

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

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ACTFL executive director, Marty Abbott, sponsored the LinguaFolio® Alignment Project as part of ACTFL's national standards refreshment plan. The LinguaFolio® Alignment Project committee, chaired by Dr. Elvira Swender, director of ACTFL's Professional Programs, and Jacqueline Van Houten, chair of NCSSFL's LinguaFolio Committee, rewrote the LinguaFolio® Can Do statements that had previously served as the basis for the Kentucky Standard for World Language Proficiency. The new NCSSFL/ACTFL statements are now aligned with the ACTFL Proficiency Guidelines and the national *World Readiness Standards for Learning Languages* (<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>), and serve as benchmarks, indicators and learning targets in the 2013 Kentucky Standard for World Language Proficiency.

South Carolina Department of Education

Ruta Couet, South Carolina World Language Consultant, collaborated with the Kentucky Department of Education in every aspect of the revision of the standard document.

The Kentucky World Language Association

Members of the Kentucky World Language Association board of directors and many volunteer teachers reviewed the standards document.

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How is the *Kentucky Standard for World Language 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, learners will connect with other disciplines and gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Summary of World Readiness Standards for Learning Language

The content of the *Kentucky Standard for World Language 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.

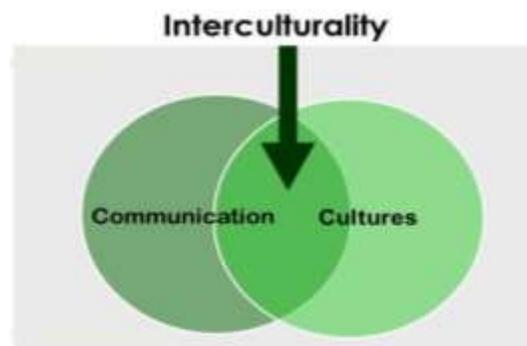
The language competencies are the three modes of communication:

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



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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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.	1: Investigation of the Target Culture's Products and Practices 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.	5: Understanding the Target Culture's Perspectives I can recognize and understand others' ways of thinking or acting.
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.	6: Cultural Interaction I can use my language skills and cultural understanding to interact effectively in a cultural context other than my own.

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 High (NH)

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

Learner Benchmark NH IR Interpretive Reading	Learner Benchmark NH IC Interpersonal Communication	Learner Benchmark NH PS Presentational Speaking	Learner Benchmark NH PW Presentational Writing	Learner Benchmark NH 6 Cultural Interaction
Learner Benchmark NH.IR.1 I can understand some ideas about familiar topics presented in phrases, simple sentences, and frequently used expressions. I can understand the main idea in short conversations, messages, and announcements.	Learner Benchmark NH.IC.1 I can understand some ideas from simple texts that contain familiar vocabulary.	Learner Benchmark NH.PS.1 I can provide basic information on familiar topics using phrases and simple sentences.	Learner Benchmark NH.PW.1 I can write descriptions and short messages in response to provide information on familiar topics using phrases and simple sentences.	Learner Benchmark NH.6.1 I can recognize some very familiar products and practices related to family, daily routines, and celebrations in the target culture.
Learning Indicators NH.IR.1.1 I can understand some short conversations or descriptions.	Learning Indicators NH.IC.1.1 I can understand information used on familiar topics.	Learning Indicators NH.PS.1.1 I can describe aspects of my daily life using phrases and simple sentences.	Learning Indicators NH.PW.1.1 I can describe aspects of my daily life using phrases and simple sentences.	Learning Indicators NH.6.1.1 I can identify characteristics of the basic foods of the target culture and when they might be typically eaten. NH.6.1.2 I can recognize simple differences between my school schedule and that of a peer in the target culture. NH.6.1.3 I can recognize some basic differences in the timing of activities in the target culture.
Sample Learning Targets <ul style="list-style-type: none"> • I can understand short conversations about activities and sports. • I can understand conversations related to daily life and routines. • I can understand short descriptions of people I know. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can understand information from advertisements, brochures, lists, menus, or schedules. • I can understand personal notes, emails, or postcards. • I can understand some ideas from simple texts that contain familiar vocabulary. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can ask and answer a basic address and email address. • I can ask and answer questions about family members and their characteristics. • I can ask and tell about friends, classmates, and teachers. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can describe my family and friends. • I can describe my school. • I can describe my hometown. • I can describe my work place. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can recognize some target culture schedules for family activities. • I can understand some target culture schedules to identify a date. • 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.

Sample Learning Targets are specific examples of functional language goals for 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.

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

Reading the Nomenclature: Numbers and Letters

Each core competency begins with the benchmark abbreviation of the proficiency level, such as Novice Mid (NM). The second pair of letters indicates the mode, such as Interpretive Reading (IR). Finally, the number of each indicator is given. For example:

NM.IR.1 = Novice-Mid, Interpretive Reading, Indicator 1

NM.IR.2 = Novice-Mid, Interpretive Reading, Indicator 2

NM.IR.3 = Novice-Mid, Interpretive Reading, Indicator 3, etc.

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- **How will the *Kentucky Standard for World Language 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 *Kentucky Standard for World Language 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) (a series of real-world tasks that assess the interpretive, interpersonal and presentational modes of communication).

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.
- *benchmark* 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 national *World Readiness Standards for Learning Language* 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.

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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 those who facilitate language learning - be they teachers in Foreign Language in the Elementary School (FLES), immersion, middle/ high school, virtual or after-school 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	<i>Ability to tailor language to specific audiences, persuade, & negotiate. Deal with nuance and subtlety</i>	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	<i>Discuss topics extensively, support opinions, & hypothesize. Deal with linguistically unfamiliar situations</i>	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	<i>Narrate and describe in past, present, and future and deal effectively with an unanticipated complication.</i>	Physician, Military Linguist, Senior Consultant, Human Resources Personnel, Financial Broker, Translation Officer, Marketing Manager, Communications Consultant	-L2 learners with graduate degrees in language-related area and extended educational experience in the target environment -
Advanced Mid		Fraud Specialist, Account Executive, Court	-Heritage speakers, informal learners, non-academic learners who have significant

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Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who is Likely to Function at the Level
		Stenographer/Interpreter, Benefits Specialist, Technical Service Agent, Collection Representative, Estimating Coordinator	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 <i>with</i> year-long study abroad experience
Intermediate High	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Auto inspector, Aviation Personnel, Missionary, Tour Guide	-Undergraduate language majors <i>without</i> year-long study abroad experience
Intermediate Mid		Cashier, Sales Clerk (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	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>	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.

