

**These standards from 1997 were replaced by the revised 2019 Wisconsin World Language Standards.**

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# Wisconsin's Model Academic Standards for Foreign Languages

**Jack Kean**

Assistant State Superintendent  
Division for Academic Excellence

**Susan Grady**

Director  
Content and Learning Team

**Paul Sandrock**

Consultant  
Foreign Language Education



Elizabeth Burmaster  
State Superintendent  
Wisconsin Department of Public Instruction  
Madison, Wisconsin

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*This version is not on the CD-ROM. A hardcopy is available in **The Guide to Curriculum Planning in Foreign Languages** and an electronic pdf document is on the Department of Public Instruction website at <http://www.dpi.state.wi.us/dpi/standards/index.html>*



## Foreword

Wisconsin's Model Academic Standards for Foreign Languages were first published in 1997. They have changed local curriculum design and classroom instruction. Our work with the foreign language community has led to this first revision. The content standards remain unchanged, but we move from the original description of performance standards for elementary, middle, and high school students to a "four-step-model": beginning, developing, transitioning, and refining. These standards still describe what is possible to achieve in a K-12 program of foreign language instruction. Only when students begin to learn a foreign language in elementary grades will they be able to achieve the "refining" level of these standards. However, because at the beginning of the 21<sup>st</sup> century very few students in Wisconsin study foreign languages at the elementary level, describing four levels of performance will help districts set their own appropriate targets for a sequential program, whether it begins in elementary grades, middle school, or senior high. The most critical factor in developing higher levels of proficiency in a second language is time. These four levels describe what students can do in a second language when they begin in elementary school.

Effective schools research tells us that one of the most important elements in improving the results of education is being clear about standards. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid and reliable assessments. The data from such assessments tells us where we need to place our emphasis as we improve teaching and learning. Being sure the entire community has input into academic standards is essential if everyone is to have ownership in the education of our students. We are proud that we have developed challenging academic standards not only in areas traditionally associated with large-scale state and district assessment, but also in subjects where assessment takes place primarily in the classroom.

We believe that these standards will continue to assist parents and educators in preparing students for the challenges of modern society. Although Wisconsin has traditionally led the nation in educational excellence, clear statements about what students should know and be able to do are necessary to maintain this strong tradition. My thanks to those of you in all walks of life who have contributed to this important effort and who are now implementing these standards in Wisconsin's schools.

Elizabeth Burmaster  
State Superintendent



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Donna Clementi, Chair  
Foreign Language Standards Task Force  
French Teacher, District Department Head  
Appleton West High School

O. Lynn Bolton  
Spanish Teacher  
Nathan Hale High School  
West Allis

Jaci Collins  
French and Japanese Teacher  
Washington Junior High School  
Lincoln High School  
Manitowoc

Gale Crouse  
Professor and Chair  
Department of Foreign Languages  
University of Wisconsin-Eau Claire

John Fortier  
Academic Standards Consultant  
Department of Public Instruction

Eileen Hesseling  
Spanish Teacher  
Pulaski High School  
Milwaukee

Claire Kottenbeutel  
Chinese and French Teacher  
James Madison Memorial High School  
Madison

Ellen Last, Director  
Challenging Content Standards Project  
Department of Public Instruction

Brigitta Ritter  
German Teacher, District Department Head  
Waukesha West High School

Judy Ulland  
Latin Teacher  
Logan High School  
La Crosse

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## Introduction

### Defining the Academic Standards

**What are academic standards?** Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to *what* students should know and be able to do.
- Performance standards tell *how* students will show that they are meeting a standard.
- Proficiency standards indicate *how well* students must perform.

**Why are academic standards necessary?** Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, students may be unmotivated and confused.

Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

**Why are state-level academic standards important?** Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality educational programs. At a minimum, this requires clear statements of what all children in the state should know and be able to do as well as evidence that students are meeting these expectations. Furthermore, academic standards form a sound basis on which to establish the content of a statewide assessment system.

**Why does Wisconsin need its own academic standards?** Historically, the citizens of Wisconsin are very serious and thoughtful about education. They expect and receive very high performance from their schools. While educational needs may be similar among states, values differ. Standards should reflect the collective values of the citizens and be tailored to prepare young people for economic opportunities that exist in Wisconsin, the nation, and the world.

