmark* *NM.PS Presentational Speaking*	*Learner Benchmark* *NM.PW Presentational Writing*
		when, where questions. • I can ask questions about something that I am learning. • I can…	holiday celebrations based on pictures or photos. • I can name the main cities on a map. • I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos. • I can…	
		Learning Indicator **NM.IC.6** I can communicate basic information about myself and people I know.		
		Sample Learning Targets • I can say my name and ask someone's name. • I can say or write something about the members of my family		

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *NM.IL Interpretive Listening*	*Learner Benchmark* *NM.IR Interpretive Reading*	*Learner Benchmark* *NM.IC Interpersonal Communication*	*Learner Benchmark* *NM.PS Presentational Speaking*	*Learner Benchmark* *NM.PW Presentational Writing*
		and ask about someone's family. • I can say or write something about friends and classmates or co-workers. • I can…		
		NM.IC.7 I can communicate some basic information about my everyday life.		
		Sample Learning Targets • I can give times, dates and weather information. • I can tell about what I eat, learn, and do. • I can tell about places I know. • I can ask and understand how much something costs.		

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		***INTERPERSONAL***	***PRESENTATIONAL***	
Learner Benchmark ***NM.IL Interpretive Listening***	***Learner Benchmark*** ***NM.IR Interpretive Reading***	***Learner Benchmark*** ***NM.IC Interpersonal Communication***	***Learner Benchmark*** ***NM.PS Presentational Speaking***	***Learner Benchmark*** ***NM.PW Presentational Writing***
		• I can tell someone the time and location of a community event. • I can…		

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NOVICE INTERCULTURAL COMPETENCIES		
Learner Benchmark **Investigation of Products and Practices** ***N.CPP*** ***I can identify some products and practices of cultures.***	**Learner Benchmark** **Understanding of Cultural Perspectives** ***N.CP*** ***I can identify some basic cultural beliefs and values.***	**Learner Benchmark** **Participation in Cultural Interaction** ***N.CIA*** ***I can function at a survival level in an authentic cultural context.***
Learning Indicator **N.CPP.1** I can identify some common products related to home and community life of other cultures and my own.	**Learning Indicator** **N.CP.1** I can identify some beliefs and values related to age, gender, social class and ethnicity.	**Learning Indicator** **N. CIA.1** I can imitate some simple patterns of behavior in familiar settings across cultures.
Sample Learning Targets • I can identify some geographical features of other countries. • I can identify familiar landmarks. • I can recognize some traditional and popular songs. • I can recognize some similarities and differences between the designs of houses, buildings, or towns. • I can identify specific locations to have a meal, purchase a ticket, or buy something	**Sample Learning Targets** • I can sometimes tell the way people address each other differently based on age and social standing. • I can sometimes recognize that appropriate dress is determined by cultural traditions. • I can recognize that gender and age can determine one's role in a family, school, and the workplace. • I can…	**Sample Learning Targets** • I can imitate appropriate greetings. • I can recognize and imitate table manners. • I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc. • I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.

that I need. • I can recognize some similarities and differences between my daily schedule and that of a peer in another culture. • I can…		• I can…
Learning Indicator **N.CPP.2** I can identify some common practices related to home and community life of other cultures and my own.	**Learning Indicator** **N.CP.2** I can identify some characteristics of national identity.	**Learning Indicator** **N.CIA.2** I can use memorized language and very basic cultural knowledge to interact with others.
Sample Learning Targets • I can identify some common eating habits in other cultures. • I can identify what people wear for certain occasions. • I can express the time and date as locals do. • I can use appropriate greetings for some holidays. • I can…	**Sample Learning Targets** • I can identify some elements of geography that define a nation. • I can identify symbols that represent a nation. • I can identify the importance of some historical events through their celebration on national holidays and monuments. • I can identify major religions of a nation. • I can…	**Sample Learning Targets** • I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers. • I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation. • I can play a simple board or card game with friends. • I can…
	Learning Indicator **N.CP.3** I can identify ways in which cultures are globalized.	**Learning Indicator** **N.CIA.3** I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.
	Sample Learning Targets • I can identify some similar leisure	**Sample Learning Targets** • I can use a city map, GPS, or signs to

	activities across cultures. • I can identify some similar forms of dress across cultures. • I can identify common fast food restaurants across cultures. • I can identify examples of common technology use across cultures. • I can…	help me find my way. • I can recognize and imitate how people count and use money in order to make a purchase. • I can follow a team's win-loss record from a Web site. • I can…

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. **2. Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. **3. Presentational Speaking (PS) and Writing (PW)** I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	**4. Investigation of Cultural Products and Practices (CPP)** I can use my language skills to investigate the world beyond my immediate environment. **5. Understanding of Cultural Perspectives (CP)** I can use my language skills to recognize and understand others' ways of thinking as well as my own. **6. Participation in Cultural Interaction (CIA)** I can use my language skills and cultural understanding to interact in a cultural context other than my own.

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

NOVICE HIGH (NH) PROFICIENCY LEVEL

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***NH.IL Interpretive Listening***	***Learner Benchmark*** ***NH.IR Interpretive Reading***	***Learner Benchmark*** ***NH.IC Interpersonal Communication***	***Learner Benchmark*** ***NH.PS Presentational Speaking***	***Learner Benchmark*** ***NH.PW Presentational Writing***
NH.IL ***I can often understand words, phrases, and simple sentences related to everyday life.*** ***I can recognize pieces of information and sometimes understand the main topic of what is being said.***	**NH.IR** ***I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.*** ***I can sometimes understand the main idea of what I have read.***	**NH.IC** ***I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.*** ***I can usually handle short social interactions in everyday situations by asking and answering simple questions.***	**NH.PS** ***I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.***	**NH.PW** ***I can write short messages and notes on familiar topics related to everyday life.***
Learning Indicator **NH.IL.1** I can sometimes understand simple questions or statements on familiar topics.	**Learning Indicator** **NH.IR.**1 I can usually understand short simple messages on familiar topics.	**Learning Indicator** **NH.IC.1** I can exchange some personal information.	**Learning Indicator** **NH.PS.1** I can present information about my life using phrases and simple sentences.	**Learning Indicator** **NH.PW.1** I can write information about my daily life in a letter, blog, discussion board, or email message.

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***NH.IL Interpretive Listening***	***Learner Benchmark*** ***NH.IR Interpretive Reading***	***Learner Benchmark*** ***NH.IC Interpersonal Communication***	***Learner Benchmark*** ***NH.PS Presentational Speaking***	***Learner Benchmark*** ***NH.PW Presentational Writing***
Sample Learning Targets • I can recognize the difference between a question and a statement. • I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. • I can sometimes understand questions or statements about my family. • I can sometimes understand questions or statements about my friends and classmates or workmates. • I can…	**Sample Learning Targets** • I can understand basic familiar information from an ad. • I can sometimes identify the purpose of a brochure. • I can identify information from a movie description or poster. • I can understand simple information in a text message from a friend. • I can…	**Sample Learning Targets** • I can ask and say a home address and e-mail address. • I can ask and say someone's nationality. • I can ask and tell about family members and their characteristics. • I can ask and tell about friends, classmates, teachers and co-workers. • I can…	**Sample Learning Targets** • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can…	**Sample Learning Targets** • I can introduce myself. • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can…
Learning Indicator	**Learning Indicator**	**Learning Indicator**	**Learning Indicator**	**Learning Indicator**

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***NH.IL Interpretive Listening***	***Learner Benchmark*** ***NH.IR Interpretive Reading***	***Learner Benchmark*** ***NH.IC Interpersonal Communication***	***Learner Benchmark*** ***NH.PS Presentational Speaking***	***Learner Benchmark*** ***NH.PW Presentational Writing***
NH.IL.2 I can understand simple information when presented with pictures and graphs.	**NH.IR.2** I can sometimes understand short, simple descriptions with the help of pictures or graphs.	**NH.IC.2** I can exchange information using texts, graphs or pictures.	**NH.PS.2** I can present a familiar experience or event in simple terms using phrases and simple sentences.	**NH.PW.2** I can write short notes using phrases and simple sentences.
Sample Learning Targets • I can understand some facts about the weather when weather symbols are used. • I can understand when someone describes physical descriptions from a photo or an art work. • I can follow simple arithmetic problems when I can see the figures. • I can…	**Sample Learning Targets** • I can understand simple captions under photos. • I can understand very basic information from a real estate ad. • I can understand Web site descriptions of clothing items to make an appropriate purchase. • I can identify the categories on a graph. • I can…	**Sample Learning Targets** • I can ask about and identify familiar things in a picture from a story. • I can ask about and identify important information about the weather using a map. • I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. • I can respond to simple questions based on graphs, or visuals that	**Sample Learning Targets** • I can tell what I do in class or at work. • I can tell what I do during the weekend. • I can tell what happens after school or work. • I can…	**Sample Learning Targets** • I can write a postcard message. • I can write a special occasion message such as a birthday or congratulatory note. • I can write a short announcement, invitation, or thank-you note. • I can…

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***NH.IL Interpretive Listening***	***Learner Benchmark*** ***NH.IR Interpretive Reading***	***Learner Benchmark*** ***NH.IC Interpersonal Communication***	***Learner Benchmark*** ***NH.PS Presentational Speaking***	***Learner Benchmark*** ***NH.PW Presentational Writing***
		provide information containing numbers or statistics. • I can…		
Learning Indicator **NH.IL.3** I can sometimes understand the main idea of conversations that I overhear.	**Learning Indicator** **NH.IR.3** I can sometimes understand the main idea of published materials.	**Learning Indicator** **NH.IR.3** I can ask for and give simple directions.	**Learning Indicator** **NH.PS.3** I can present information about a familiar person, place, or thing using phrases and simple sentences**.**	**Learning Indicator** **NH.PW.3** I can write about a familiar experience or event using practiced material.
Sample Learning Targets • I can sometimes understand if people are referring to me in their conversation. • I can sometimes understand if people are talking about their homes or asking for directions. • I can sometimes understand a simple transaction between a	**Sample Learning Targets** • I can distinguish a birthday card from a note expressing thanks. • I can identify destinations and major attractions on a travel brochure. • I can locate places on city maps. • I can…	**Sample Learning Targets** • I can ask for directions to a place. • I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. • I can tell someone where something is located, such as next to, across from, or in	**Sample Learning Targets** • I can describe a useful Web site. • I can talk about my favorite musical group, actor, or author. • I can describe a landmark, vacation location, or a place I visit. • I can talk about a famous person from	**Sample Learning Targets** • I can write what I do in class or at work. • I can write what happens after school or during the weekend. • I can write about a website, a field trip, or an activity that I participated in. • I can…

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***NH.IL Interpretive Listening***	***Learner Benchmark*** ***NH.IR Interpretive Reading***	***Learner Benchmark*** ***NH.IC Interpersonal Communication***	***Learner Benchmark*** ***NH.PS Presentational Speaking***	***Learner Benchmark*** ***NH.PW Presentational Writing***
customer and a sales clerk. • I can…		the middle of. • I can…	history. • I can…	
	Learning Indicator **NH.IR.4** I can understand simple everyday notices in public places on topics that are familiar to me.	**Learning Indicator** **NH.IC.4** I can make plans with others.	**Learning Indicator** **NH.PS.4** I can present information about others using phrases and simple sentences.	**Learning Indicator** **NH.PW.4** I can write basic information about things I have learned.
	Sample Learning Targets • I can understand a simple public transportation schedule. • I can locate notices on where to park. • I can understand notices that tell of street or metro closings. • I can understand a store's hours of operation.	**Sample Learning Targets** • I can accept or reject an invitation to do something or go somewhere. • I can invite and make plans with someone to do something or go somewhere. • I can exchange information about where to go, such as to the store, the movie theatre, a concert, a	**Sample Learning Targets** • I can talk about others' likes and dislikes. • I can talk about others' free-time activities. • I can give basic biographical information about others. • I can…	**Sample Learning Targets** • I can write up a simple process like a science experiment. • I can write about a topic from a lesson using pictures or photos. • I can write about something I learned online, in a class, at work, or in the community. • I can…

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *NH.IL Interpretive Listening*	*Learner Benchmark* *NH.IR Interpretive Reading*	*Learner Benchmark* *NH.IC Interpersonal Communication*	*Learner Benchmark* *NH.PS Presentational Speaking*	*Learner Benchmark* *NH.PW Presentational Writing*
	• I can read the labels on a recycling bin. • I can…	restaurant, the lab, or when to meet. • I can…		
		Learning Indicator **NH.IC.5** I can interact with others in everyday situations.	**Learning Indicator** **NH.PS.5** I can give basic instructions on how to make or do something using phrases and simple sentences.	**Learning Indicator** **NH.PW.5** I can ask for information in writing.
		Sample Learning Targets • I can order a meal. • I can make a purchase. • I can buy a ticket • I can…	**Sample Learning Targets** • I can tell how to prepare something simple to eat. • I can describe a simple routine, like getting lunch in the cafeteria. • I can give simple directions to a nearby location or to an online resource. • I can…	**Sample Learning Targets** • I can request resources like brochures, posted information • I can request an appointment with a classmate, teacher, or colleague. • I can request an application for a job, membership in a club, or admission to a school or program.