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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, learners will connect with other disciplines and gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Summary of World Readiness Standards for Learning Language

CORE PERFORMANCE COMPETENCIES

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

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NOVICE LOW (NL) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NL.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NL.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NL.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NL.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NL.PW Presentational</i> <i>Writing</i>
NL.IL <i>I can recognize a few memorized words and phrases when I hear them spoken.</i>	NL.IR <i>I can recognize a few letters or characters.</i> <i>I can identify a few memorized words and phrases when I read.</i>	NL.IC <i>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</i>	NL.PS <i>I can present information about myself and some other very familiar topics using single words or memorized phrases.</i>	NL.PW <i>I can copy some familiar words, characters or phrases.</i>
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 <ul style="list-style-type: none"> • I can recognize the sound of a few letters when they are spoken or spelled out. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • I can say hello and goodbye. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 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.

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<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NL.IL Interpretive Listening</i>	<i>Learner Benchmark NL.IR Interpretive Reading</i>	<i>Learner Benchmark NL.IC Interpersonal Communication</i>	<i>Learner Benchmark NL.PS Presentational Speaking</i>	<i>Learner Benchmark NL.PW Presentational Writing</i>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand greetings. • I can recognize some color words. • I can understand some numbers. • I can understand some food items. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize some cities on a map. • I can identify some menu items. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell someone my name. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can name famous landmarks and people. • I can name countries on a map. • I can list items I see every day. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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...
		<p>Learning Indicator NL.IC.3 I can answer a few simple questions.</p>	<p>Learning Indicator NL.PS.3 I can introduce myself to a group.</p>	<p>Learning Indicator NL.PW.3 I can label familiar people, places, and objects in pictures and posters.</p>
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can respond to some yes/no questions. • I can answer some either/or questions. • I respond to some <i>who, what, when, where</i> questions. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can state my name, age, and where I live. • I can give my phone number, home address, and e-mail address. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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...
			<p>Learning Indicator NL.PS.4 I can recite short memorized phrases, parts of</p>	

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<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NL.IL Interpretive Listening</i>	<i>Learner Benchmark NL.IR Interpretive Reading</i>	<i>Learner Benchmark NL.IC Interpersonal Communication</i>	<i>Learner Benchmark NL.PS Presentational Speaking</i>	<i>Learner Benchmark NL.PW Presentational Writing</i>
			poems, and rhymes.	
			<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sing a short song. • I can recite a nursery rhyme. • I can recite a simple poem. • I can... 	

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NOVICE MID (NM) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>NM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>NM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>NM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>NM.PW Presentational Writing</i>
NM.IL <i>I can recognize some familiar words and phrases when I hear them spoken.</i>	NM.IR <i>I can recognize some letters or characters.</i> <i>I can understand some learned or memorized words and phrases when I read.</i>	NM.IC <i>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i>	NM.PS <i>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i>	NM.PW <i>I can write lists and memorized phrases on familiar topics.</i>
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 <ul style="list-style-type: none"> • 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. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • 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. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can say hello and goodbye to someone my age or younger. • I can say hello and goodbye to my teacher, professor, supervisor, or adults I do not know. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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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<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NM.PW Presentational</i> <i>Writing</i>
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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 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... 	Sample Learning Targets <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 live. • I can...

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<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NM.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NM.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NM.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NM.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NM.PW Presentational</i> <i>Writing</i>
<p style="text-align: center;">Learning Indicator</p> <p>NM.IL.3 I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</p>		<p style="text-align: center;">Learning Indicator</p> <p>NM.IC.3 I can answer some simple questions.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.PS.3 I can present information about familiar items in my immediate environment.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.PW.3 I can list my daily activities and write lists that help me in my day-to-day life.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize the names of the planets in a science class. • I can recognize the names of some parts of the body in a health class. • I can... 		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can answer <i>who, what, when, where</i> questions. • I can answer questions about something that I am learning. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell about my house • I can tell about my school or where I 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... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can label activities and their times in my daily schedule. • I can write about what I do on the weekends. • I can write a to-do list. • I can write a shopping list. • I can...
		<p style="text-align: center;">Learning Indicator</p> <p>NM.IC.4 I can make some simple statements in a conversation.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.PW.4 I can write notes about something I have learned using lists, phrases, and memorized expressions.</p>

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NM.IL Interpretive Listening</i>	<i>Learner Benchmark NM.IR Interpretive Reading</i>	<i>Learner Benchmark NM.IC Interpersonal Communication</i>	<i>Learner Benchmark NM.PS Presentational Speaking</i>	<i>Learner Benchmark NM.PW Presentational Writing</i>
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell someone what I am doing. • I can say where I went. • I can say whom I am going to see. • I can express a positive reaction, such as “Great!” <p>I can</p>	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can list my classes and tell what time they start and end. • I can name activities and their times in my schedule. • I can tell what I do on the weekends. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can list the main cities of a specific country. • I can write the phrases and memorized expressions connected 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...
		<p style="text-align: center;">Learning Indicator</p> <p>NM.IC.5 I can ask some simple questions.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.</p>	
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask <i>who, what, when, where</i> questions. • I can ask questions about 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about holiday celebrations based on pictures or photos. 	