### Developing the Academic Standards

**How were Wisconsin’s model academic standards developed?** Citizens throughout the state developed the academic standards. The first phase involved educators, parents, board of education members, and business and industry people who produced preliminary content and performance standards in 18 subjects including English language arts, mathematics, science, social studies, visual arts, music, theatre, dance, family and consumer education, foreign languages, health education, and physical education. These standards are benchmarked to the end of grades 4, 8, and 12 with the exception of foreign languages.

The next step required public input aimed at getting information to revise and improve the preliminary standards. This effort included forums and focus groups held throughout the state. The state superintendent used extensive media exposure, including telecommunications through the DPI home page, to ensure the widest possible awareness and participation in standards development.

Each subject had at least two drafts taken to the general public for their review. All comments received serious consideration. Based on this input, the standards were revised to reflect the values of Wisconsin's citizens.

**Who wrote the academic standards and what resources were used?** Teams of educators, parents, board of education members, and business and industry people that were sub-groups of larger task forces drafted each subject area's academic standards. This work was done after reviewing national standards in the subject area, standards from other states, standards from local Wisconsin school districts, and standards developed by special groups like the nationwide New Standards Project.

**How was the public involved in the standards process?** The DPI was involved in extensive public engagement activities to gather citizen input on the first two drafts of the academic standards. Over 19 focus group sessions, 16 community forums, and more than 450 presentations at conferences, conventions, and workshops were held. More than 500,000 paper copies of the standards tabloids have been distributed across the state in addition to more than 4,000 citizen visits to the standards on the DPI web page. Input from these activities, along with more than 90 reviews by state and national organizations, provided the writers with feedback on Wisconsin's model academic standards.

## **Using the Academic Standards**

**How will local districts use the academic standards?** Adopting these standards is voluntary, not mandatory. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. In some cases, this may result in significant changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

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

**What is the link between statewide academic standards and statewide testing?** Statewide academic standards in mathematics, English language arts, science, and social studies determine the scope of statewide testing. While these standards are much broader in content than any single Wisconsin Student Assessment System (WSAS) test, they do

describe the range of knowledge and skills that may appear on the tests. If content does not appear in the academic standards, it will not be part of a WSAS test. The statewide standards clarify what must be studied to prepare for WSAS tests. If students have learned all of the material indicated by the standards in the assessed content areas, they should do very well on the state tests.

## **Relating the Academic Standards to All Students**

Parents and educators of students with disabilities, with limited English proficiency (LEP), and with accelerated needs may ask why academic standards are important for their students. Academic standards serve as a valuable basis for establishing meaningful goals as part of each student's developmental progress and demonstration of proficiency. The clarity of academic standards provides meaningful, concrete goals for the achievement of students with exceptional education needs (EEN), LEP, and accelerated needs consistent with all other students.

Academic standards may serve as the foundation for individualized programming decisions for students with EEN, LEP, and accelerated needs. While the vast majority of students with EEN and LEP should be expected to work toward and achieve these standards, accommodations and modifications to help these students reach the achievement goals will need to be individually identified and implemented. For students with EEN, these decisions are made as part of their individualized education program (IEP) plans. Accelerated students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Clearly, these academic standards are for all students. As our state assessments are aligned with these standards and school districts adopt, adapt, or develop their own standards and multiple measures for determining proficiencies of students, greater accountability for the progress of all students can be assured. In Wisconsin this means all students reaching their full individual potential, every school being accountable, every parent a welcomed partner, every community supportive, and no excuses.

## **Applying the Academic Standards Across the Curriculum**

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem solving, and decision making. These areas connect or go beyond the mastery of individual subject areas. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of an educated person.

Community members need these skills to function as responsible citizens. Employers prize those employees who demonstrate these skills because they are people who can continue learning and connect what they have learned to the requirements of a job. College and university faculty recognize the need for these skills as the means of developing the level of understanding that separates the expert from the beginner.

Teachers in every class should expect and encourage the development of these shared applications, both to promote the learning of the subject content and to extend learning across the curriculum. These applications fall into five general categories:

### **1) Application of the Basics**

- 2) Ability to Think**
- Problem solving
  - Informed decision making
  - Systems thinking
  - Critical, creative, and analytical thinking
  - Imagining places, times, and situations different from one's own
  - Developing and testing a hypothesis
  - Transferring learning to new situations
- 3) Skill in Communication**
- Constructing and defending an argument
  - Working effectively in groups
  - Communicating plans and processes for reaching goals
  - Receiving and acting on instructions, plans, and models
  - Communicating with a variety of tools and skills
- 4) Production of Quality Work**
- Acquiring and using information
  - Creating quality products and performances
  - Revising products and performances
  - Developing and pursuing positive goals
- 5) Connections with Community**
- Recognizing and acting on responsibilities as a citizen
  - Preparing for work and lifelong learning
  - Contributing to the aesthetic and cultural life of the community
  - Seeing oneself and one's community within the state, nation, and world
  - Contributing and adapting to scientific and technological change