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *NH.IL Interpretive Listening*	*Learner Benchmark* *NH.IR Interpretive Reading*	*Learner Benchmark* *NH.IC Interpersonal Communication*	*Learner Benchmark* *NH.PS Presentational Speaking*	*Learner Benchmark* *NH.PW Presentational Writing*
				• I can…
			Learning Indicator **NH.PS.6** I can present basic information about things I have learned using phrases and simple sentences.	
			Sample Learning Targets • I can describe a simple process like a science experiment. • I can present information about a topic from a lesson based on pictures or photos. • I can present information about something I learned in a class or at work • I can present	

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *NH.IL Interpretive Listening*	*Learner Benchmark* *NH.IR Interpretive Reading*	*Learner Benchmark* *NH.IC Interpersonal Communication*	*Learner Benchmark* *NH.PS Presentational Speaking*	*Learner Benchmark* *NH.PW Presentational Writing*
			information about something I learned in the community. • I can…	

NOVICE INTERCULTURAL COMPETENCIES		
Learner Benchmark **Investigation of Products and Practices** ***N.CPP*** ***I can identify some products and practices of cultures.***	**Learner Benchmark** **Understanding of Cultural Perspectives** ***N.CP*** ***I can identify some basic cultural beliefs and values.***	**Learner Benchmark** **Participation in Cultural Interaction** ***N.CIA*** ***I can function at a survival level in an authentic cultural context.***
Learning Indicator **N.CPP.1** I can identify some common products related to home and community life of other cultures and my own.	**Learning Indicator** **N.CP.1** I can identify some beliefs and values related to age, gender, social class and ethnicity.	**Learning Indicator** **N. ICA.1** I can imitate some simple patterns of behavior in familiar settings across cultures.
Sample Learning Targets • I can identify some geographical features of other countries.	**Sample Learning Targets** • I can sometimes tell the way people address each other differently based on age and social standing.	**Sample Learning Targets** • I can imitate appropriate greetings. • I can recognize and imitate table

• I can identify familiar landmarks. • I can recognize some traditional and popular songs. • I can recognize some similarities and differences between the designs of houses, buildings, or towns. • I can identify specific locations to have a meal, purchase a ticket, or buy something that I need. • I can recognize some similarities and differences between my daily schedule and that of a peer in another culture. • I can…	• I can sometimes recognize that appropriate dress is determined by cultural traditions. • I can recognize that gender and age can determine one's role in a family, school, and the workplace. • I can…	manners. • I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc. • I can recognize and imitate culturally appropriate behavior in a restaurant or other public place. • I can…
Learning Indicator **N.CPP 2** I can identify some common practices related to home and community life of other cultures and my own.	**Learning Indicator** **N. CP. 2** I can identify some characteristics of national identity.	**Learning Indicator** **N.CIA.2** I can use memorized language and very basic cultural knowledge to interact with others.
Sample Learning Targets • I can identify some common habits of eating in other cultures. • I can identify some habits of dress in other cultures. • I can express the time and date as locals do. • I can sometimes use the appropriate holiday greeting. • I can…	**Sample Learning Targets** • I can identify some elements of geography that define a nation. • I can identify symbols that represent a nation. • I can identify the importance of some historical events through their celebration on national holidays and monuments. • I can identify major religions of a nation. • I can…	**Sample Learning Targets** • I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers. • I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation. • I can play a simple board or card game with friends.

		• I can…
	Learning Indicator **N.CP.3** I can identify ways in which cultures are globalized.	**Learning Indicator** **N.CIA.3** I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.
	Sample Learning Targets • I can identify some similar leisure activities across cultures. • I can identify some similar forms of dress across cultures. • I can identify common fast food restaurants across cultures. • I can identify examples of common technology use across cultures. • I can…	**Sample Learning Targets** • I can use a city map, GPS, or signs to help me find my way. • I can recognize and imitate how people count and use money in order to make a purchase. • I can follow a team's win-loss record from a Web site. • I can…

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. **2. Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. **3. Presentational Speaking (PS) and Writing (PW)** I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	**4. Investigation of Cultural Products and Practices (CPP)** I can use my language skills to investigate the world beyond my immediate environment. **5. Understanding of Cultural Perspectives (CP)** I can use my language skills to recognize and understand others' ways of thinking as well as my own. **6. Participation in Cultural Interaction (CIA)** I can use my language skills and cultural understanding to interact in a cultural context other than my own.

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INTERMEDIATE LOW (IL) PROFICIENCY LEVEL

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IL.IL Interpretive Listening***	***Learner Benchmark*** ***IL.IR Interpretive Reading***	***Learner Benchmark*** ***IL.IC Interpersonal Communication***	***Learner Benchmark*** ***IL.PS Presentational Speaking***	***Learner Benchmark*** ***IL.PW Presentational Writing***
IL.IL ***I can understand the main idea in short, simple messages and presentations on familiar topics.*** ***I can understand the main idea of simple conversations that I overhear.***	**IL.IR** ***I can understand the main idea of short and simple texts when the topic is familiar.***	**IL.IC** ***I can participate in conversations on a number of familiar topics using simple sentences.*** ***I can handle short social interactions in everyday situations by asking and answering simple questions.***	**IL.PS** ***I can present information on most familiar topics using a series of simple sentences.***	**IL.PW** ***I can write briefly about most familiar topics and provide information using a series of simple sentences.***
Learning Indicator **IL.IL.1** I can understand the basic purpose of a message.	**Learning Indicator** **IL.IR.1** I can understand messages in which the writer tells or asks me about topics of personal interest.	**Learning Indicator** **IL.IC.1** I can have a simple conversation on a limited number of everyday topics.	**Learning Indicator** **IL.PS.1** I can talk about people, activities, events, and experiences.	**Learning Indicator** **IL.PW.1** I can write about people, activities, events, and experiences.
Sample Learning Targets • I can determine if I am hearing an announcement or an advertisement. • I can understand what a radio advertisement is	**Sample Learning Targets** • I can understand what an e-pal writes about interests and daily routines. • I can understand a	**Sample Learning Targets** • I can talk with someone about family or household tasks. • I can talk with someone about hobbies and	**Sample Learning Targets** • I can describe the physical appearance of a friend or family member. • I can describe another	**Sample Learning Targets** • I can describe the physical appearance and personality of a friend or family member.

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IL.IL Interpretive Listening***	***Learner Benchmark*** ***IL.IR Interpretive Reading***	***Learner Benchmark*** ***IL.IC Interpersonal Communication***	***Learner Benchmark*** ***IL.PS Presentational Speaking***	***Learner Benchmark*** ***IL.PW Presentational Writing***
selling. • I can understand when and where an event will take place. • I can understand a voice mail response accepting or rejecting an invitation. • I can…	simple posting on a friend's social media page. • I can understand a text from a friend about our plans. • I can understand if a friend accepts or rejects an invitation. • I can…	interests. • I can talk with someone about school or work. • I can…	person's personality. • I can describe a school or workplace. • I can describe a famous place. • I can describe a place I have visited or want to visit. • I can present my ideas about something I have learned. • I can…	• I can write about a school, workplace, famous place, or place I have visited. • I can write about a holiday, vacation, or a typical celebration. • I can write about something I have learned. • I can write about what I plan to do next in my life. • I can…
Learning Indicator **IL.IL.2** I can understand messages related to my basic needs.	**Learning Indicator** **IL.IR.2** I can identify some simple information needed on forms.	**Learning Indicator** **IL.IC.2** I can ask and answer questions of factual information that is familiar to me	**Learning Indicator** **IL.PS.2** I can express my needs and wants.	**Learning Indicator** **IL.PW.2** I can prepare materials for a presentation.
Sample Learning Targets • I can understand a clear and repeated	**Sample Learning Targets** • I can understand what information is asked	**Sample Learning Targets** • I can ask and answer questions related to	**Sample Learning Targets** • I can describe what I need for school or	**Sample Learning Targets** • I can write out a draft of a presentation that I

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IL.IL Interpretive Listening***	***Learner Benchmark*** ***IL.IR Interpretive Reading***	***Learner Benchmark*** ***IL.IC Interpersonal Communication***	***Learner Benchmark*** ***IL.PS Presentational Speaking***	***Learner Benchmark*** ***IL.PW Presentational Writing***
announcement about a flight's departure time and/or gate. • I can understand teacher announcements about when an assignment is due. • I can understand the date and time of when a voicemail message was recorded. • I can…	for on a customs form. • I can understand what information is asked for on a hotel registration form. • I can understand what information is asked for on a student ID card. • I can…	subjects such as geography, history, art, music, math, science, language, or literature. • I can…	work. • I can tell what I want to do each day. • I can…	plan to present orally. • I can write an outline of a project or presentation. • I can write notes for a speech. • I can…
Learning Indicator **IL.IL.3** I can understand questions and simple statements on everyday topics when I am part of the conversation.	**Learning Indicator** **IL.IR.3** I can identify some information from news media.	**Learning Indicator** **IL.IC.3** I can use the language to meet my basic needs in familiar situations.	**Learning Indicator** **IL.PS.3** I can present information on plans, instructions, and directions.	**Learning Indicator** **IL.PW.3** I can write simply about topics of interest.
Sample Learning Targets • I can understand questions about my work or class schedule. • I can understand	**Sample Learning Targets** • I can understand personal information about sports stars from photo captions	**Sample Learning Targets** • I can ask for help at school, work, or in the community.	**Sample Learning Targets** • I can explain the rules of a game. • I can give multi-step	**Sample Learning Targets** • I can write about a movie or song that I like.