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NM.IL Interpretive Listening</i>	<i>Learner Benchmark NM.IR Interpretive Reading</i>	<i>Learner Benchmark NM.IC Interpersonal Communication</i>	<i>Learner Benchmark NM.PS Presentational Speaking</i>	<i>Learner Benchmark NM.PW Presentational Writing</i>
		something that I am learning. <ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • 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... 	
		<p style="text-align: center;">Learning Indicator</p> <p>NM.IC.6 I can communicate basic information about myself and people I know.</p>		
		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can say my name and ask someone's name. • I can say or write something about the members of my family and ask about someone's family. • I can say or write something about friends and classmates or co-workers. • I can... 		
		<p>NM.IC.7 I can communicate some basic information about my everyday life.</p>		
		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give times, dates and 		

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NM.IL Interpretive Listening</i>	<i>Learner Benchmark NM.IR Interpretive Reading</i>	<i>Learner Benchmark NM.IC Interpersonal Communication</i>	<i>Learner Benchmark NM.PS Presentational Speaking</i>	<i>Learner Benchmark NM.PW Presentational Writing</i>
		weather information. <ul style="list-style-type: none"> • 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. • I can tell someone the time and location of a community event. • I can... 		

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

NOVICE HIGH (NH) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NH.PW Presentational</i> <i>Writing</i>
<p>NH.IL</p> <p><i>I can often understand words, phrases, and simple sentences related to everyday life.</i></p> <p><i>I can recognize pieces of information and sometimes understand the main topic of what is being said.</i></p>	<p>NH.IR</p> <p><i>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</i></p> <p><i>I can sometimes understand the main idea of what I have read.</i></p>	<p>NH.IC</p> <p><i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</i></p> <p><i>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</i></p>	<p>NH.PS</p> <p><i>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</i></p>	<p>NH.PW</p> <p><i>I can write short messages and notes on familiar topics related to everyday life.</i></p>
<p>Learning Indicator</p> <p>NH.IL.1 I can sometimes understand simple questions or statements on familiar topics.</p>	<p>Learning Indicator</p> <p>NH.IR.1 I can usually understand short simple messages on familiar topics.</p>	<p>Learning Indicator</p> <p>NH.IC.1 I can exchange some personal information.</p>	<p>Learning Indicator</p> <p>NH.PS.1 I can present information about my life using phrases and simple sentences.</p>	<p>Learning Indicator</p> <p>NH.PW.1 I can write information about my daily life in a letter, blog, discussion board, or email message.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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.

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NH.PW Presentational</i> <i>Writing</i>
<ul style="list-style-type: none"> • 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... 	<p>poster.</p> <ul style="list-style-type: none"> • I can understand simple information in a text message from a friend. • I can... 	<p>characteristics.</p> <ul style="list-style-type: none"> • I can ask and tell about friends, classmates, teachers and co-workers. • I can... 		<ul style="list-style-type: none"> • I can...
<p>Learning Indicator NH.IL.2 I can understand simple information when presented with pictures and graphs.</p>	<p>Learning Indicator NH.IR.2 I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p>	<p>Learning Indicator NH.IC.2 I can exchange information using texts, graphs or pictures.</p>	<p>Learning Indicator NH.PS.2 I can present a familiar experience or event in simple terms using phrases and simple sentences.</p>	<p>Learning Indicator NH.PW.2 I can write short notes using phrases and simple sentences.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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, 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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...

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>NH.IL Interpretive</i> <i>Listening</i>	<i>Learner Benchmark</i> <i>NH.IR Interpretive</i> <i>Reading</i>	<i>Learner Benchmark</i> <i>NH.IC Interpersonal</i> <i>Communication</i>	<i>Learner Benchmark</i> <i>NH.PS Presentational</i> <i>Speaking</i>	<i>Learner Benchmark</i> <i>NH.PW Presentational</i> <i>Writing</i>
		or visuals that 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.IC.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 <ul style="list-style-type: none"> • 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 customer and a sales clerk. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 the middle of. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • 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 history. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • 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...
	Learning Indicator NH.IR.4 I can understand simple everyday notices in public places on topics that are	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.

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NH.IL Interpretive Listening</i>	<i>Learner Benchmark NH.IR Interpretive Reading</i>	<i>Learner Benchmark NH.IC Interpersonal Communication</i>	<i>Learner Benchmark NH.PS Presentational Speaking</i>	<i>Learner Benchmark NH.PW Presentational Writing</i>
	familiar to me.			
	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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. • I can read the labels on a recycling bin. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 restaurant, the lab, or when to meet. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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...
		<p style="text-align: center;">Learning Indicator</p> <p>NH.IC.5 I can interact with others in everyday situations.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.PS.5 I can give basic instructions on how to make or do something using phrases and simple sentences.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.PW.5 I can ask for information in writing.</p>
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can order a meal. • I can make a purchase. • I can buy a ticket 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell how to prepare something simple to eat. • I can describe a simple routine, like getting lunch in 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can request resources like brochures, posted information • I can request an appointment with a

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark NH.IL Interpretive Listening</i>	<i>Learner Benchmark NH.IR Interpretive Reading</i>	<i>Learner Benchmark NH.IC Interpersonal Communication</i>	<i>Learner Benchmark NH.PS Presentational Speaking</i>	<i>Learner Benchmark NH.PW Presentational Writing</i>
		<ul style="list-style-type: none"> • I can... 	the cafeteria. <ul style="list-style-type: none"> • I can give simple directions to a nearby location or to an online resource. • I can... 	classmate, teacher, or colleague. <ul style="list-style-type: none"> • I can request an application for a job, membership in a club, or admission to a school or program. • I can...
			NH.PS.6 I can present basic information about things I have learned using phrases and simple sentences.	