## Overview of Foreign Languages

People today are connecting across cultural, political, and economic borders via the Internet and other information technologies. To meet the challenges of ever-increasing global connections and to be a front-runner in a global economy now and in the 21st century, students in Wisconsin must communicate in a culturally appropriate manner with people from around the world. Our students must be aware of different perspectives reflected in both the language and behaviors of other people. They must possess language skills and an understanding of other cultures to be productive members of the diverse communities in which we all live.

These Wisconsin standards for foreign language learning are based on an instructional program in languages other than English for all students beginning in kindergarten and continuing through 12th grade. These standards are not meant to reflect the status quo of language learning in Wisconsin, but are a bold statement of what parents and community members continue to request: a strong foreign language program beginning in the elementary grades. These standards do not neglect the teaching of basic language structures, but rather encourage the student to go beyond this knowledge to develop real-life uses for foreign languages. It is the role of parents, teachers, and community members alike to encourage and guide the development of these skills in our students as they strive to become responsible citizens.

*Wisconsin's Model Academic Standards for Foreign Languages* reflects the latest research in the field of second language instruction as presented in *Standards for Foreign Language Learning: Preparing for the 21st Century*.<sup>1</sup> This document, developed by leaders in second language education from across the United States, outlines standards for language learning. The Wisconsin content standards were adopted from this national document. The Wisconsin standards document adds performance standards that support each content standard. These were developed for students in Wisconsin by Wisconsin educators and citizens.

These standards are standards for all languages taught in Wisconsin schools, which at the time of printing include American Sign Language, Chinese, French, German, Hebrew, Japanese, Latin, Menominee, Norwegian, Ojibwe, Oneida, Russian, and Spanish. All of these languages have unique characteristics that may require some modifications in the standards to reflect their special traits. For example, Latin places a stronger emphasis on reading, while oral skills receive less emphasis. Non-Roman alphabet languages, such as Chinese, Japanese, and Russian, may require more time to develop reading and writing skills.

Five key words summarize the intent of these standards

- **COMMUNICATION:** communicate in languages other than English
- **CULTURES:** gain knowledge and understanding of other cultures
- **CONNECTIONS:** connect with other disciplines and acquire information
- **COMPARISONS:** develop insight into the nature of language and culture
- **COMMUNITIES:** participate in multilingual communities at home and around the world

With communication and culture as the cornerstone for language learning, **the goal is for all students to learn how, when, and why to say what to whom.**<sup>2</sup>

<sup>1</sup> *Standards for Foreign Language Learning: Preparing for the 21st Century*. (1995). Yonkers, NY: American Council on the Teaching of Foreign Languages.

<sup>2</sup> *Ibid.*

# COMMUNICATION

## A: INTERPERSONAL: CONVERSATION

### Content Standard

Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

**Rationale:** Students must know how to use the language effectively in order to exchange ideas and information with other people in a culturally appropriate manner. This standard focuses on the goal of learning to engage in conversations.

### PERFORMANCE STANDARDS

#### Beginning (Receptive - Imitative):

- A.1. **Conversations:** Students will carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do
- A.2. **Questions:** Students will ask and answer questions, including biographical information
- A.3. **Opinions:** Students will state personal preferences and feelings
- A.4. **Problem-solving:** Students will express personal needs
- A.5. **Comprehension:** Students will ask for repetition and repeat to ensure understanding

#### Developing (Imitative - Reflective):

- A.1. **Conversations:** Students will sustain a conversation including descriptions on selected topics about themselves and their state or country
- A.2. **Questions:** Students will ask and answer a variety of questions, giving reasons for their answers
- A.3. **Opinions:** Students will state personal preferences and feelings with some explanation
- A.4. **Problem-solving:** Students will give possible solutions to a problem related to a personal need
- A.5. **Comprehension:** Students will ask for simplification and clarification.