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IL.IL Interpretive Listening***	***Learner Benchmark*** ***IL.IR Interpretive Reading***	***Learner Benchmark*** ***IL.IC Interpersonal Communication***	***Learner Benchmark*** ***IL.PS Presentational Speaking***	***Learner Benchmark*** ***IL.PW Presentational Writing***
questions about my likes and dislikes. • I can understand simple compliments related to what I am wearing or what I am doing. • I can…	• I can understand some information on job postings. • I can understand basic information on weather forecasts. • I can…	• I can make an appointment or reservation by phone. • I can arrange for transportation, such as by train, bus, taxi, or ride with friends. • I can…	instructions for preparing a recipe. • I can describe what my plans are for the weekend. • I can describe what my summer plans are. • I can describe holiday or vacation plans. • I can describe what is needed for a holiday or a celebration. • I can describe what I plan to do next in my life. • I can…	• I can write about a famous athlete, celebrity, or historical figure. • I can write a brief explanation of a proverb or nursery rhyme. • I can write a simple poem. • I can…
			Learning Indicator **IL.PS.4** I can present songs, short skits or dramatic readings.	**Learning Indicator** **IL.PW.4** I can write basic instructions on how to make or do something.
			Sample Learning Targets • I can retell a children's	**Sample Learning Targets** • I can write the rules of

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IL.IL Interpretive Listening***	***Learner Benchmark*** ***IL.IR Interpretive Reading***	***Learner Benchmark*** ***IL.IC Interpersonal Communication***	***Learner Benchmark*** ***IL.PS Presentational Speaking***	***Learner Benchmark*** ***IL.PW Presentational Writing***
			story. • I can present a proverb, poem or nursery rhyme. • I can participate in a performance of a skit or a scene from a play. • I can…	a game. • I can write about how to prepare something simple to eat. • I can write about a simple routine, like getting lunch in the cafeteria. • I can write simple directions to a nearby location or to an online resource. • I can…
			Learning Indicator **IL.PS.5** I can express my preferences on topics of interest.	**Learning Indicator** **IL.PW.5** I can write questions to obtain information.
			Sample Learning Targets • I can give a presentation about a movie or song that I like.	**Sample Learning Targets** • I can post a question for discussion or reflection. • I can develop a simple

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IL.IL Interpretive Listening***	***Learner Benchmark*** ***IL.IR Interpretive Reading***	***Learner Benchmark*** ***IL.IC Interpersonal Communication***	***Learner Benchmark*** ***IL.PS Presentational Speaking***	***Learner Benchmark*** ***IL.PW Presentational Writing***
			• I can give a presentation about a famous athlete, celebrity, or historical figure. • I can express my thoughts about a current event I have learned about or researched. • I can…	questionnaire or survey. • I can…

INTERMEDIATE INTERCULTURAL COMPETENCIES		
Learner Benchmark **Investigation of Products and Practices** ***I.CPP*** ***I can identify common patterns in the products and practices of a culture.***	**Learner Benchmark** **Understanding of Cultural Perspectives** ***I.CP*** ***I can compare familiar cultural beliefs and values.***	**Learner Benchmark** **Participation in Cultural Interaction** ***I.CIA*** ***I can interact at a functional level in familiar cultural contexts.***
Learning Indicator **I.CPP. 1** I can explore and reference current and past examples of authentic cultural products and	**Learning Indicator** **I.CP.1** I can describe some basic cultural viewpoints.	**Learning Indicator** **I.CIA.1** I can handle short interactions with peers and colleagues in familiar

practices.		situations at school, work, or play.
Sample Learning Targets • I can understand the main idea and characters of short stories, folk tales, or graphic novels. • I can recognize and reference famous artists and their works. • I can understand the main idea of a movie clip or documentary. • I can talk about a historical figure • I can have a simple conversation about a festival. • I can summarize the contributions of a culture in a blog or multimedia presentation. • I can…	**Sample Learning Targets** • I can talk about the individual role of family members and the importance of birth order. • I can give examples that show the importance of academics vs. sports. • I can describe the importance of time vs. money. • I can make simple comparisons about the roles of men and women in society. • I can describe the importance of religion. • I can describe how other cultures view major historical events differently. • I can…	**Sample Learning Targets** • I can usually accept and refuse invitations in a culturally appropriate way. • I can usually offer and receive gifts in a culturally appropriate way. • I can usually request assistance in a culturally appropriate way. • I can respond in a culturally appropriate way when someone sneezes, toasts, or pays me a compliment, etc. • I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, agreeing, etc. when talking with others. • I can…
Learning Indicator **I.CPP.2** I can compare and contrast some common products of other cultures and my own.	**Learning Indicator** **I.CP.2** I can make some generalizations about a culture.	**Learning Indicator** **I.CIA.2** I can recognize and refer to elements of traditional and pop culture.
Sample Learning Targets • I can describe similarities and differences in artwork. • I can have a simple conversation about	**Sample Learning Targets** • I can sometimes identify cultural stereotypes or exaggerated views of a culture.	**Sample Learning Targets** • I can refer to a historical event. • I can describe the outcome in a recent election.

educational systems. • I can provide basic information about countries' governments. • I can identify similarities among folk tales. • I can…	• I can compare some religious beliefs. • I can classify the political beliefs of a nation in simple terms. • I can determine which TV shows and films are popular in a given culture. • I can…	• I can talk about the popularity of a hit song. • I can mention the significance of a work of art in conversation. • I can describe the difference between a traditional costume and a fashion trend. • I can…
Learning Indicator **I.CPP. 3** I can compare and contrast some behaviors or practices of other cultures and my own.		**Learning Indicator** **I.CIA. 3** I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it.
Sample Learning Targets • I can compare and contrast eating habits. • I can compare and contrast how people buy and sell. • I can compare and contrast how families interact. • I can compare and contrast how people celebrate. • I can compare and contrast how my peers socialize. • I can…		**Sample Learning Targets** • I can identify the appropriateness of topics and usually participate in conversations about them when attending a social or family event. • I can sometimes recognize when I have acted or spoken too informally and try to correct it. • I can sometimes recognize when my attempt at humor is misguided. • I can…

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, ~~concepts~~, and ideas from a variety of culturally authentic sources on a variety of topics. **2. Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. **3. Presentational Speaking (PS) and Writing (PW)** I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	**4. Investigation of Cultural Products and Practices (CPP)** I can use my language skills to investigate the world beyond my immediate environment. **5. Understanding of Cultural Perspectives (CP)** I can use my language skills to recognize and understand others' ways of thinking as well as my own. **6. Participation in Cultural Interaction (CIA)** I can use my language skills and cultural understanding to interact in a cultural context other than my own.

INTERMEDIATE MID (IM) PROFICIENCY LEVEL

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *IM.IL Interpretive Listening*	*Learner Benchmark* *IM.IR Interpretive Reading*	*Learner Benchmark* *IM.IC Interpersonal Communication*	*Learner Benchmark* *IM.PS Presentational Speaking*	*Learner Benchmark* *IM.PW Presentational Writing*
IM.IL	**IM.IR**	**IM.IC**	**IM.PS**	**IM.PW**

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		***INTERPERSONAL***	***PRESENTATIONAL***	
Learner Benchmark ***IM.IL Interpretive Listening***	***Learner Benchmark*** ***IM.IR Interpretive Reading***	***Learner Benchmark*** ***IM.IC Interpersonal Communication***	***Learner Benchmark*** ***IM.PS Presentational Speaking***	***Learner Benchmark*** ***IM.PW Presentational Writing***
I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. ***I can understand the main idea in conversations that I overhear.***	***I can understand the main idea of texts related to everyday life and personal interests or studies.***	***I can participate in conversations on familiar topics using sentences and series of sentences.*** ***I can handle short social interactions in everyday situations by asking and answering a variety of questions.*** ***I can usually say what I want to say about myself and my everyday life.***	***I can make presentations on a wide variety of familiar topics using connected sentences.***	***I can write on a wide variety of familiar topics using connected sentences.***
Learning Indicator **IM.IL.1** I can understand basic information in ads, announcements and other simple recordings.	**Learning Indicator** **IM.IR.1** I can understand simple personal questions.	**Learning Indicator** **IM.IC.1** I can start, maintain, and end a conversation on a variety of familiar topics.	**Learning Indicator** **IM.PS.1** I can make a presentation about my personal and social experiences.	**Learning Indicator** **IM.PW.1** I can write messages and announcements.
Sample Learning Targets • I can understand when, where and who is playing in a concert	**Sample Learning Targets** • I can understand the questions asked on a career preference	**Sample Learning Targets** • I can start a conversation.	**Sample Learning Targets** • I can describe a childhood or past experience.	**Sample Learning Targets** • I can write a message to explain or clarify something.

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IM.IL Interpretive Listening***	***Learner Benchmark*** ***IM.IR Interpretive Reading***	***Learner Benchmark*** ***IM.IC Interpersonal Communication***	***Learner Benchmark*** ***IM.PS Presentational Speaking***	***Learner Benchmark*** ***IM.PW Presentational Writing***
from a radio. advertisement. • I can understand the main message of an e-card greeting. • I can understand what service is offering in a TV ad. • I can identify the type of film from a movie preview. • I can…	survey. • I can understand what is asked for on a simple, popular magazine questionnaire. • I can understand the personal questions to complete a profile on a social media site. • I can…	• I can ask for information, details, and explanations during a conversation. • I can bring a conversation to a close. • I can interview someone for a project or a publication. • I can…	• I can report on a social event that I attended. • I can make a presentation on something new I learned. • I can make a presentation about my plans for the future. • I can…	• I can write about common events and daily routines. • I can write an autobiographical statement for a contest, study abroad or other special program, or job application. • I can write an invitation or flyer about an event I am planning. • I can…
Learning Indicator **IM.IL.2** I can understand the main idea of what I listen to for personal enjoyment.	**Learning Indicator** **IM.IR.2** I can understand basic information in ads, announcements and other simple texts.	**Learning Indicator** **IM.IC.2** I can talk about my daily activities and personal preferences.	**Learning Indicator** **IM.PS.2** I can make a presentation on something I have learned or researched**.**	**Learning Indicator** **IM.PW.2** I can write short reports about something I have learned or researched.
Sample Learning Targets	**Sample Learning Targets**	**Sample Learning Targets**	**Sample Learning Targets**	**Sample Learning Targets**

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IM.IL Interpretive Listening***	***Learner Benchmark*** ***IM.IR Interpretive Reading***	***Learner Benchmark*** ***IM.IC Interpersonal Communication***	***Learner Benchmark*** ***IM.PS Presentational Speaking***	***Learner Benchmark*** ***IM.PW Presentational Writing***
• I can understand basic personal questions that are asked on a video conference. • I can understand what a You Tube clip is about. • I can understand peers' recorded descriptions about themselves or their avatars. • I can…	• I can understand the information in birth and wedding announcements. • I can understand the information in sales ads. • I can understand the main ideas in travel brochures. • I can understand the main ideas on food labels. • I can…	• I can talk about my daily routine. • I can talk about my interests and hobbies. • I can give reasons for my preferences. • I can give some information about activities I did. • I can give some information about something I plan to do. • I can talk about my favorite music, movies, and sports. • I can…	• I can give a short presentation on a current event. • I can present about a topic from an academic subject, such as science, math, art, etc. • I can describe how to plan and carry out an event, such as a party or family reunion. • I can give a short presentation on a famous person, landmark, or cultural event. • I can…	• I can write a short article on a current event. • I can write about an academic subject, such as science, math, art, etc. • I can write the minutes or a summary from a club or other meeting. • I can…
Learning Indicator **IM.IL.3** I can	**Learning Indicator** **IM.IR.3** I can	**Learning Indicator** **IM.IC.3** I can use my	**Learning Indicator** **IM.PS.3** I can make a	**Learning Indicator** **IM.PW.3** I can compose

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IM.IL Interpretive Listening***	***Learner Benchmark*** ***IM.IR Interpretive Reading***	***Learner Benchmark*** ***IM.IC Interpersonal Communication***	***Learner Benchmark*** ***IM.PS Presentational Speaking***	***Learner Benchmark*** ***IM.PW Presentational Writing***
understand messages related to my everyday life.	understand the main idea of what I read for personal enjoyment**.**	language to handle tasks related to my personal needs.	presentation about common interests and issues and state my viewpoint.	communications for public distribution.
Sample Learning Targets • I can understand a voice message about the time and place of a meeting. • I can understand a box-office recording about the times of the performances of events. • I can understand that an event is being postponed or cancelled. • I can…	**Sample Learning Targets** • I can understand updates in entertainment magazines and blogs. • I can understand postings in blogs on familiar topics. • I can understand postcards from friends. • I can…	**Sample Learning Targets** • I can request services, such as phone, computer, or car. • I can schedule an appointment. • I can make reservations. • I can…	**Sample Learning Targets** • I can give a presentation about a favorite movie or song and tell why I like it. • I can give a presentation about a famous person or historical figure and tell why he/she is important. • I can share my reactions about a current event and explain why the event is in the news. • I can…	**Sample Learning Targets** • I can create a flyer for an upcoming event at my school or at work. • I can write a review of a movie, book, play, exhibit, etc. • I can post an entry to a blog or a discussion forum. • I can compose a simple letter, response, or article for a publication. • I can contribute to a school or work publication. • I can…