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

INTERMEDIATE LOW (IL) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IL.PW Presentational Writing</i>
<p>IL.IL</p> <p><i>I can understand the main idea in short, simple messages and presentations on familiar topics.</i></p> <p><i>I can understand the main idea of simple conversations that I overhear.</i></p>	<p>IL.IR</p> <p><i>I can understand the main idea of short and simple texts when the topic is familiar.</i></p>	<p>IL.IC</p> <p><i>I can participate in conversations on a number of familiar topics using simple sentences.</i></p> <p><i>I can handle short social interactions in everyday situations by asking and answering simple questions.</i></p>	<p>IL.PS</p> <p><i>I can present information on most familiar topics using a series of simple sentences.</i></p>	<p>IL.PW</p> <p><i>I can write briefly about most familiar topics and provide information using a series of simple sentences.</i></p>
<p>Learning Indicator</p> <p>IL.IL.1 I can understand the basic purpose of a message.</p>	<p>Learning Indicator</p> <p>IL.IR.1 I can understand messages in which the writer tells or asks me about topics of personal interest.</p>	<p>Learning Indicator</p> <p>IL.IC.1 I can have a simple conversation on a limited number of everyday topics.</p>	<p>Learning Indicator</p> <p>IL.PS.1 I can talk about people, activities, events, and experiences.</p>	<p>Learning Indicator</p> <p>IL.PW.1 I can write about people, activities, events, and experiences.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can determine if I am hearing an announcement or an advertisement. • I can understand what a radio advertisement is selling. • I can understand when and where an event will take place. • I can understand a voice mail response accepting or rejecting an invitation. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand what an e-pal writes about interests and daily routines. • I can understand a 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. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk with someone about family or household tasks. • I can talk with someone about hobbies and interests. • I can talk with someone about school or work. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe the physical appearance of a friend or family member. • I can describe another 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. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe the physical appearance and personality of a friend or family member. • 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

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IL.PW Presentational Writing</i>
<ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can... 		<ul style="list-style-type: none"> • I can present my ideas about something I have learned. • I can... 	<p>I have learned.</p> <ul style="list-style-type: none"> • I can write about what I plan to do next in my life. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>IL.IL.2 I can understand messages related to my basic needs.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IL.IR.2 I can identify some simple information needed on forms.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IL.IC.2 I can ask and answer questions of factual information that is familiar to me</p>	<p style="text-align: center;">Learning Indicator</p> <p>IL.PS.2 I can express my needs and wants.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IL.PW.2 I can prepare materials for a presentation.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand a clear and repeated 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... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand what information is asked 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... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe what I need for school or work. • I can tell what I want to do each day. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write out a draft of a presentation that I plan to present orally. • I can write an outline of a project or presentation. • I can write notes for a speech. • I can...

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IL.PW Presentational Writing</i>
<p>Learning Indicator</p> <p>IL.IL.3 I can understand questions and simple statements on everyday topics when I am part of the conversation.</p>	<p>Learning Indicator</p> <p>IL.IR.3 I can identify some information from news media.</p>	<p>Learning Indicator</p> <p>IL.IC.3 I can use the language to meet my basic needs in familiar situations.</p>	<p>Learning Indicator</p> <p>IL.PS.3 I can present information on plans, instructions, and directions.</p>	<p>Learning Indicator</p> <p>IL.PW.3 I can write simply about topics of interest.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand questions about my work or class schedule. • I can understand questions about my likes and dislikes. • I can understand simple compliments related to what I am wearing or what I am doing. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand personal information about sports stars from photo captions • I can understand some information on job postings. • I can understand basic information on weather forecasts. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask for help at school, work, or in the community. • 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... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain the rules of a game. • I can give multi-step 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... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write about a movie or song that I like. • 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...

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark IL.IL Interpretive Listening</i>	<i>Learner Benchmark IL.IR Interpretive Reading</i>	<i>Learner Benchmark IL.IC Interpersonal Communication</i>	<i>Learner Benchmark IL.PS Presentational Speaking</i>	<i>Learner Benchmark IL.PW Presentational Writing</i>
			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 <ul style="list-style-type: none"> • I can retell a children’s 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... 	Sample Learning Targets <ul style="list-style-type: none"> • I can write the rules of 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 <ul style="list-style-type: none"> • I can give a presentation about a movie or song that I like. • I can give a presentation about a famous athlete, 	Sample Learning Targets <ul style="list-style-type: none"> • I can post a question for discussion or reflection. • I can develop a simple questionnaire or survey.

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<i>Learner Benchmark IL.IL Interpretive Listening</i>	<i>Learner Benchmark IL.IR Interpretive Reading</i>	<i>Learner Benchmark IL.IC Interpersonal Communication</i>	<i>Learner Benchmark IL.PS Presentational Speaking</i>	<i>Learner Benchmark IL.PW Presentational Writing</i>
			celebrity, or historical figure. • I can express my thoughts about a current event I have learned about or researched. • I can...	• I can...

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

INTERMEDIATE MID (IM) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational Writing</i>
<p>IM.IL</p> <p><i>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></p> <p><i>I can understand the main idea in conversations that I overhear.</i></p>	<p>IM.IR</p> <p><i>I can understand the main idea of texts related to everyday life and personal interests or studies.</i></p>	<p>IM.IC</p> <p><i>I can participate in conversations on familiar topics using sentences and series of sentences.</i></p> <p><i>I can handle short social interactions in everyday situations by asking and answering a variety of questions.</i></p> <p><i>I can usually say what I want to say about myself and my everyday life.</i></p>	<p>IM.PS</p> <p><i>I can make presentations on a wide variety of familiar topics using connected sentences.</i></p>	<p>IM.PW</p> <p><i>I can write on a wide variety of familiar topics using connected sentences.</i></p>
<p>Learning Indicator</p> <p>IM.IL.1 I can understand basic information in ads, announcements and other simple recordings.</p>	<p>Learning Indicator</p> <p>IM.IR.1 I can understand simple personal questions.</p>	<p>Learning Indicator</p> <p>IM.IC.1 I can start, maintain, and end a conversation on a variety of familiar topics.</p>	<p>Learning Indicator</p> <p>IM.PS.1 I can make a presentation about my personal and social experiences.</p>	<p>Learning Indicator</p> <p>IM.PW.1 I can write messages and announcements.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand when, where and who is playing in a concert from a radio advertisement. I can understand the main 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand the questions asked on a career preference survey. I can understand what is asked for on a simple, 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can start a conversation. I can ask for information, details, and explanations during a conversation. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can describe a childhood or past experience. I can report on a social event that I attended. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a message to explain or clarify something. I can write about common