#### Transitioning (Reflective - Interactive):

- A.1. **Conversations:** Students will discuss and defend an option on selected topics from the local to the international level
- A.2. **Questions:** Students will ask and answer a variety of questions that require follow-up questions and responses for more information
- A.3. **Opinions:** Students will defend personal preferences, feelings, and opinions with more complete explanation
- A.4. **Problem-solving:** Students will suggest options for solving problems related to personal needs and needs of others
- A.5. **Comprehension:** Students will ask for clarification and suggest alternative words to ensure understanding

**Refining (Interactive - Initiative):**

- A.1. **Conversations:** Students will discuss or debate a wide variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion
- A.2. **Questions:** Students will ask and answer a variety of questions that require elaboration and substantiation of opinions
- A.3. **Opinions:** Students will defend personal preferences, feelings, and opinions with substantive arguments
- A.4. **Problem-solving:** Students will discuss options and negotiate to solve a problem
- A.5. **Comprehension:** Students will ask for clarification and be able to paraphrase to ensure understanding

**B. INTERPRETIVE: LISTENING AND READING**

**Content Standard**

Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

**Rationale:** Students must develop strong listening and reading skills to interpret the concepts, ideas, and opinions expressed by members of other cultures through their media and their literatures. This standard focuses on increasing the level of understanding as students listen to, read, or view materials in a new language.

**PERFORMANCE STANDARDS**

**Beginning (Receptive - Imitative):**



- B.1. **Listening:** Students will understand spoken language on familiar topics that has strong visual support
- B.2. **Listening:** Students will comprehend simple daily conversations on familiar topics and selected, age-appropriate authentic recordings, broadcasts, and videos
- B.3. **Reading:** Students will understand written materials on familiar topics that have strong visual support
- B.4. **Reading:** Students will comprehend the main idea of selected, short authentic written materials
- B.5. **Strategies:** Students will use previous classroom experience with the language to understand its spoken and written forms

**Developing (Imitative - Reflective):**

- B.1. **Listening:** Students will understand spoken language that incorporates familiar vocabulary and structures
- B.2. **Listening:** Students will comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, and videos
- B.3. **Reading:** Students will understand selected written materials on topics of personal interest
- B.4. **Reading:** Students will comprehend the main idea and some supporting ideas of selected authentic written materials
- B.5. **Strategies:** In addition, students will begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order

**Transitioning (Reflective - Interactive):**

- B.1. **Listening:** Students will understand spoken language that incorporates more advanced vocabulary and structures
- B.2. **Listening:** Students will comprehend the main ideas and supporting ideas of oral presentations and selected authentic materials including videos, and radio and television broadcasts
- B.3. **Reading:** Students will understand more complex written materials on a variety of topics and formats
- B.4. **Reading:** Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials

- B.5. **Strategies:** In addition, students will use the dictionary to look up words that cannot be deciphered via previously learned strategies

**Refining (Interactive - Initiative):**

- B.1. **Listening:** Students will understand spoken language on a wide variety of topics
- B.2. **Listening:** Students will comprehend the main idea and supporting ideas of oral presentations and authentic spoken materials
- B.3. **Reading:** Students will understand written materials on a wide variety of topics and in a wide variety of formats
- B.4. **Reading:** Students will comprehend the main idea and supporting ideas, and make inferences in a wide variety of authentic written materials
- B.5. **Strategies:** In addition, students will analyze the author's use of language to understand a written text

**C: PRESENTATIONAL: SPEAKING AND WRITING**

**Content Standard**

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

**Rationale:** Students must develop strong speaking and writing skills to communicate their thoughts, concepts, and opinions effectively to members of other cultures. This standard focuses on presenting information in a way that is appropriate for the audience.

**PERFORMANCE STANDARDS**

**Beginning (Receptive - Imitative):**

- C.1. **Oral presentations:** Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues
- C.2. **Speeches:** Students will write and present a short narrative about themselves
- C.3. **Directions:** Students will give simple commands and make requests of another person or group
- C.4. **Recounting events:** Students will tell a simple story
- C.5. **Forms of writing:** Students will write personal journals and/or brief messages to friends (postcard, letter, or e-mail)

**Developing (Imitative - Reflective):**

- C.1. **Oral presentations:** Students will present student-created and/or authentic short plays, stories, skits, poems, and songs
- C.2. **Speeches:** Students will write and deliver a short presentation about their school or community
- C.3. **Directions:** Students will give simple directions to someone in order to complete a multi-step task
- C.4. **Recounting events:** Students will tell a story incorporating some description and detail
- C.5. **Forms of writing:** Students will write short compositions and letters