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *IM.IL Interpretive Listening*	*Learner Benchmark* *IM.IR Interpretive Reading*	*Learner Benchmark* *IM.IC Interpersonal Communication*	*Learner Benchmark* *IM.PS Presentational Speaking*	*Learner Benchmark* *IM.PW Presentational Writing*
	Learning Indicator **IM.IR.4** I can read simple written exchanges between other people.	**Learning Indicator** **IM.IC.4** I can exchange information about subjects of special interest to me.		
	Sample Learning Targets • I can understand the main idea of personal messages exchanged in chat rooms. • I can understand the main idea of a magazine biographical interview with a celebrity. • I can…	**Sample Learning Targets** • I can talk about artists from other countries. • I can talk about historical events. • I can talk about a mathematics, technology, or science project. • I can…		
INTERMEDIATE INTERCULTURAL COMPETENCIES				

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

Learner Benchmark **Investigation of Products and Practices** ***I.CPP*** ***I can identify common patterns in the products and practices of a culture.***	**Learner Benchmark** **Understanding of Cultural Perspectives** ***I.CP*** ***I can compare familiar cultural beliefs and values.***	**Learner Benchmark** **Participation in Cultural Interaction** ***I.CIA*** ***I can interact at a functional level in familiar cultural contexts.***
Learning Indicator **I.CPP. 1** I can explore and reference current and past examples of authentic cultural products and practices.	**Learning Indicator** **I.CP.1** I can describe some basic cultural viewpoints.	**Learning Indicator** **I.CIA.1** I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.
Sample Learning Targets • I can understand the main idea and characters of short stories, folk tales, or graphic novels. • I can recognize and reference famous artists and their works. • I can understand the main idea of a movie clip or documentary. • I can talk about an historical figure • I can have a simple conversation about a festival. • I can summarize the contributions of a culture in a blog or multimedia presentation. • I can…	**Sample Learning Targets** • I can talk about the individual role of family members and the importance of birth order. • I can give examples that show the importance of academics vs. sports. • I can describe the importance of time vs. money. • I can make simple comparisons about the roles of men and women in society. • I can describe the importance of religion. • I can describe how other cultures view major historical events differently. • I can…	**Sample Learning Targets** • I can usually accept and refuse invitations in a culturally accepted way. • I can usually offer and receive gifts in a culturally accepted way. • I can usually request assistance in a culturally accepted way. • I can respond in a culturally accepted way when someone sneezes, toasts, or pays me a compliment, etc. • I can use some appropriate cultural conventions such as body language, turn-taking, interrupting, agreeing, etc. when talking with others. • I can…

Learning Indicator **I.CPP.2** I can compare and contrast some common products of other cultures and my own.	**Learning Indicator** **I.CP.2** I can make some generalizations about a culture.	**Learning Indicator** **I.CIA.2** I can recognize and refer to elements of traditional and pop culture.
Sample Learning Targets • I can describe similarities and differences in artwork. • I can have a simple conversation about educational systems. • I can provide basic information about countries' governments. • I can identify similarities among folk tales. • I can…	**Sample Learning Targets** • I can sometimes identify cultural stereotypes or exaggerated views of a culture. • I can compare some religious beliefs. • I can classify the political beliefs of a nation in simple terms. • I can determine which TV shows and films are popular in a given culture. • I can…	**Sample Learning Targets** • I can refer to a historical event. • I can describe the outcome in a recent election. • I can talk about a hit song. • I can mention the significance of a work of art in conversation. • I can describe the difference between a traditional costume and a fashion trend. • I can…
Learning Indicator **I.CPP. 3** I can compare and contrast some behaviors or practices of other cultures and my own.		**Learning Indicator** **I.CIA. 3** I can sometimes recognize when I have caused cultural misunderstanding and try to correct it.
Sample Learning Targets • I can compare and contrast eating habits. • I can compare and contrast how people buy and sell. • I can compare and contrast how families interact. • I can compare and contrast how people		**Sample Learning Targets** • I can sometimes sense when my behavior or speech has offended someone and apologize appropriately. • I can sometimes recognize when I have acted or spoken too informally and try to correct it. • I can sometimes recognize when my

celebrate. • I can compare and contrast how my peers socialize. • I can…		attempt at humor is misguided. • I can…

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. **2. Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. **3. Presentational Speaking (PS) and Writing (PW)** I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	**4. Investigation of Cultural Products and Practices (CPP)** I can use my language skills to investigate the world beyond my immediate environment. **5. Understanding of Cultural Perspectives (ICP)** I can use my language skills to recognize and understand others' ways of thinking as well as my own. **6. Participation in Cultural Interaction (CIA)** I can use my language skills and cultural understanding to interact in a cultural context other than my own.

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INTERMEDIATE HIGH (IH) PROFICIENCY LEVEL

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *IH.IL Interpretive Listening*	*Learner Benchmark* *IH.IR Interpretive Reading*	*Learner Benchmark* *IH.IC Interpersonal Communication*	*Learner Benchmark* *IH.PS Presentational Speaking*	*Learner Benchmark* *IH.PW Presentational Writing*
IH.IL ***I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.*** ***I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.*** ***I can sometimes follow what I hear about events and experiences in various timeframes.***	**IH.IR** ***I can easily understand the main idea of texts related to everyday life, personal interests, and studies.*** ***I can sometimes follow stories and descriptions about events and experiences in various timeframes.***	**IH.IC** ***I can participate with ease and confidence in conversations on familiar topics.*** ***I can usually talk about events and experiences in various timeframes.*** ***I can usually describe people, places, and things.*** ***I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.***	**IH.PS** ***I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.*** ***I can make some presentations on events and experiences in various timeframes.***	**IH.PW** ***I can write on topics related to school, work, and community in a generally organized way.*** ***I can write some simple paragraphs about events and experiences in various timeframes.***

UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IH.IL Interpretive Listening***	***Learner Benchmark*** ***IH.IR Interpretive Reading***	***Learner Benchmark*** ***IH.IC Interpersonal Communication***	***Learner Benchmark*** ***IH.PS Presentational Speaking***	***Learner Benchmark*** ***IH.PW Presentational Writing***
Learning Indicator **IH.IL.1** I can easily understand straightforward information or interactions.	**Learning Indicator** **IH.IR.1** I can understand accounts of personal events or experiences.	**Learning Indicator** **IH.IC.1** I can exchange information related to areas of mutual interest.	**Learning Indicator** **IH.PS.1** I can present information on academic and work topics.	**Learning Indicator** **IH.PW.1** I can write about school and academic topics.
Sample Learning Targets • I can understand the descriptions of avatars in a new video game. • I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town. • I can understand a tour guide's description of a city's history and attractions.	**Sample Learning Targets** • I can understand information about an upcoming excursion, such as a class trip or company event. • I can understand a friend's postcard describing their family vacation. • I can understand descriptions of a Peace Corps volunteer's daily life. • I can…	**Sample Learning Targets** • I can provide information about specific events. • I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports. • I can ask for and provide descriptions of places I know and also places I would like to visit. • I can talk about my	**Sample Learning Targets** • I can present ideas about something I have learned, such as an historical event, a famous person, or a current environmental issue. • I can explain a series of steps needed to complete a task or experiment. • I can explain to someone who was absent what took place in class or on the job. • I can present my qualifications and	**Sample Learning Targets** • I can write a simple summary about something I have learned. • I can write a series of steps needed to complete a task, such as for an experiment. • I can prepare notes for someone who was absent from class or school. • I can write the content for a multi-media presentation, a handout, a synopsis,

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IH.IL Interpretive Listening***	***Learner Benchmark*** ***IH.IR Interpretive Reading***	***Learner Benchmark*** ***IH.IC Interpersonal Communication***	***Learner Benchmark*** ***IH.PS Presentational Speaking***	***Learner Benchmark*** ***IH.PW Presentational Writing***
• I can…		family history. • I can talk about jobs and career plans. • I can…	goals for an academic program, training, or job. • I can…	etc. • I can…
Learning Indicator **IH.IL.2** I can understand a few details in ads, announcements and other simple recordings.	**Learning Indicator** **IH.IR.2** I can sometimes follow short, written instructions when supported by visuals.	**Learning Indicator** **IH.IC.2** I can use my language to do a task that requires multiple steps.	**Learning Indicator** **IH.PS.2** I can make a presentation on events, activities and topics of particular interest.	**Learning Indicator** **IH.PW.2** I can write about work and career topics**.**
Sample Learning Targets • I can understand a few details about a nutritional recommendation in a public service health announcement. • I can understand the services offered in an ad about a car repair service.	**Sample Learning Targets** • I can follow the instructions to use an ATM machine. • I can follow the instructions to make an online purchase. • I can follow simple directions to do an experiment in a science class.	**Sample Learning Targets** • I can give the basic rules of a game or sport and answer questions about them. • I can ask for, follow, and give instructions for preparing food. • I can ask for and follow directions to get from one place to	**Sample Learning Targets** • I can make a presentation on something I learned from the media. • I can make a presentation about an interesting person. • I can summarize a personal, historical, or cultural event.	**Sample Learning Targets** • I can write a simple summary about an assignment or task. • I can document the series of steps needed to complete a task or project. • I can prepare notes for someone who is new or has been

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IH.IL Interpretive Listening***	***Learner Benchmark*** ***IH.IR Interpretive Reading***	***Learner Benchmark*** ***IH.IC Interpersonal Communication***	***Learner Benchmark*** ***IH.PS Presentational Speaking***	***Learner Benchmark*** ***IH.PW Presentational Writing***
• I can understand a few details from public service announcements such as severe weather warnings or safety alerts. • I can…	• I can understand the basic instructions for playing a video game. • I can…	another. • I can tell someone how to access information online. • I can explain basic rules, policies, or laws that affect us in a debate format. • I can…	• I can give a presentation about my interests, hobbies, lifestyle, or preferred activities. • I can make a presentation about the history or current status of a school, organization, or company. • I can make a presentation about future plans. • I can…	absent from a project, team, or work meeting. • I can draft a work plan. • I can write the content for a multi-media presentation, a handout, a synopsis, etc. • I can…
Learning Indicator **IH.IL.3** I can sometimes understand situations with complicating factors.	**Learning Indicator** **IH.IL.3** I can understand the main idea of and a few supporting facts about famous people and historic events.	**Learning Indicator** **IH.IC.3** I can use my language to handle a situation that may have a complication.	**Learning Indicator** **IH.PS.3** I can present my point of view and provide reasons to support it.	**Learning Indicator** **IH.PW.3** I can write about community topics and events.