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational Writing</i>
<p>message of an e-card greeting.</p> <ul style="list-style-type: none"> • I can understand what service is offering in a TV ad. • I can identify the type of film from a movie preview. • I can... 	<p>popular magazine questionnaire.</p> <ul style="list-style-type: none"> • I can understand the personal questions to complete a profile on a social media site. • I can... 	<ul style="list-style-type: none"> • I can bring a conversation to a close. • I can interview someone for a project or a publication. • I can... 	<ul style="list-style-type: none"> • I can make a presentation on something new I learned. • I can make a presentation about my plans for the future. • I can... 	<p>events and daily routines.</p> <ul style="list-style-type: none"> • 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...
<p>Learning Indicator IM.IL.2 I can understand the main idea of what I listen to for personal enjoyment.</p>	<p>Learning Indicator IM.IR.2 I can understand basic information in ads, announcements and other simple texts.</p>	<p>Learning Indicator IM.IC.2 I can talk about my daily activities and personal preferences.</p>	<p>Learning Indicator IM.PS.2 I can make a presentation on something I have learned or researched.</p>	<p>Learning Indicator IM.PW.2 I can write short reports about something I have learned or researched.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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...

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<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational Writing</i>
<ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can give some information about something I plan to do. • I can talk about my favorite music, movies, and sports. • I can... 	<p>reunion.</p> <ul style="list-style-type: none"> • I can give a short presentation on a famous person, landmark, or cultural event. • I can... 	
<p>Learning Indicator IM.IL.3 I can understand messages related to my everyday life.</p>	<p>Learning Indicator IM.IR.3 I can understand the main idea of what I read for personal enjoyment.</p>	<p>Learning Indicator IM.IC.3 I can use my language to handle tasks related to my personal needs.</p>	<p>Learning Indicator IM.PS.3 I can make a presentation about common interests and issues and state my viewpoint.</p>	<p>Learning Indicator IM.PW.3 I can compose communications for public distribution.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can request services, such as phone, computer, or car. • I can schedule an appointment. • I can make reservations. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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...

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IM.PW Presentational Writing</i>
	<p>Learning Indicator</p> <p>IM.IR.4 I can read simple written exchanges between other people.</p>	<p>Learning Indicator</p> <p>IM.IC.4 I can exchange information about subjects of special interest to me.</p>		
	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 		

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

INTERMEDIATE HIGH (IH) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IH.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IH.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IH.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IH.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IH.PW Presentational Writing</i>
<p>IH.IL</p> <p><i>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></p> <p><i>I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.</i></p> <p><i>I can sometimes follow what I hear about events and experiences in various timeframes.</i></p>	<p>IH.IR</p> <p><i>I can easily understand the main idea of texts related to everyday life, personal interests, and studies.</i></p> <p><i>I can sometimes follow stories and descriptions about events and experiences in various timeframes.</i></p>	<p>IH.IC</p> <p><i>I can participate with ease and confidence in conversations on familiar topics.</i></p> <p><i>I can usually talk about events and experiences in various timeframes.</i></p> <p><i>I can usually describe people, places, and things.</i></p> <p><i>I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</i></p>	<p>IH.PS</p> <p><i>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</i></p> <p><i>I can make some presentations on events and experiences in various timeframes.</i></p>	<p>IH.PW</p> <p><i>I can write on topics related to school, work, and community in a generally organized way.</i></p> <p><i>I can write some simple paragraphs about events and experiences in various timeframes.</i></p>
<p>Learning Indicator</p> <p>IH.IL.1 I can easily understand straightforward information or interactions.</p>	<p>Learning Indicator</p> <p>IH.IR.1 I can understand accounts of personal events or experiences.</p>	<p>Learning Indicator</p> <p>IH.IC.1 I can exchange information related to areas of mutual interest.</p>	<p>Learning Indicator</p> <p>IH.PS.1 I can present information on academic and work topics.</p>	<p>Learning Indicator</p> <p>IH.PW.1 I can write about school and academic topics.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the descriptions of avatars in a new video game. • I can understand an 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand information about an upcoming excursion, such as a class trip or company 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can provide information about specific events. • I can ask for and provide information about a hobby 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can present ideas about something I have learned, such as an historical event, a famous person, or a current 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a simple summary about something I have learned. • I can write a series of steps

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IH.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IH.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IH.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IH.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IH.PW Presentational Writing</i>
<p>interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.</p> <ul style="list-style-type: none"> • I can understand a tour guide’s description of a city’s history and attractions. • I can... 	<p>event.</p> <ul style="list-style-type: none"> • 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... 	<p>or lifestyle, such as bicycling, vegetarianism, video games, or sports.</p> <ul style="list-style-type: none"> • I can ask for and provide descriptions of places I know and also places I would like to visit. • I can talk about my family history. • I can talk about jobs and career plans. • I can... 	<p>environmental issue.</p> <ul style="list-style-type: none"> • 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 goals for an academic program, training, or job. • I can... 	<p>needed to complete a task, such as for an experiment.</p> <ul style="list-style-type: none"> • 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, etc. • I can...
<p>Learning Indicator</p> <p>IH.IL.2 I can understand a few details in ads, announcements and other simple recordings.</p>	<p>Learning Indicator</p> <p>IH.IR.2 I can sometimes follow short, written instructions when supported by visuals.</p>	<p>Learning Indicator</p> <p>IH.IC.2 I can use my language to do a task that requires multiple steps.</p>	<p>Learning Indicator</p> <p>IH.PS.2 I can make a presentation on events, activities and topics of particular interest.</p>	<p>Learning Indicator</p> <p>IH.PW.2 I can write about work and career topics.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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. • I can understand a few details from public 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 another. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 absent from a project, team, or work