**Transitioning (Reflective - Interactive):**

- C.1. **Oral presentations:** Students will present student-created works and excerpts of authentic literature
- C.2. **Speeches:** Students will write and deliver a short speech on a topic of personal interest
- C.3. **Directions:** Students will give a series of directions to someone, coaching the person in order to complete the task
- C.4. **Recounting events:** Students will recount a story with substantive description and detail
- C.5. **Forms of writing:** Students will write formal compositions and letters for a variety of purposes

**Refining (Interactive - Initiative):**

- C.1. **Oral presentations:** Students will present student-created works and authentic literature
- C.2. **Speeches:** Students will write and present a speech on a topic that has been researched
- C.3. **Directions:** Students will give a series of detailed instructions to someone with suggestions in how best to complete the task
- C.4. **Recounting events:** Students will recount a long story with a wide variety of details and descriptions
- C.5. **Forms of writing:** Students will write formal compositions, research papers, and letters for a variety of purposes

# CULTURE

## D: PRACTICES

### Content Standard

Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

**Rationale:** To fully understand another culture, students need to develop an awareness of another people's way of life, of the patterns of behavior that order their world, and of the traditional ideas, attitudes, and perspectives that guide their behaviors.

### PERFORMANCE STANDARDS

#### Beginning (Receptive- Imitative):

- D.1. **Patterns of interaction:** Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied
- D.2. **Cultural activities:** Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations)
- D.3. **Beliefs and attitudes:** Students will identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family
- D.4. **Historical influences:** Students will identify reasons for different patterns of interaction

#### Developing (Imitative - Reflective):

- D.1. **Patterns of interaction:** Students will interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations
- D.2. **Cultural activities:** Students will experience cultural and social activities common to students of similar age in the target cultures (such as holiday celebrations, school life, and pastimes)
- D.3. **Beliefs and attitudes:** Students will identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes
- D.4. **Historical influences:** Students will begin to be able to explain historical and philosophical reasons for different patterns of interaction

#### Transitioning (Reflective - Interactive):

- D.1. **Patterns of interaction:** Students will interact with respect according to the social and cultural requirements of most social and some formal contexts
- D.2. **Cultural activities:** Students will compare and contrast activities from other cultures to their own in relation to home, school, community, and nation
- D.3. **Beliefs and attitudes:** Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community and nation
- D.4. **Historical influences:** Students will exhibit broader and deeper knowledge of historical and philosophical backgrounds that explain patterns of interaction

**Refining (Interactive - Initiative):**

- D.1. **Patterns of interaction:** Students will interact in a variety of cultural contexts (formal/informal, social/work) with sensitivity and respect
- D.2. **Cultural activities:** Students will examine the role and importance of various social activities within the cultures studied (such as religious celebrations, historical events, rites of passage)
- D.3. **Beliefs and attitudes:** Students will explain how beliefs, perspectives, and attitudes affect the target countries' position on global issues
- D.4. **Historical influences:** Students can discuss historical and philosophical backgrounds that have influenced a culture's patterns of interaction

## **E: PRODUCTS**

### **Content Standard**

Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

**Rationale:** To respect and appreciate the diversity of their world, students need to learn about the contribution of other cultures to the world and the solutions they offer to problems confronting them. Awareness of these contributions helps students understand how their views and other people's views of the world have been influenced.

## PERFORMANCE STANDARDS

### Beginning (Receptive - Imitative):

- E.1. **Objects and symbols:** Students will identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures
- E.2. **Contributions:** Students will identify some major contributions and historical figures from the cultures studied that are significant in the target culture
- E.3. **Mutual influences:** Students will identify some historical and contemporary influences from other cultures that are significant in their own culture such as explorers and settlers, music, and sports
- E.4. **Geography:** Students will identify countries, regions, and geographic features where the target language is spoken

### Developing (Imitative - Reflective):

- E.1. **Objects and symbols:** Students will compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture
- E.2. **Contributions:** Students will identify major contributions and historical figures from the culture studied that are significant in the target cultures
- E.3. **Mutual influences:** Students will identify some historical and contemporary influences from other cultures that impact today's society such as the democratic form of government and environmental concerns
- E.4. **Geography:** Students will explain the impact of the target country's geography on daily life