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***IH.IL Interpretive Listening***	***Learner Benchmark*** ***IH.IR Interpretive Reading***	***Learner Benchmark*** ***IH.IC Interpersonal Communication***	***Learner Benchmark*** ***IH.PS Presentational Speaking***	***Learner Benchmark*** ***IH.PW Presentational Writing***
Sample Learning Targets • I can understand a voice message from an exchange student telling why she will be late. • I can understand a phone message about a change in meeting times and place. • I can understand a voice message from the airlines about changes to a flight schedule. • I can…	**Sample Learning Targets** • I can read a short summary of a historical figure's accomplishments. • I can understand the main idea and a few supporting facts about a scientific discovery from a summarized account. • I can…	**Sample Learning Targets** • I can arrange for a make-up exam or reschedule an appointment. • I can return an item I have purchased to a store. • I can plan an outing with a group of friends. • I can…	**Sample Learning Targets** • I can make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint. • I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc. • I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources,	**Sample Learning Targets** • I can write a simple summary about something I have researched. • I can write the content for a multi-media presentation, a handout, a synopsis, etc. • I can write the steps needed to complete a task, such as for a community event or a fund raiser. • I can summarize what has been happening in the community for someone who is new or has been away. • I can…

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *IH.IL Interpretive Listening*	*Learner Benchmark* *IH.IR Interpretive Reading*	*Learner Benchmark* *IH.IC Interpersonal Communication*	*Learner Benchmark* *IH.PS Presentational Speaking*	*Learner Benchmark* *IH.PW Presentational Writing*
			extreme weather events, etc. • I can…	
				Learning Indicator **IH.PW.4** I can write about an entertainment or social event.
				Sample Learning Targets • I can summarize a conversation or interview that I had with someone. • I can describe an event that I participated in or witnessed. • I can write a brief summary of the plot of a movie or an episode of a TV show. • I can…

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INTERMEDIATE INTERCULTURAL COMPETENCIES		
Learner Benchmark **Investigation of Products and Practices** ***I.CPP*** ***I can identify common patterns in the products and practices of a culture.***	**Learner Benchmark** **Understanding of Cultural Perspectives** ***I.CP*** **I *can compare familiar cultural beliefs and values.***	**Learner Benchmark** **Participation in Cultural Interaction** ***I.CIA*** **I *can interact at a functional level in familiar cultural contexts.***
Learning Indicator **I.CPP. 1** I can explore and reference current and past examples of authentic cultural products and practices.	**Learning Indicator** **I.CP.1** I can describe some basic cultural viewpoints.	**Learning Indicator** **I.CIA.1** I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.
Sample Learning Targets • I can understand the main idea and characters of short stories, folk tales, or graphic novels. • I can recognize and reference famous artists and their works. • I can understand the main idea of a movie clip or documentary. • I can talk about a historical figure. • I can have a simple conversation about a festival. • I can summarize the contributions of a culture in a blog or multimedia	**Sample Learning Targets** • I can talk about the individual role of family members and the importance of birth order. • I can give examples that show the importance of academics vs. sports. • I can describe the importance of time vs. money. • I can make simple comparisons about the roles of men and women in society. • I can describe the importance of religion. • I can describe how other cultures view	**Sample Learning Targets** • I can usually accept and refuse invitations in a culturally appropriate way. • I can usually offer and receive gifts in a culturally appropriate way. • I can usually request assistance in a culturally appropriate way. • I can respond in a culturally appropriate way when someone sneezes, toasts, pays me a compliment, etc. • I can use some appropriate cultural conventions such as body language,

presentation. • I can…	major historical events differently. • I can…	turn-taking, interrupting, agreeing, etc. when talking with others. • I can…
Learning Indicator **I.CPP.2** I can compare and contrast some common products of other cultures and my own.	**Learning Indicator** **I.CP.2** I can make some generalizations about a culture.	**Learning Indicator** **I.CIA.2** I can recognize and refer to elements of traditional and pop culture.
Sample Learning Targets • I can describe similarities and differences in artwork. • I can have a simple conversation about educational systems. • I can provide basic information about countries' governments. • I can identify similarities among folk tales. • I can…	**Sample Learning Targets** • I can sometimes identify cultural stereotypes or exaggerated views of a culture. • I can compare some religious beliefs. • I can classify the political beliefs of a nation in simple terms. • I can determine which TV shows and films are popular in a given culture. • I can…	**Sample Learning Targets** • I can refer to a historical event. • I can describe the outcome in a recent election. • I can talk about the popularity of a hit song. • I can mention the significance of a work of art in conversation. • I can describe the difference between a traditional costume and a fashion trend. • I can…
Learning Indicator **I.CPP. 3** I can compare and contrast some behaviors or practices of other cultures and my own.		**Learning Indicator** **I.CIA. 3** I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it.
Sample Learning Targets • I can compare and contrast eating habits. • I can compare and contrast how people		**Sample Learning Targets** • I can identify the appropriateness of topics and usually participate in conversations about them when

buy and sell. • I can compare and contrast how families interact. • I can compare and contrast how people celebrate. • I can compare and contrast how my peers socialize. • I can…		attending a social or family event. • I can sometimes recognize when I have acted or spoken too informally and try to correct it. • I can sometimes recognize when my attempt at humor is misguided. • I can…

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. **2. Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. **3. Presentational Speaking (PS) and Writing (PW)** I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	**4. Investigation of Cultural Products and Practices (CPP)** I can use my language skills to investigate the world beyond my immediate environment. **5. Understanding of Cultural Perspectives (CP)** I can use my language skills to recognize and understand others' ways of thinking as well as my own. **6. Participation in Cultural Interaction (CIA)** I can use my language skills and cultural understanding to interact in a cultural context other than my own.

ADVANCED LOW (AL) PROFICIENCY LEVEL

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		***INTERPERSONAL***	***PRESENTATIONAL***	
Learner Benchmark ***AL.IL Interpretive Listening***	***Learner Benchmark*** ***AL.IR Interpretive Reading***	***Learner Benchmark*** ***AL.IC Interpersonal Communication***	***Learner Benchmark*** ***AL.PS Presentational Speaking***	***Learner Benchmark*** ***AL.PW Presentational Writing***
AL.IL ***I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.*** ***I can follow stories and descriptions of some length and in various timeframes.*** ***I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.***	**AL.IR** ***I can understand the main idea and some supporting details on a variety of topics of personal and general interest.*** ***I can follow stories and descriptions of some length and in various timeframes and genres.***	**AL.IC** ***I can participate in conversations about familiar topics that go beyond my everyday life.*** ***I can talk in an organized way and with some detail about events and experiences in various timeframes.*** ***I can describe people, places, and things in an organized way and with some detail.*** ***I can handle a familiar situation with an unexpected complication.***	**AL.PS** ***I can deliver organized presentations appropriate to my audience on a variety of topics.*** ***I can present information about events and experiences in various timeframes.***	**AL.PW** ***I can write on general interest, academic, and professional topics.*** ***I can write organized paragraphs about events and experiences in various timeframes.***
Learning Indicator **AL.IL.1** I understand descriptions and stories of events that have happened or will happen.	**Learning Indicator** **AL.IR.1** I can find and use information for practical purposes.	**Learning Indicator** **AL.IC.1** I can participate in conversations on a wide variety of topics that go beyond my	**Learning Indicator** **AL.PS.1** I can deliver short presentations on a number of academic and workplace topics.	**Learning Indicator** **AL.PW.1** I can meet basic school and academic writing needs.

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***AL.IL Interpretive Listening***	***Learner Benchmark*** ***AL.IR Interpretive Reading***	***Learner Benchmark*** ***AL.IC Interpersonal Communication***	***Learner Benchmark*** ***AL.PS Presentational Speaking***	***Learner Benchmark*** ***AL.PW Presentational Writing***
		everyday life.		
Sample Learning Targets • I can understand short presentations about famous people in history. • I can understand a voicemail outlining the details of a plan for an upcoming outing. • I can follow a video conferencing session in which the speakers recount their experience on a recent trip. • I can…	**Sample Learning Targets** • I can read about an upcoming event and decide whether or not to attend. • I can read a blogger's account of a trip to plan my own. • I can read a message about a friend's car accident. • I can read a description about a candidate to make a voting decision. • I can understand absentee and sick leave policies. • I can…	**Sample Learning Targets** • I can explain absentee and sick leave policies and answer questions about them. • I can discuss current issues, such as leash laws, school dress codes, drinking age, or speed limits. • I can discuss what is currently going on in another community or country. • I can…	**Sample Learning Targets** • I can present an explanation for a work or school process, project, or policy. • I can provide a rationale for the importance of certain classes, subjects, or training programs. • I can present a summary of an action plan or annual report for a club or work group. • I can…	**Sample Learning Targets** • I can revise class or meeting notes that I have taken for distribution. • I can draft and revise an essay or composition as part of a school assignment. • I can write an abstract for a science fair project, research study, or conference. • I can write summaries or annotations for a research project • I can…
Learning Indicator	**Learning Indicator**	**Learning Indicator**	**Learning Indicator**	**Learning Indicator**

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		***INTERPERSONAL***	***PRESENTATIONAL***	
Learner Benchmark ***AL.IL Interpretive Listening***	***Learner Benchmark*** ***AL.IR Interpretive Reading***	***Learner Benchmark*** ***AL.IC Interpersonal Communication***	***Learner Benchmark*** ***AL.PS Presentational Speaking***	***Learner Benchmark*** ***AL.PW Presentational Writing***
AL.IL.2 I can understand the main idea of popular genres.	**AL.IR.2** I can read texts that compare and contrast information.	**AL.IC.2** I can compare and contrast life in different locations and in different times.	**AL.PS.2** I can deliver short presentations on social and cultural topics.	**AL.PW.2** I can meet basic work and career writing needs.
Sample Learning Targets • I can follow televised promotions for upcoming programs. • I can follow a YouTube comparison of two popular vacation locations. • I can follow simple oral stories, recorded books, summaries, and excerpts from speeches. • I can understand some simple information from a movie trailer. • I can…	**Sample Learning Targets** • I can read restaurant descriptions to guide my choice. • I can read movie summaries to choose what to see. • I can read a catalogue of course descriptions to choose my classes. • I can understand the main idea and some details from a list of government job descriptions. • I can read an article about how technology has changed in the past 20 years.	**Sample Learning Targets** • I can explain how life has changed since I was a child and answer questions about my explanation • I can compare different jobs and study programs in discussing them with a peer. • I can explain how technology has changed our lives and enter into a debate on this topic. • I can…	**Sample Learning Targets** • I can present an explanation for a social or community project or policy. • I can give a presentation about the importance of certain social and cultural practices. • I can give a presentation on traditions related to social events such as homecoming, graduation, marriages, funerals, etc. • I can present a summary of an action plan or annual report	**Sample Learning Targets** • I can write an informational memo about a project or event. • I can write summaries or a multi-step work plan for a new project. • I can write brief job descriptions or performance reports. • I can revise meeting notes that I have taken for distribution. • I can draft and revise a résumé or cover letter. • I can…

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***AL.IL Interpretive Listening***	***Learner Benchmark*** ***AL.IR Interpretive Reading***	***Learner Benchmark*** ***AL.IC Interpersonal Communication***	***Learner Benchmark*** ***AL.PS Presentational Speaking***	***Learner Benchmark*** ***AL.PW Presentational Writing***
	• I can…		for a community or social organization. • I can…	
	Learning Indicator **AL.IR.3** I can follow simple written instructions.	**Learning Indicator** **AL.IC.3** I can resolve an unexpected complication that arises in a familiar situation.	**Learning Indicator** **AL.PS.3** I can explain issues of public and community interest, including different viewpoints.	**Learning Indicator** **AL.PW.3** I can meet basic social and civic writing needs.
	Sample Learning Targets • I can follow directions for assembling a model. • I can follow driving directions. • I can follow the steps of a recipe. • I can…	**Sample Learning Targets** • I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays. • I can tell a friend how I'm going to replace an item that I borrowed and broke/lost. • I can explain why I	**Sample Learning Targets** • I can present reasons for or against a position on a political or social issue. • I can make a presentation related to public health or safety. • I can present a position during a formal debate. • I can make a	**Sample Learning Targets** • I can manage and edit an online journal, blog, or discussion forum. • I can write an article about an event or project of a club or group. • I can write a letter of advice or letter to the editor on a social, civic or political issue.