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>IH.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IH.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IH.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IH.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IH.PW Presentational Writing</i>
<p>service announcements such as severe weather warnings or safety alerts.</p> <ul style="list-style-type: none"> • I can... 	<p>class.</p> <ul style="list-style-type: none"> • I can understand the basic instructions for playing a video game. • I can... 	<ul style="list-style-type: none"> • 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... 	<ul style="list-style-type: none"> • 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... 	<p>meeting.</p> <ul style="list-style-type: none"> • I can draft a work plan. • I can write the content for a multi-media presentation, a handout, a synopsis, etc. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>IH.IL.3 I can sometimes understand situations with complicating factors.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IH.IR.3 I can understand the main idea of and a few supporting facts about famous people and historic events.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IH.IC.3 I can use my language to handle a situation that may have a complication.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IH.PS.3 I can present my point of view and provide reasons to support it.</p>	<p style="text-align: center;">Learning Indicator</p> <p>IH.PW.3 I can write about community topics and events.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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

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<i>Learner Benchmark</i> <i>IH.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>IH.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>IH.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IH.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>IH.PW Presentational Writing</i>
<p>about changes to a flight schedule.</p> <ul style="list-style-type: none"> • I can... 			<p>topics, etc.</p> <ul style="list-style-type: none"> • I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc. • I can... 	<p>event or a fund raiser.</p> <ul style="list-style-type: none"> • I can summarize what has been happening in the community for someone who is new or has been away. • I can...
				<p>Learning Indicator</p> <p>IH.PW.4 I can write about an entertainment or social event.</p>
				<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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...

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

ADVANCED LOW (AL) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>AL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>AL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>AL.PW Presentational Writing</i>
<p>AL.IL</p> <p><i>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.</i></p> <p><i>I can follow stories and descriptions of some length and in various timeframes.</i></p> <p><i>I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</i></p>	<p>AL.IR</p> <p><i>I can understand the main idea and some supporting details on a variety of topics of personal and general interest.</i></p> <p><i>I can follow stories and descriptions of some length and in various timeframes and genres.</i></p>	<p>AL.IC</p> <p><i>I can participate in conversations about familiar topics that go beyond my everyday life.</i></p> <p><i>I can talk in an organized way and with some detail about events and experiences in various timeframes.</i></p> <p><i>I can describe people, places, and things in an organized way and with some detail.</i></p> <p><i>I can handle a familiar situation with an unexpected complication.</i></p>	<p>AL.PS</p> <p><i>I can deliver organized presentations appropriate to my audience on a variety of topics.</i></p> <p><i>I can present information about events and experiences in various timeframes.</i></p>	<p>AL.PW</p> <p><i>I can write on general interest, academic, and professional topics.</i></p> <p><i>I can write organized paragraphs about events and experiences in various timeframes.</i></p>
<p>Learning Indicator</p> <p>AL.IL.1 I understand descriptions and stories of events that have happened or will happen.</p>	<p>Learning Indicator</p> <p>AL.IR.1 I can find and use information for practical purposes.</p>	<p>Learning Indicator</p> <p>AL.IC.1 I can participate in conversations on a wide variety of topics that go beyond my everyday life.</p>	<p>Learning Indicator</p> <p>AL.PS.1 I can deliver short presentations on a number of academic and workplace topics.</p>	<p>Learning Indicator</p> <p>AL.PW.1 I can meet basic school and academic writing needs.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand short presentations about famous people in history. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can read about an upcoming event and decide whether or not to attend. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can explain absentee and sick leave policies and answer questions about 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can present an explanation for a work or school process, project, or policy. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can revise class or meeting notes that I have taken for distribution.

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>AL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>AL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>AL.PW Presentational Writing</i>
<ul style="list-style-type: none"> • 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... 	<ul style="list-style-type: none"> • 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... 	<p>them.</p> <ul style="list-style-type: none"> • 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... 	<ul style="list-style-type: none"> • 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... 	<ul style="list-style-type: none"> • 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...
<p>Learning Indicator</p> <p>AL.IL.2 I can understand the main idea of popular genres.</p>	<p>Learning Indicator</p> <p>AL.IR.2 I can read texts that compare and contrast information.</p>	<p>Learning Indicator</p> <p>AL.IC.2 I can compare and contrast life in different locations and in different times.</p>	<p>Learning Indicator</p> <p>AL.PS.2 I can deliver short presentations on social and cultural topics.</p>	<p>Learning Indicator</p> <p>AL.PW.2 I can meet basic work and career writing needs.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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, 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AL.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>AL.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>AL.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AL.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>AL.PW Presentational Writing</i>
<p>simple information from a movie trailer.</p> <ul style="list-style-type: none"> • I can... 	<p>descriptions.</p> <ul style="list-style-type: none"> • I can read an article about how technology has changed in the past 20 years. • I can... 	<p>debate on this topic.</p> <ul style="list-style-type: none"> • I can... 	<p>funerals, etc.</p> <ul style="list-style-type: none"> • I can present a summary of an action plan or annual report for a community or social organization. • I can... 	<p>distribution.</p> <ul style="list-style-type: none"> • I can draft and revise a résumé or cover letter. • I can...
	<p>Learning Indicator AL.IR.3 I can follow simple written instructions.</p>	<p>Learning Indicator AL.IC.3 I can resolve an unexpected complication that arises in a familiar situation.</p>	<p>Learning Indicator AL.PS.3 I can explain issues of public and community interest, including different viewpoints.</p>	<p>Learning Indicator AL.PW.3 I can meet basic social and civic writing needs.</p>
	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can follow directions for assembling a model. • I can follow driving directions. • I can follow the steps of a recipe. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 was late to class or absent from work and arrange to make up the lost time. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 presentation promoting an event, a service, or a product. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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. • I can prepare reports and online communications for a social club, community or political group. • I can...

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark AL.IL Interpretive Listening</i>	<i>Learner Benchmark AL.IR Interpretive Reading</i>	<i>Learner Benchmark AL.IC Interpersonal Communication</i>	<i>Learner Benchmark AL.PS Presentational Speaking</i>	<i>Learner Benchmark AL.PW Presentational Writing</i>
		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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 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... 	