### Transitioning (Reflective - Interactive):

- E.1. **Objects and symbols:** Students will research the historic background of objects and symbols and how they came to represent certain cultures
- E.2. **Contributions:** Students will examine the role and significance of the contributions of other cultures in today's world
- E.3. **Mutual influences:** Students will discuss how historical and contemporary influences from other cultures shape people's views of the world and their own attitudes toward issues facing the world
- E.4. **Geography:** Students will explain the impact of the target country's geography on the people's beliefs, perspectives, and attitudes

### **Refining (Interactive - Initiative):**

- E.1. **Objects and symbols:** Students will connect objects and symbols of other cultures to the underlying beliefs and perspectives
- E.2. **Contributions:** Students will examine the role and significance of other cultures on the target culture
- E.3. **Mutual influences:** Students will explain the impact of a culture's views on what is happening and could happen in the world today
- E.4. **Geography:** Students will evaluate the target country's geography with respect to the impact on politics, economics, and history

The following six standards encourage students to go beyond their knowledge of and skills in language and culture to develop real-life applications for communication throughout the world. That is why these standards are presented in a different format, illustrating that they provide a context for the development of skills in communication and culture. Students at all levels of language development engage in similar types of activities in connections, comparisons, and communities; the difference is in the increasing sophistication with which students use their language skill and cultural knowledge.

## **CONNECTIONS**

### **F: ACROSS DISCIPLINES**

#### **Content Standard**

Students in Wisconsin will reinforce and further their knowledge of other disciplines through a language other than English.

**Rationale:** The conscious effort to connect the study of languages with other disciplines opens doors to information and experiences that enrich students' entire lives. Students can use information and skills learned in other classes to practice their new language. Conversely, language classes provide additional information to enhance what students learn in other disciplines.

#### **PERFORMANCE STANDARDS**

- F.1. **Speaking and writing:** Students will use topics and skills from other school subjects to discuss and/or write in the language studied
- F.2. **Reading and listening:** Students will read material, listen to and/or watch programs in the language studies on topics from other classes
- F.3. **Accessing resources:** Students will access resources in the language studied on topics being discussed or researched in other classes

## **G: ADDED PERSPECTIVE**

### **Content Standard**

Students in Wisconsin will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Rationale:** Being able to access information in more than one language gives students a much richer base of knowledge. Not only is there a greater choice of resources, but there is also the opportunity to analyze a topic from another culture’s perspective, providing students with unique insights.

### **PERFORMANCE STANDARDS**

- G.1. **Popular media:** Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures
- G.2. **Accessing resources:** Students will access information in the language studied in order to gain greater insight about other cultures and/or their own

## **COMPARISONS**

## **H: LANGUAGE**

### **Content Standard**

Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Rationale:** Students who study more than one language gain insight into the nature of their own language and can analyze the power of word choice. They can compare how different language systems express meaning and reflect culture.

### **PERFORMANCE STANDARDS**



- H.1. **Structures:** Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning
- H.2. **Idioms:** Students will identify expressions that cannot be translated word for word in order to derive meaning
- H.3. **Translation:** Students will identify words and expressions that have no equivalent in another language
- H.4. **Cultural characteristics:** Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language
- H.5. **Phonetics:** Students will compare the sound-symbol association of English to that of the language studied

## **I: CULTURE**

### **Content Standard**

Students in Wisconsin will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### **Rationale:**

Students who study more than one language continuously compare and contrast the practices of people in different cultures. This helps students understand themselves better and builds understanding of different responses to similar situations.

### **PERFORMANCE STANDARDS**

- I.1. **Cultural variations:** Students will discuss the meaning of perspectives, products, and practices in different cultures
- I.2. **Comparisons:** Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures
- I.3. **Characteristics of culture:** Students will understand the concept of culture as they compare other cultures to their own

## **COMMUNITIES**

## **J: PRACTICAL APPLICATIONS**

### **Content Standard**

Students in Wisconsin will use the language both within and beyond the school setting.

**Rationale:** As businesses expand domestic and international markets, and as people of the world meet each other more often through face-to-face encounters and/or the use of technology, the need for students to be proficient in other languages becomes critical in order for the United States to maintain international respect and economic competitiveness.

## PERFORMANCE STANDARDS

- J.1. **Service:** Students will provide service to their school and community through such activities as tutoring, teaching, translating, interpreting, and assisting speakers of other languages
- J.2. **Outreach:** Students will participate in activities where the ability to communicate in a second language may be beneficial, including business internships, exchange programs, and sister city projects
- J.3. **Communication:** Students will exchange information with people locally and around the world through avenues such as penpals, e-mail, videos, speeches, and publications

## K: PERSONAL ENRICHMENT

### Content Standard

Students in Wisconsin will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Rationale:** Students who study another language are better prepared to be responsible members of their communities because of their global perspective. They have expanded their employment opportunities both at home and abroad and have access to a wider variety of resources where they can pursue topics of personal interest.