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *AL.IL Interpretive Listening*	*Learner Benchmark* *AL.IR Interpretive Reading*	*Learner Benchmark* *AL.IC Interpersonal Communication*	*Learner Benchmark* *AL.PS Presentational Speaking*	*Learner Benchmark* *AL.PW Presentational Writing*
		was late to class or absent from work and arrange to make up the lost time. • I can…	presentation promoting an event, a service, or a product. • I can…	• I can prepare reports and online communications for a social club, community or political group. • I can…
		Learning Indicator **AL.IC.4** I can conduct or participate in interviews.	**Learning Indicator** **AL.PS.4** I can deliver presentations for a specific audience.	
		Sample Learning Targets • I can interview for a job or service opportunity related to my field of expertise. • I can interview someone about his/her professional interests and activities. • I can…	**Sample Learning Targets** • I can deliver a presentation to my classmates or colleagues. • I can make presentations about special opportunities such as internships and study abroad. • I can provide an explanation about a	

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INTERPRETIVE		***INTERPERSONAL***	***PRESENTATIONAL***	
Learner Benchmark ***AL.IL Interpretive Listening***	***Learner Benchmark*** ***AL.IR Interpretive Reading***	***Learner Benchmark*** ***AL.IC Interpersonal Communication***	***Learner Benchmark*** ***AL.PS Presentational Speaking***	***Learner Benchmark*** ***AL.PW Presentational Writing***
			process or procedure such as obtaining a driver's license, submitting an application for college admission, or applying for a scholarship or financial aid, etc. • I can present an overview about my school, community, or workplace. • I can…	

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ADVANCED INTERCULTURAL COMPETENCIES		
Learner Benchmark **Investigation of Products and Practices** ***A.CPP*** ***I can explain some diversity among the products and practices in other cultures and my own.***	**Learner Benchmark** **Understanding of Cultural Perspectives** ***A.CP*** ***I can analyze and explain some cultural perspectives of individuals and institutions within a society.***	**Learner Benchmark** **Participation in Cultural Interaction** ***A.CIA*** ***I can interact at a competent level in familiar and some unfamiliar cultural contexts.***
Learning Indicator **A.CPP.1** I can explain some of the factors that contribute to why products and practices vary across cultures.	**Learning Indicator** **A.CP. 1** I can explain how peoples' actions reflect their cultural beliefs.	**Learning Indicator** **A.CIA.1** I can comfortably interact and converse with peers and colleagues at school, work, or play.
Sample Learning Targets • I can explain how cultural factors influence art. • I can explain how popular songs reflect the culture in which they were created. • I can explain how a country's cuisine is influenced by its regional culture. • I can explain how creators of advertisements use elements of culture to market their products. • I can describe the use of cultural elements in filmmaking.	**Sample Learning Targets** • I can explain why people place importance on long vacations in some cultures. • I can explain why families in some cultures spend more time at meals than others. • I can explain why people hold certain professions in higher regard than others. • I can explain why people arrange marriages in a culture. • I can…	**Sample Learning Targets** • I can collaborate on a project with peers from another culture • I can interact appropriately when I am a guest in the home of a friend from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.) • I can engage in social conversations at a sporting event with peers. • I can differentiate between appropriate and inappropriate topics and participate in conversations about most of them.

• I can...		• I can…
Learning Indicator **A.CPP.2** I can analyze how peoples' practices and behaviors reflect their cultures.	**Learning Indicator** **A.CP. 2** I can explain how social, political, religious, and economic institutions reflect cultural beliefs.	**Learning Indicator** **A.CIA.2** I can interact with people in some situations outside of my normal routine.
Sample Learning Targets • I can explain why people worship on a certain day(s) of the week. • I can explain why practices of disciplining children differ among cultures. • I can explain some dietary preferences between cultures. • I can explain some voting practices between cultures. • I can explain why some cultures prefer certain sports. • I can sometimes tell the difference between a fashion choice that is personal versus one that is a cultural norm. • I can…	**Sample Learning Targets** • I can explain why universal health care is provided in some cultures. • I can explain why a country has a democracy instead of a monarchy. • I can explain why certain symbols are found on places of worship. • I can explain how and why business cards are presented. • I can…	**Sample Learning Targets** • I can participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview. • I can participate in a community service learning project, such as volunteering at a health fair for immigrants. • I can interview someone for a research project or news article. • I can carry on a conversation with someone during a job shadowing experience. • I can…
Learning Indicator **A.CPP.3** I can explore topics of personal and professional interest.		**Learning Indicator** **A.CIA.3** I can navigate some formal and official procedures.

Sample Learning Targets • I can look up some facts about the genealogy of my family in other countries. • I can research study or internship opportunities abroad. • I can gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures. • I can research career options and job opportunities in other countries. • I can research driving regulations in other countries. • I can…		**Sample Learning Targets** • I can follow the steps to make an online purchase from a foreign Web site. • I can help fill out forms for visas, travel and work permits, and registrations. • I can explain my point of view in a minor legal procedure such as a traffic violation. • I can…
		Learning Indicator **A.CIA.4** I can understand that a cultural faux pas has occurred and understand how to correct it.
		Sample Learning Targets • I can recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body language. • I can understand why a gift I gave was inappropriate and decide what to give the next time.

		• I can understand why a comment I made was offensive and decide what to say next time. • I can understand why what I wore was inappropriate and decide what to wear next time. • I can understand why the food I served was not appreciated and decide what to serve next time. • I can write an apology to repair a relationship. • I can…

CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. **2. Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. **3. Presentational Speaking (PS) and Writing (PW)**	**4. Investigation of Cultural Products and Practices (CPP)** I can use my language skills to investigate the world beyond my immediate environment. **5. Understanding of Cultural Perspectives (CP)** I can use my language skills to recognize and understand others' ways of thinking as well as my own. **6. Participation in Cultural Interaction (CIA)** I can use my language skills and cultural understanding to interact in a

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I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	cultural context other than my own.

ADVANCED MID (AM) PROFICIENCY LEVEL

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark *AM.IL Interpretive Listening*	*Learner Benchmark* *AM.IR Interpretive Reading*	*Learner Benchmark* *AM.IC Interpersonal Communication*	*Learner Benchmark* *AM.PS Presentational Speaking*	*Learner Benchmark* *AM.PW Presentational Writing*
AM.IL ***I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.*** ***I can follow stories and descriptions of some length and in various timeframes.*** ***I can understand information presented in most genres, even when not familiar with the***	**AM.IR** I ***can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some professional topics.*** ***I can follow stories and descriptions of considerable length and in various timeframes.*** ***I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.***	**AM.IC** ***I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.*** ***I can talk in detail and in an organized way about events and experiences in various timeframes.*** ***I can confidently handle routine situations with an unexpected complication.*** ***I can share my point of view in discussions on some complex issues.***	**AM.PS** ***I can deliver well-organized presentations on concrete social, academic, and professional topics.*** ***I can present detailed information about events and experiences in various timeframes.***	**AM.PW** ***I can write on a wide variety of general interest, professional, and academic topics.*** ***I can write well-organized, detailed paragraphs in various timeframes.***

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***AM.IL Interpretive Listening***	***Learner Benchmark*** ***AM.IR Interpretive Reading***	***Learner Benchmark*** ***AM.IC Interpersonal Communication***	***Learner Benchmark*** ***AM.PS Presentational Speaking***	***Learner Benchmark*** ***AM.PW Presentational Writing***
topic.				
Learning Indicator **AM.IL.1** I can understand the main idea and many details of descriptions or interviews.	**Learning Indicator** **AM.IR.1** I can follow the general idea and some details of what is written in a variety of stories and autobiographical accounts.	**Learning Indicator** **AM.IC.1** I can communicate effectively on a wide variety of present, past, and future events.	**Learning Indicator** **AM.PS.1** I can present information about events of public or personal interest.	**Learning Indicator** **AM.PW.1** I can write well organized texts for a variety of academic purposes.
Sample Learning Targets • I can understand many details given in an interview with a famous person, such as a rock star, politician, or actor • I can understand a Web-based presentation giving a virtual tour of a city or university. • I can understand an introduction that outlines the	**Sample Learning Targets** • I can follow the chronological plot in a simple short story. • I can follow news articles reporting on community events. • I can follow a short online autobiography. • I can follow a cover letter and a résumé. • I can…	**Sample Learning Targets** • I can give a clear and detailed story about childhood memories, or memorable events and answer questions about my explanation. • I can give clear descriptions about cultural events and respond to questions about them. • I can talk about present challenges in my school or work	**Sample Learning Targets** • I can recount the details of an historical event. • I can present in detail the plot, setting, characters, etc. of a film or book. • I can describe in detail a social event or a local celebration. • I can present a full account of the social and cultural activities from a recent trip or	**Sample Learning Targets** • I can write a research paper on a topic related to my studies or area of specialization. • I can write a proposal for a project or a research study. • I can write a newspaper and/or magazine article about an event, project, or research initiative. • I can write content for

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***AM.IL Interpretive Listening***	***Learner Benchmark*** ***AM.IR Interpretive Reading***	***Learner Benchmark*** ***AM.IC Interpersonal Communication***	***Learner Benchmark*** ***AM.PS Presentational Speaking***	***Learner Benchmark*** ***AM.PW Presentational Writing***
achievements of a speaker. • I can…		life, such as paying for classes or dealing with difficult colleagues. • I can discuss future plans, such as where I want to settle down or what I will be doing in the next few years. • I can…	excursion. • I can tell a story to a particular audience for dramatic effect. • I can incorporate simple analogies into presentations. • I can give an accurate description of something I participated in or witnessed. • I can…	instructional resources. • I can…
Learning Indicator **AM.IL.2** I can understand accounts of events**.**	**Learning Indicator** **AM.IR.2** I can understand general information on topics outside my field of interest.	**Learning Indicator** **AM.IC.2** I can exchange general information on topics outside my fields of interest.	**Learning Indicator** **AM.PS.2** I can convey my ideas and elaborate on a variety of academic topics.	**Learning Indicator** **AM.PW.2** I can write well-organized texts for a variety of professional purposes.
Sample Learning Targets • I can understand a	**Sample Learning Targets** • I can understand the	**Sample Learning Targets** • I can exchange general	**Sample Learning Targets** • I can make	**Sample Learning Targets** • I can write letters of

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INTERPRETIVE		***INTERPERSONAL***	***PRESENTATIONAL***	
Learner Benchmark ***AM.IL Interpretive Listening***	***Learner Benchmark*** ***AM.IR Interpretive Reading***	***Learner Benchmark*** ***AM.IC Interpersonal Communication***	***Learner Benchmark*** ***AM.PS Presentational Speaking***	***Learner Benchmark*** ***AM.PW Presentational Writing***
voicemail message on how someone missed a meeting because of an accident. • I can understand a family member recounting an event in a recorded memoir. • I can understand some autobiographical details of a well-known science figure • I can understand a commentator's summary of a sporting event on TV. • I can…	details about a police report on a recent crime. • I can understand the details of a job or performance evaluation. • I can understand the details of an article about a sporting or cultural event. • I can…	information about my community, such as demographic information and points of interests. • I can exchange general information about leisure and travel, such as the world's most visited sites or most beautiful places to visit. • I can exchange factual information about social and environmental questions, such as retirement, recycling, or pollution. • I can…	presentations on a variety of subjects I have researched. • I can teach a lesson to a particular audience. • I can give detailed presentations on the process and the outcome of an experiment, research study, etc. • I can make presentations to advocate for educational opportunities such as membership in a club, honor society, study abroad. • I can give a presentation on a capstone or similar summative project such as a thesis or seminar.	recommendation. • I can write a project proposal or a report. • I can write about the results of a survey and the recommendations that might follow. • I can write a statement for a job application. • I can write performance reviews or project evaluations. • I can write brochures or other resources for clients or customers. • I can…