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

ADVANCED MID (AM) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>AM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>AM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>AM.PW Presentational Writing</i>
<p>AM.IL</p> <p><i>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></p> <p><i>I can follow stories and descriptions of some length and in various timeframes.</i></p> <p><i>I can understand information presented in most genres, even when not familiar with the topic.</i></p>	<p>AM.IR</p> <p><i>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></p> <p><i>I can follow stories and descriptions of considerable length and in various timeframes.</i></p> <p><i>I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</i></p>	<p>AM.IC</p> <p><i>I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.</i></p> <p><i>I can talk in detail and in an organized way about events and experiences in various timeframes.</i></p> <p><i>I can confidently handle routine situations with an unexpected complication.</i></p> <p><i>I can share my point of view in discussions on some complex issues.</i></p>	<p>AM.PS</p> <p><i>I can deliver well-organized presentations on concrete social, academic, and professional topics.</i></p> <p><i>I can present detailed information about events and experiences in various timeframes.</i></p>	<p>AM.PW</p> <p><i>I can write on a wide variety of general interest, professional, and academic topics.</i></p> <p><i>I can write well-organized, detailed paragraphs in various timeframes.</i></p>
<p>Learning Indicator</p> <p>AM.IL.1 I can understand the main idea and many details of descriptions or interviews.</p>	<p>Learning Indicator</p> <p>AM.IR.1 I can follow the general idea and some details of what is written in a variety of stories and autobiographical accounts.</p>	<p>Learning Indicator</p> <p>AM.IC.1 I can communicate effectively on a wide variety of present, past, and future events.</p>	<p>Learning Indicator</p> <p>AM.PS.1 I can present information about events of public or personal interest.</p>	<p>Learning Indicator</p> <p>AM.PW.1 I can write well organized texts for a variety of academic purposes.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand many details given in an interview with a famous person, such as a rock star, 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can follow the chronological plot in a simple short story. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can give a clear and detailed story about childhood memories, or memorable events and 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can recount the details of an historical event. I can present in detail the 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a research paper on a topic related to my studies or area of specialization.

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>AM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>AM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>AM.PW Presentational Writing</i>
<p>politician, or actor</p> <ul style="list-style-type: none"> • I can understand a Web-based presentation giving a virtual tour of a city or university. • I can understand an introduction that outlines the achievements of a speaker. • I can... 	<ul style="list-style-type: none"> • 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... 	<p>answer questions about my explanation.</p> <ul style="list-style-type: none"> • 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 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... 	<p>plot, setting, characters, etc. of a film or book.</p> <ul style="list-style-type: none"> • 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 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... 	<ul style="list-style-type: none"> • 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 instructional resources. • I can...
<p>Learning Indicator AM.IL.2 I can understand accounts of events.</p>	<p>Learning Indicator AM.IR.2 I can understand general information on topics outside my field of interest.</p>	<p>Learning Indicator AM.IC.2 I can exchange general information on topics outside my fields of interest.</p>	<p>Learning Indicator AM.PS.2 I can convey my ideas and elaborate on a variety of academic topics.</p>	<p>Learning Indicator AM.PW.2 I can write well organized texts for a variety of professional purposes.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand a voicemail message on how 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand the details about a police report on a 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can exchange general information about my 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can make presentations on a variety of subjects I 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write letters of recommendation.

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AM.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>AM.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>AM.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AM.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>AM.PW Presentational Writing</i>
<p>someone missed a meeting because of an accident.</p> <ul style="list-style-type: none"> • 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... 	<p>recent crime.</p> <ul style="list-style-type: none"> • 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... 	<p>community, such as demographic information and points of interests.</p> <ul style="list-style-type: none"> • 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... 	<p>have researched.</p> <ul style="list-style-type: none"> • 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. • I can... 	<ul style="list-style-type: none"> • 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...
<p>Learning Indicator AM.IL.3 I can understand directions and instructions on everyday tasks.</p>	<p>Learning Indicator AM.IR.3 I can handle a complication or unexpected turn of events.</p>	<p>Learning Indicator AM.IC.3 I can handle a complication or unexpected turn of events.</p>	<p>Learning Indicator AM.PS.3 I can give presentations with ease and detail on a wide variety of topics related to professional interests.</p>	<p>Learning Indicator AM.PW.3 I can write well organized texts for a variety of general interest purposes</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand multi-step instructions in a recipe presented on TV or 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand an e-mail message explaining details about the rescheduling of 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can return or exchange a purchase when a vendor makes a mistake or when 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give a presentation about my studies, work, or organization to an outside 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write an article for a special interest magazine. • I can write a family or

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark AM.IL Interpretive Listening</i>	<i>Learner Benchmark AM.IR Interpretive Reading</i>	<i>Learner Benchmark AM.IC Interpersonal Communication</i>	<i>Learner Benchmark AM.PS Presentational Speaking</i>	<i>Learner Benchmark AM.PW Presentational Writing</i>
<p>YouTube.</p> <ul style="list-style-type: none"> • 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... 	<p>an event.</p> <ul style="list-style-type: none"> • 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... 	<p>parts are missing.</p> <ul style="list-style-type: none"> • 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... 	<p>audience.</p> <ul style="list-style-type: none"> • 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... 	<p>community history.</p> <ul style="list-style-type: none"> • I can write brochures or other resources for community events or fund raising. • I can write promotional materials. • I can...