## PERFORMANCE STANDARDS

- K.1. **Media:** Students will use various media in the language studied for study, work, or pleasure
- K.2. **Careers:** Students will investigate careers where skills in another language and/or cross-cultural understanding are needed
- K.3. **Understanding:** Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theatre, dance, and art
- K.4. **Further learning:** Students will look for opportunities to learn more about languages and cultures

K.5. **Intercultural Experiences:** Students will travel to communities where the language studied is spoken and/or host someone from a country where the language studied is spoken

## WISCONSIN PERFORMANCE GUIDELINES

These performance guidelines are designed to inform instruction and assessment. The performance standards describe how students will show achievement of the content standards and how the focus for learning will shift from the *beginning* to the *developing* level, then on to the *transitioning* and *refining* levels. The goal of the performance guidelines is to describe how well students are able to do what is described in the performance standards. The performance guidelines help students chart their progress by describing the elements for improved use of the language at four checkpoints, ranging from the focus for a beginning student through the description of a highly functional user of the foreign language. Growth described in these performance guidelines is possible when a foreign language program provides continuous instruction from the early elementary grades through 12th grade. Just as students continue to develop skill in their first language throughout their lives, the same applies to acquiring a second language. The description of the *refining* level implies lifelong learning.

The performance guidelines are a useful tool for analyzing students' strengths and areas needing improvement. Criteria are described within four categories: content, accuracy, communication strategies, and cross-cultural applications. The four criteria under "content" make it clear that what one says is as important as how accurate one's written or spoken skills are. The criteria under "accuracy" describe four areas that are important for improving one's skills in conversing, interpreting, and presenting. The criteria under "communication strategies" describe five aspects of engaging in conversation, of understanding, and of being understood. The three criteria under "cross-cultural applications" underline the importance of being able to adjust one's manner of communication to fit particular situations and expectations that may vary from one culture to another. Students and teachers need to remember as they evaluate language proficiency that each student will develop a unique profile across these criteria. For any individual student, skills may be at higher levels in some criteria and not as developed in others. By reflecting on this profile, students are better able to focus their attention on those areas needing additional practice.

In foreign language education, the term "proficient" is used to describe a language learner who has spent several years studying a language. To reach an advanced proficiency level, students need to begin their study in kindergarten and have continuous instruction through 12th grade. Because this understanding of the term is widely accepted by language teachers both in Wisconsin and nationally, it would be inappropriate to describe beginning and developing levels of student work as "proficient." Therefore, the student examples shown here represent work that is competent relative to the amount of time the student studied the language. Note the contrast between middle school and senior high programs, showing growth in what students can do in their second language.

### Wisconsin Performance Guidelines

<b>Content</b>	<b>BEGINNING Receptive- Imitative</b>	<b>DEVELOPING Imitative-Reflective</b>	<b>TRANSITIONING Reflective-Interactive</b>	<b>REFINING Interactive-Initiative</b>
<b>Complexity / Sophistication</b>	Relies primarily on memorized phrases and short sentences on very familiar topics in both oral and written presentations	Begins combining and recombining phrases into short strings of sentences on familiar topics in both oral and written presentations	Expresses their own thoughts to describe and narrate using sentences and strings of sentences on familiar and some unfamiliar topics in both oral and written presentations	Reports, narrates, and describes using connected sentences with transitions to create paragraph-length discourse on a variety of topics in both oral and written presentations
<b>Vocabulary</b>	Uses a limited number of memorized words and phrases; relies on native language for unknown words and expressions; determines meaning by recognition of cognates, prefixes, and thematic vocabulary	Depends on vocabulary presented in class; may begin to use a dictionary to look up unknown words but will have difficulty selecting the correct translation; begins to use some common idiomatic expressions; may resort to native language to communicate unknown words and expressions	Uses vocabulary from a variety of topics; if precise vocabulary is lacking, can often find another way to express an idea/term; uses a dictionary as needed and selects correct translation most of the time; shows some understanding and use of idiomatic expressions; may invent a word or phrase in order to stay in the target language	Demonstrates control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions from a variety of topics; can successfully explain/describe a term or idea when the precise words are not known; supplements their vocabulary by using dictionaries and reference books; will not fall back into their native language to express themselves
<b>Spontaneity</b>	Responds automatically to high frequency cues (i.e., hello, how are you; what's your name); can ask memorized questions (i.e., what's your name, how are you)	Responds with short answers to questions that have been rehearsed; asks simple yes/no questions, informational questions (i.e., who, when, where, what); begins to express reactions to responses (i.e., really, that's great, that's too bad)	Responds to unrehearsed comments, questions on familiar topics; asks a variety of questions and uses some expressive reactions and questions to elicit more information	Initiates and maintains conversations using a variety of questions and rejoinders
<b>Situation</b>	Accomplishes a task directed by the teacher; can meet limited writing needs such as a short message or note	Meets basic communication needs in a controlled setting; can meet practical writing needs such as short letters and notes	Meets communication needs on familiar topics in a variety of settings; can meet writing needs including letters, articles, short essays	Meets communication needs in a variety of settings; can meet a variety of writing needs including compositions, reports