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UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark ***AM.IL Interpretive Listening***	***Learner Benchmark*** ***AM.IR Interpretive Reading***	***Learner Benchmark*** ***AM.IC Interpersonal Communication***	***Learner Benchmark*** ***AM.PS Presentational Speaking***	***Learner Benchmark*** ***AM.PW Presentational Writing***
			• I can…	
Learning Indicator **AM.IL.3** I can understand directions and instructions on everyday tasks.	**Learning Indicator** **AM.IR.3** I can handle a complication or unexpected turn of events.	**Learning Indicator** **AM.IC.3** I can handle a complication or unexpected turn of events.	**Learning Indicator** **AM.PS.3** I can give presentations with ease and detail on a wide variety of topics related to professional interests.	**Learning Indicator** **AM.PW.3** I can write well organized texts for a variety of general interest purposes
Sample Learning Targets • I can understand multi-step instructions in a recipe presented on TV or YouTube. • I can understand when a friend tells me how to play a sport or game. • I can understand the details when a teacher presents how to complete a homework assignment to the class. • I can…	**Sample Learning Targets** • I can understand an e-mail message explaining details about the rescheduling of an event. • I can understand the details in a message about why someone missed an important meeting. • I can understand detailed descriptions about a service learning project. • I can…	**Sample Learning Targets** • I can return or exchange a purchase when a vendor makes a mistake or when parts are missing. • I can clear up a major personal, school, or work place misunderstanding. • I can explain an injury or illness and manage to get help. • I can…	**Sample Learning Targets** • I can give a presentation about my studies, work, or organization to an outside audience. • I can advocate for new ideas or innovative approaches related to school, work, or training. • I can present detailed information to clients, customers, or others. • I can…	**Sample Learning Targets** • I can write an article for a special interest magazine. • I can write a family or community history. • I can write brochures or other resources for community events or fund raising. • I can write promotional materials. • I can…

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ADVANCED INTERCULTURAL COMPETENCIES		
Learner Benchmark **Investigation of Products and Practices** ***A.CPP*** ***I can explain some diversity among the products and practices in other cultures and my own.***	**Learner Benchmark** **Understanding of Cultural Perspectives** ***A.CP*** ***I can analyze and explain some cultural perspectives of individuals and institutions within a society.***	**Learner Benchmark** **Participation in Cultural Interaction** ***A.CIA*** ***I can interact at a competent level in familiar and some un familiar cultural contexts.***
Learning Indicator **A.CPP.1** I can explain some of the factors that contribute to why products and practices vary across cultures.	**Learning Indicator** **A.CP.1** I can explain how peoples' actions reflect their cultural beliefs.	**Learning Indicator** **A.CIA.1** I can comfortably interact and converse with peers and colleagues at school, work, or play.
Sample Learning Targets • I can explain how cultural factors influence art. • I can explain how popular songs reflect the culture in which they were created. • I can explain how a country's cuisine is influenced by its regional culture. • I can explain how creators of advertisements use elements of culture to market their products. • I can describe the use of cultural elements in	**Sample Learning Targets** • I can explain why people place importance on long vacations in some cultures. • I can explain why families in some culture spend more time at meals than others. • I can explain why people hold certain professions in higher regard than others. • I can explain why people arrange marriages in a culture.	**Sample Learning Targets** • I can collaborate on a project with peers from another culture • I can interact appropriately when I am a guest in the home of a friend from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.) • I can engage in social conversations at a sporting event with peers. • I can differentiate between appropriate and inappropriate topics and participate in conversations

filmmaking. • I can...	• I can…	about most of them. • I can…
Learning Indicator **A.CPP.2** I can analyze how peoples' practices and behaviors reflect their cultures.	**Learning Indicator** **A.CP. 2** I can explain how social, political, religious, and economic institutions reflect cultural beliefs.	**Learning Indicator** **A.CIA.2** I can interact with people in some situations outside of my normal routine.
Sample Learning Targets • I can explain why people worship on a certain day(s) of the week. • I can explain why practices of disciplining children differ among cultures. • I can explain some dietary preferences between cultures. • I can explain some voting practices between cultures. • I can explain why some cultures prefer certain sports. • I can sometimes tell the difference between a fashion choice that is personal versus one that is a cultural norm. • I can…	**Sample Learning Targets** • I can explain why universal health care is provided in some cultures. • I can explain why a country has a democracy instead of a monarchy. • I can explain why certain symbols are found on places of worship. • I can explain how and why business cards are presented. • I can…	**Sample Learning Targets** • I can participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview. • I can participate in a community service learning project, such as volunteering at a health fair for immigrants. • I can interview someone for a research project or news article. • I can carry on a conversation with someone during a job shadowing experience. • I can…
Learning Indicator **A.CPP.3** I can explore topics of personal and professional interest.		**Learning Indicator** **A.CIA.3** I can navigate some formal and official procedures.

Sample Learning Targets • I can look up some facts about the genealogy of my family in other countries. • I can research study or internship opportunities abroad. • I can gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures. • I can research career options and job opportunities in other countries. • I can research driving regulations in other countries. • I can**…**		**Sample Learning Targets** • I can follow the steps to make an online purchase from a foreign Web site. • I can help fill out forms for visas, travel and work permits, and registrations. • I can explain my point of view in a minor legal procedure such as a traffic violation. • I can…
		Learning Indicator **A.CIA.4** I can understand that a cultural faux pas has occurred and understand how to correct it.
		Sample Learning Targets • I can recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body language. • I can understand why a gift I gave was inappropriate and decide what to give the next time. • I can understand why a comment I

		made was offensive and decide what to say next time. • I can understand why what I wore was inappropriate and decide what to wear next time. • I can understand why the food I served was not appreciated and decide what to serve next time. • I can write an apology to repair a relationship. • I can…

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CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.	**4. Investigation of Cultural Products and Practices (CPP)** I can use my language skills to investigate the world beyond my immediate environment.

2. Interpersonal Communication (IC) I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. **3. Presentational Speaking (PS) and Writing (PW)** I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	**5. Understanding of Cultural Perspectives (CP)** I can use my language skills to recognize and understand others' ways of thinking as well as my own. **6. Participation in Cultural Interaction (CIA)** I can use my language skills and cultural understanding to interact in a cultural context other than my own.

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ADVANCED HIGH (AH) PROFICIENCY LEVEL

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark **AH.IL *Interpretive Listening***	***Learner Benchmark*** **AH.IR *Interpretive Reading***	***Learner Benchmark*** **AH.IC *Interpersonal Communication***	***Learner Benchmark*** **AH.PS *Presentational Speaking***	***Learner Benchmark*** **AH.PW *Presentational Writing***
AH.IL	**AH.IR**	**AH.IC**	**AH.PS**	**AH.PW**

UTAH WORLD LANGUAGES CORE STANDARDS FOR PROFICIENCY

INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark **AH.IL** ***Interpretive Listening***	***Learner Benchmark*** **AH.IR** ***Interpretive Reading***	***Learner Benchmark*** **AH.IC** ***Interpersonal Communication***	***Learner Benchmark*** **AH.PS** ***Presentational Speaking***	***Learner Benchmark*** **AH.PW** ***Presentational Writing***
I can easily follow narrative, informational and descriptive speech. ***I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts.*** ***I can sometimes follow extended arguments and different points of view.***	***I can easily follow narrative, informational, and descriptive texts.*** ***I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts.*** ***I can sometimes understand extended arguments and different points of view.***	***I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues.*** ***I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.***	***I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.***	***I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.***
Learning Indicator **AH.IL.1** I can easily understand detailed reports and exposés.	**Learning Indicator** **AH.IR.1** I can understand narrative, descriptive, and informational texts of any length.	**Learning Indicator** **AH.IC.1** I can exchange complex information about academic and professional tasks.	**Learning Indicator** **AH.PS.1** I can present complex information on many concrete topics and related issues.	**Learning Indicator** **AH.PW.1** I can write using target language and culture conventions to present and elaborate a point of view.
Sample Learning Targets • I can understand an interview in which the	**Sample Learning Targets** • I can understand a detailed account of a	**Sample Learning Targets** • I can exchange complex information	**Sample Learning Targets** • I can deliver detailed and well-organized	**Sample Learning Targets** • I can write a position paper on an issue I

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark **AH.IL *Interpretive Listening***	***Learner Benchmark*** **AH.IR *Interpretive Reading***	***Learner Benchmark*** **AH.IC *Interpersonal Communication***	***Learner Benchmark*** **AH.PS *Presentational Speaking***	***Learner Benchmark*** **AH.PW *Presentational Writing***
relationship of texting and traffic accidents is detailed by victims' reports on their experiences. • I can understand a radio report on the increased crime rate in a community that includes descriptions of specific incidents of crime. • I can understand a televised exposé on celebrities as heroes. • I can…	unique travel or cultural experience. • I can understand the minutes of a student club meeting that describes new by-laws. • I can understand the new perspectives of a musical group in an article that describes the direction taken in their latest CD. • I can understand most documents outlining rules and regulations, such as an apartment rental contract. • I can…	about my academic studies, such as why I chose the field, course requirements, projects, internship opportunities, and new advances in my field. • I can exchange complex information about my work responsibilities, such as the hiring process, my work schedule, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my field. • I can exchange complex professional or academic information to engage in collaborative work	presentations about topics that I have studied, such as modern art or Internet journalism. • I can present complex information about my work responsibilities, such as interfacing with other employees, and new directions in the field. • I can give a presentation about cultural influences on society. • I can speak about the details and value of an experiment I have performed. • I can incorporate a variety of supporting media and materials such as statistics, analyses, trends, polls,	have researched or that is related to my field of expertise. • I can express a detailed point of view in a blog or other public forum. • I can write an editorial piece in order to speculate on outcomes or implications of an issue. • I can…

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark **AH.IL *Interpretive Listening***	***Learner Benchmark*** **AH.IR *Interpretive Reading***	***Learner Benchmark*** **AH.IC *Interpersonal Communication***	***Learner Benchmark*** **AH.PS *Presentational Speaking***	***Learner Benchmark*** **AH.PW *Presentational Writing***
		with my counterparts in different regions or countries.	etc. Into a presentation. • I can…	
Learning Indicator **AH.IL.2** I can often understand various viewpoints in extended arguments.	**Learning Indicator** **AH.IR.2** I can read about most topics of special interest.	**Learning Indicator** **AH.IC.2** I can exchange detailed information on topics within and beyond my fields of interest.	**Learning Indicator** **AH.PS.2** I can present a viewpoint with supporting arguments on a complex issue.	**Learning Indicator** **AH.PW.2** I can write using target language and culture conventions for informal purposes.
Sample Learning Targets • I can follow the argument when students debate the advantages and disadvantages of study abroad supported by examples of their personal experiences. • I can understand the main points made in a conversation I overhear where two people are arguing the	**Sample Learning Targets** • I can understand a report that describes policy changes, for example, related to admission into a program or changes to social networking platforms. • I can follow the reporting of national or international news, such as an election, a natural disaster, or civil unrest.	**Sample Learning Targets** • I can exchange detailed information about my personal and professional interests. • I can exchange detailed information on technological advances. • I can participate in conversations on social or cultural questions relevant to speakers of this	**Sample Learning Targets** • I can present a detailed, supported argument about the need for alternative energy sources or other environmental topic. • I can clearly present a particular political viewpoint. • I can present an argument in favor of an economic policy	**Sample Learning Targets** • I can write a personal mission statement. • I can write a statement of purpose related to my professional goals. • I can write entries in a reflection journal. • I can…