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

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
<p>AH.IL</p> <p><i>I can easily follow narrative, informational and descriptive speech.</i></p> <p><i>I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts.</i></p> <p><i>I can sometimes follow extended arguments and different points of view.</i></p>	<p>AH.IR</p> <p><i>I can easily follow narrative, informational, and descriptive texts.</i></p> <p><i>I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts.</i></p> <p><i>I can sometimes understand extended arguments and different points of view.</i></p>	<p>AH.IC</p> <p><i>I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues.</i></p> <p><i>I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.</i></p>	<p>AH.PS</p> <p><i>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></p>	<p>AH.PW</p> <p><i>I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.</i></p>
<p>Learning Indicator</p> <p>AH.IL.1 I can easily understand detailed reports and exposés.</p>	<p>Learning Indicator</p> <p>AH.IR.1 I can understand narrative, descriptive, and informational texts of any length.</p>	<p>Learning Indicator</p> <p>AH.IC.1 I can exchange complex information about academic and professional tasks.</p>	<p>Learning Indicator</p> <p>AH.PS.1 I can present complex information on many concrete topics and related issues.</p>	<p>Learning Indicator</p> <p>AH.PW.1 I can write using target language and culture conventions to present and elaborate a point of view.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand an interview in which the relationship of texting and traffic accidents is detailed by victims' reports on their experiences. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand a detailed account of a unique travel or cultural experience. I can understand the minutes of a student club meeting that describes new 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can exchange complex information about my academic studies, such as why I chose the field, course requirements, projects, internship 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can deliver detailed and well-organized presentations about topics that I have studied, such as modern art or Internet journalism. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a position paper on an issue I have researched or that is related to my field of expertise. I can express a detailed point of view in a blog or

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> AH.IL Interpretive Listening	<i>Learner Benchmark</i> AH.IR Interpretive Reading	<i>Learner Benchmark</i> AH.IC Interpersonal Communication	<i>Learner Benchmark</i> AH.PS Presentational Speaking	<i>Learner Benchmark</i> AH.PW Presentational Writing
<ul style="list-style-type: none"> 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... 	<p>by-laws.</p> <ul style="list-style-type: none"> 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... 	<p>opportunities, and new advances in my field.</p> <ul style="list-style-type: none"> 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 with my counterparts in different regions or countries. 	<ul style="list-style-type: none"> 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, etc. Into a presentation. I can... 	<p>other public forum.</p> <ul style="list-style-type: none"> I can write an editorial piece in order to speculate on outcomes or implications of an issue. I can...
<p>Learning Indicator AH.IL.2 I can often understand various viewpoints in extended arguments.</p>	<p>Learning Indicator AH.IR.2 I can read about most topics of special interest.</p>	<p>Learning Indicator AH.IC.2 I can exchange detailed information on topics within and beyond my fields of interest.</p>	<p>Learning Indicator AH.PS.2 I can present a viewpoint with supporting arguments on a complex issue.</p>	<p>Learning Indicator AH.PW.2 I can write using target language and culture conventions for informal purposes.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can follow the argument when students debate the advantages and disadvantages of study 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand a report that describes policy changes, for example, related to admission into a 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can exchange detailed information about my personal and professional 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can present a detailed, supported argument about the need for alternative energy sources or other 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a personal mission statement. I can write a statement of

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> AH.IL Interpretive Listening	<i>Learner Benchmark</i> AH.IR Interpretive Reading	<i>Learner Benchmark</i> AH.IC Interpersonal Communication	<i>Learner Benchmark</i> AH.PS Presentational Speaking	<i>Learner Benchmark</i> AH.PW Presentational Writing
<p>abroad supported by examples of their personal experiences.</p> <ul style="list-style-type: none"> • I can understand the main points made in a conversation I overhear where two people are arguing the pros and cons of social networking. • I can understand a YouTube debate on the legal age of drinking. • I can... 	<p>program or changes to social networking platforms.</p> <ul style="list-style-type: none"> • I can follow the reporting of national or international news, such as an election, a natural disaster, or civil unrest. • I can... 	<p>interests.</p> <ul style="list-style-type: none"> • I can exchange detailed information on technological advances. • I can participate in conversations on social or cultural questions relevant to speakers of this language. • I can... 	<p>environmental topic.</p> <ul style="list-style-type: none"> • I can clearly present a particular political viewpoint. • I can present an argument in favor of an economic policy and support my opinion with details. • I can defend or challenge a controversial action taken by a person or group. • I can... 	<p>purpose related to my professional goals.</p> <ul style="list-style-type: none"> • I can write entries in a reflection journal. • I can...
<p>Learning Indicator AH.IL.3 I can understand discussions and presentations on many concrete and abstract topics.</p>	<p>Learning Indicator AH.IR.3 I can read most general fiction and non-fiction.</p>	<p>Learning Indicator AH.IC.3 I can support my opinion and construct hypotheses.</p>	<p>Learning Indicator AH.PS.3 I can use appropriate presentational conventions and strategies.</p>	<p>Learning Indicator AH.PW.3 I can write using target language and culture conventions for formal purposes.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 changes to immigration 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand most short stories, plays, and novels. • I can understand most inferences and allusions. • I can understand non-fiction texts that are specialized and complex in nature, such as essays, 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • 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 professional

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

<i>INTERPRETIVE</i>		<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>	
<i>Learner Benchmark</i> <i>AH.IL Interpretive Listening</i>	<i>Learner Benchmark</i> <i>AH.IR Interpretive Reading</i>	<i>Learner Benchmark</i> <i>AH.IC Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AH.PS Presentational Speaking</i>	<i>Learner Benchmark</i> <i>AH.PW Presentational Writing</i>
<p>laws.</p> <ul style="list-style-type: none"> • I can understand a group leader’s justification for protesting a cut in programs. • I can... 	<p>documentaries, technical documentation, etc.</p> <ul style="list-style-type: none"> • I can... 	<p>and elder care.</p> <ul style="list-style-type: none"> • I can usually defend my views in a debate. • I can... 	<ul style="list-style-type: none"> • 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... 	<p>portfolio.</p> <ul style="list-style-type: none"> • I can...

Kentucky Benchmark Statements for Modern Languages

		NOVICE			INTERMEDIATE			ADVANCED		
		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. 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, personal interests and 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 in some length and in various timeframes and genres.	I can understand the main idea and some 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 and genres. 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 a familiar topic using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and 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 timeframe. 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 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.
	Speaking	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.	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.
Presentational										