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark **AH.IL *Interpretive Listening***	***Learner Benchmark*** **AH.IR *Interpretive Reading***	***Learner Benchmark*** **AH.IC *Interpersonal Communication***	***Learner Benchmark*** **AH.PS *Presentational Speaking***	***Learner Benchmark*** **AH.PW *Presentational Writing***
pros and cons of social networking. • I can understand a YouTube debate on the legal age of drinking. • I can…	• I can…	language. • I can…	and support my opinion with details. • I can defend or challenge a controversial action taken by a person or group. • I can…	
Learning Indicator **AH.IL.3** I can understand discussions and presentations on many concrete and abstract topics.	**Learning Indicator** **AH.IR.3** I can read most general fiction and non-fiction.	**Learning Indicator** **AH.IC.3** I can support my opinion and construct hypotheses.	**Learning Indicator** **AH.PS.3** I can use appropriate presentational conventions and strategies.	**Learning Indicator** **AH.PW.3** I can write using target language and culture conventions for formal purposes.
Sample Learning Targets • I can understand the benefits of marathon running as detailed in a podcast. • I can understand many points made in a YouTube presentation advocating for	**Sample Learning Targets** • I can understand most short stories, plays, and novels. • I can understand most inferences and allusions. • I can understand non-fiction texts that are	**Sample Learning Targets** • I can give a supported argument about work-related processes that would benefit me and my employer. • I can give a supported argument about social reform, such as daycare and elder	**Sample Learning Targets** • I can present a detailed, supported argument about the need for alternative energy sources or other environmental topic. • I can clearly present a particular political	**Sample Learning Targets** • I can write an in-depth research paper. • I can write a policy statement. • I can contribute to a strategic plan. • I can create a

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INTERPRETIVE		*INTERPERSONAL*	*PRESENTATIONAL*	
Learner Benchmark **AH.IL *Interpretive Listening***	***Learner Benchmark*** **AH.IR *Interpretive Reading***	***Learner Benchmark*** **AH.IC *Interpersonal Communication***	***Learner Benchmark*** **AH.PS *Presentational Speaking***	***Learner Benchmark*** **AH.PW *Presentational Writing***
changes to immigration laws. • I can understand a group leader's justification for protesting a cut in programs. • I can…	specialized and complex in nature, such as essays, documentaries, technical documentation, etc. • I can…	care. • I can usually defend my views in a debate. • I can…	viewpoint. • I can present an argument in favor of an economic policy and support my opinion with details. • I can defend a controversial action taken by a person or group. • I can…	professional portfolio. • I can…

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ADVANCED INTERCULTURAL COMPETENCIES		
Learner Benchmark **Investigation of Products and Practices** ***A.CPP*** ***I can explain some diversity among the products and practices in other cultures and my own.***	**Learner Benchmark** **Understanding of Cultural Perspectives** ***A.CP*** ***I can analyze and explain some cultural perspectives of individuals and institutions within a society.***	**Learner Benchmark** **Participation in Cultural Interaction** ***A.CIA*** ***I can interact at a competent level in familiar and some unfamiliar cultural contexts.***
Learning Indicator **A.CPP.1** I can explain some of the factors that contribute to why products and practices vary across cultures.	**Learning Indicator** **A.CP.1** I can explain how peoples' actions reflect their cultural beliefs.	**Learning Indicator** **A.CIA.1** I can comfortably interact and converse with peers and colleagues at school, work, or play.
Sample Learning Targets • I can explain how cultural factors influence art. • I can explain how popular songs reflect the culture in which they were created. • I can explain how a country's cuisine is influenced by its regional culture. • I can explain how creators of advertisements use elements of culture to market their products. • I can describe the use of cultural	**Sample Learning Targets** • I can explain why people place importance on long vacations in some cultures. • I can explain why families in some culture spend more time at meals than others. • I can explain why people hold certain professions in higher regard than others. • I can explain why people arrange marriages in a culture.	**Sample Learning Targets** • I can collaborate on a project with peers from another culture. • I can interact appropriately when I am a guest in the home of a friend from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.) • I can engage in social conversations at a sporting event with peers. • I can differentiate between appropriate

elements in filmmaking. • I can...	• I can…	and inappropriate topics and participate in conversations about most of them. • I can…
Learning Indicator **A.CPP.2** I can analyze how peoples' practices and behaviors reflect their cultures.	**Learning Indicator** **A.CP.2** I can explain how social, political, religious, and economic institutions reflect cultural beliefs.	**Learning Indicator** **A.CIA.2** I can interact with people in some situations outside of my normal routine.
Sample Learning Targets • I can explain why people worship on a certain day(s) of the week. • I can explain why practices of disciplining children differ among cultures. • I can explain some dietary preferences between cultures. • I can explain some voting practices between cultures. • I can explain why some cultures prefer certain sports. • I can sometimes tell the difference between a fashion choice that is personal versus one that is a cultural norm. • I can…	**Sample Learning Targets** • I can explain why universal health care is provided in some cultures. • I can explain why a country has a democracy instead of a monarchy. • I can explain why certain symbols are found on places of worship. • I can explain how and why business cards are presented. • I can…	**Sample Learning Targets** • I can participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview. • I can participate in a community service learning project, such as volunteering at a health fair for immigrants. • I can interview someone for a research project or news article. • I can carry on a conversation with someone during a job shadowing experience. • I can…

Learning Indicator **A.CPP.3** I can explore topics of personal and professional interest.		**Learning Indicator** **A.CIA.3** I can navigate some formal and official procedures.
Sample Learning Targets • I can look up some facts about the genealogy of my family in other countries. • I can research study or internship opportunities abroad. • I can gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures. • I can research career options and job opportunities in other countries. • I can research driving regulations in other countries. • I can…		**Sample Learning Targets** • I can follow the steps to make an online purchase from a foreign Web site. • I can help fill out forms for visas, travel and work permits, and registrations. • I can explain my point of view in a minor legal procedure such as a traffic violation. • I can…
		Learning Indicator **A.CIA.4** I can understand that a cultural faux pas has occurred and understand how to correct it.
		Sample Learning Targets • I can recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body language.

		• I can understand why a gift I gave was inappropriate and decide what to give the next time. • I can understand why a comment I made was offensive and decide what to say next time. • I can understand why what I wore was inappropriate and decide what to wear next time. • I can understand why the food I served was not appreciated and decide what to serve next time. • I can write an apology to repair a relationship. • I can…

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State World Languages Core Revision Committee

Professor Johanna Watzinger-Tharp
University of Utah

Professor Fernando Rubio
University of Utah

Professor Chantal Thompson
Brigham Young University

Professor Cherice Montgomery
Brigham Young University

Professor Richard Chi
University of Utah

Professor Maria Spicer-Escalante
Utah State University

Professor Cheryl Hansen
Weber State University

Professor Thomas Mathews
Weber State University

Professor Anne Lair
University of Utah

Sharon Gracia
Granite School District

Bonnie Flint
Davis School District

Jill Landes-Lee
Canyons School District

Jacob Sigafus
Alpine School District

Shauna Winegar
Cache School District

Stephen VanOrden
Provo School District

Marybeth Fuller
Washington County School District

Jeff Jackson
Weber School District

Elisabeth Gallagher
Park City School District

Kaye Murdock
Granite School District

Stacy Lyon
Nebo School District

Jamie Leite
Provo School District

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Utah Benchmark Statements for World Languages

		Low	Mid	High	Low	Mid	High	Low	Mid	High
Interpretive	Listening	*I can recognize a few memorized words and phrases when I hear them spoken.*	*I can recognize some familiar words and phrases when I hear them spoken.*	*I can often understand words, phrases, and simple sentences related to everyday life.* *I can recognize pieces of information and sometimes understand the main topic of what is being said.*	*I can understand the main idea in short, simple messages and presentations on familiar topics.* *I can understand the main idea of simple conversations that I overhear.*	*I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.* *I can understand the main idea in conversations that I overhear.*	*I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.* *I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.* *I can sometimes follow what I hear about events and experiences in various timeframes.*	*I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.* *I can follow stories and descriptions of some length and in various timeframes.* *I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.*	*I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.* *I can follow stories and descriptions of some length and in various time frames.* *I can understand information presented in most genres, even when not familiar with the topic.*	*I can clearly understand extended speech and short lectures, even when somewhat complicated.* *I can understand most forms of media with little effort.*
	Reading	*I can recognize a few letters or characters.* *I can identify a few memorized words and phrases when I read.*	*I can recognize some letters or characters.* *I can identify some learned or memorized words and phrases when I read.*	*I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.* *I can sometimes understand the main idea of what I have read.*	*I can understand the main idea of short and simple texts when the topic is familiar.*	*I can understand the main idea of texts related to everyday life and personal interests or studies.*	*I can easily understand the main idea of texts related to everyday life, personal interests, and studies.* *I can sometimes follow stories and descriptions, about events and experiences in various timeframes.*	*I can understand the main idea and some supporting details on a variety of topics of personal and general interest.* *I can follow stories and descriptions of some length and in various timeframes and genres.*	*I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some professional topics.* *I can follow stories and descriptions of considerable length and in various timeframes.* *I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.*	*I can easily follow narrative, informational, and descriptive texts.* *I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts.* *I can sometimes understand extended arguments and different points of view.*

Interpersonal	Person-to-Person	*I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.*	*I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.*	*I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.* *I can usually handle short social interactions in everyday situations by asking and answering simple questions*	*I can participate in conversations on a number of familiar topics using simple sentences.* *I can handle short social interactions in everyday situations by asking and answering simple questions.*	*I can participate in conversations on familiar topics using sentences and series of sentences.* *I can handle short social interactions in everyday situations by asking and answering a variety of questions.* *I can usually say what I want to say about myself and my everyday life.*	*I can participate with ease and confidence in conversations on familiar topics.* *I can usually talk about events and experiences in various timeframes.* *I can usually describe people, places, and things.* *I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.*	*I can participate in conversations about familiar topics that go beyond my everyday life.* *I can talk in an organized way and with some detail about events and experiences in various timeframes.* *I can describe people, places, and things in an organized way and with some detail.* *I can handle a familiar situation with an unexpected complication.*	*I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.* *I can talk in detail and in an organized way about events and experiences in various timeframes.* *I can confidently handle routine situations with an unexpected complication.* *I can share my point of view in discussions on some complex issues.*	*I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues.* *I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.*
Presentational	Speaking	*I can present information about myself and some other very familiar topics using single words or memorized phrases.*	*I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.*	*I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.*	*I can present information on most familiar topics using a series of simple sentences.*	*I can make presentations on a wide variety of familiar topics using connected sentences.*	*I can make presentations on a wide variety of familiar topics using connected sentences.*	*I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.* *I can make some presentations on events and experiences in various timeframes.*	*I can deliver organized presentations appropriate to my audience on a variety of topics.* *I can present information about events and experiences in various timeframes.*	*I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.*
	Writing	*I can copy some familiar words, characters, or phrases.*	*I can write lists and memorized phrases on familiar topics.*	*I can write short messages and notes on familiar topics related to everyday life.*	*I can write briefly about most familiar topics and provide information using a series of simple sentences.*	*I can write on a wide variety of familiar topics using connected sentences.*	*I can write on topics related to school, work, and community in a generally organized way.* *I can write some simple paragraphs about events and experiences in various timeframes.*	*I can write on general interest, academic, and professional topics.* *I can write organized paragraphs about events and experiences in various timeframes.*	*I can write on general interest, academic, and professional topics.* *I can write organized paragraphs about events and experiences in various timeframes.*	*I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.*

CULTURAL COMPETENCIES			
Investigation of Products and Practices	*N.CPP* ***I can identify some products and practices of cultures.***	*I.CPP* ***I can identify common patterns in the products and practices of a culture.***	*A.CPP* ***I can explain some diversity among the products and practices in other cultures and my own.***
Understanding of Cultural Perspectives	*N.CP* ***I can identify some basic cultural beliefs and values.***	*I.CP* ***I can compare familiar cultural beliefs and values.***	*A.CP* ***I can analyze and explain some cultural perspectives of individuals and institutions within a society.***
Participation in Cultural Interaction	*N.CIA* ***I can function at a survival level in an authentic cultural context.***	*I.CIA* ***I can interact at a functional level in familiar cultural contexts.***	*A.CIA* ***I can interact at a competent level in familiar and some unfamiliar cultural contexts.***

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