<b>Accuracy</b>	<b>BEGINNING Receptive- Imitative</b>	<b>DEVELOPING Imitative- Reflective</b>	<b>TRANSITIONING Reflective- Interactive</b>	<b>REFINING Interactive- Initiative</b>
<b>Time/Tense</b>	Can imitate any tense modeled and memorized	Begins to distinguish present, past, and simple future tenses with cues and modeling; can express own ideas in the present tense with some errors	Expresses their own thoughts in present time with accuracy; with preparation can use present, past, and simple future times—some errors may be present	Expresses comfortably their own thoughts in the present and simple future times; may exhibit some inaccuracies when using past tenses; begins using memorized patterns for hypothesizing, wishing, stating options
<b>Ease</b>	Expresses memorized phrases with ease and with few errors; may show evidence of false starts and pauses as topics expand beyond memorized dialogues	Restates and recombines memorized language with frequent pauses, hesitations and false starts; many errors may occur as creativity increases	Creates with both familiar and new language; presents their thoughts and ideas with some pauses and hesitations; errors may occur but do not interfere with communication	Expresses a wide variety of topics with few pauses and hesitations; errors may occur but do not interfere with communication
<b>Pronunciation</b>	Imitates sounds and intonation as part of a memorized process; understandable to someone accustomed to working with a language learner	May mispronounce words in a new context or words being read for the first time; understandable to a sympathetic native speaker, though this may require special efforts by the native speaker at times	Can use rules of pronunciation to pronounce correctly new words; converses with an accent and intonation that is understandable to a sympathetic native speaker, though this may require special efforts by the native speaker at times	Converses with an accent and intonation that is understandable to a native speaker, though this may require special efforts by the native speaker at times
<b>Spelling / Orthography</b>	Can copy with accuracy memorized language; will not notice errors	Will begin to notice errors in well-learned items and can correct high frequency items	Pays more attention to correct orthography	Can proofread to write the target language with few errors

<b>Communi- cation Strategies</b>	<b>BEGINNING Receptive- Imitative</b>	<b>DEVELOPING Imitative- Reflective</b>	<b>TRANSITIONING Reflective- Interactive</b>	<b>REFINING Interactive- Initiative</b>
<b>Comprehension</b>	Understands short, simple conversations and narration with highly predictable and familiar contexts; relies heavily on visuals, gestures, facial expressions in order to understand; generally needs repetition, restatement, and contextual clues in order to understand, relies heavily on background information	Understands general concepts and some supporting ideas of short conversations and narration on familiar topics; relies on visuals, gestures, facial expressions; may need repetition, restatement, and contextual clues in order to understand; uses background experience to help anticipate meaning	Understands the main idea and some supporting ideas of conversations, lectures, and narration on familiar and some unfamiliar topics; uses contextual clues, inferences, key words and ideas, and text types to aid understanding; uses background knowledge to help understand the discourse	Understands the main idea and most supporting ideas of conversations, lectures, and narration on a wide variety of topics; uses organizing principles, inferences, contexts, background knowledge to aid understanding
<b>Comprehensibility</b>	Understood primarily by those accustomed to interacting with language learners	Understood by a sympathetic native speaker, though this may require special efforts by the native speaker at times	Understood by a sympathetic native speaker, though this may require special efforts by the native speaker at times	Understood by a native speaker, though this may require special efforts by the native speaker at times.
<b>Monitoring</b>	May self-correct on high frequency items	Self-corrects on well-learned items	Begins to notice incorrect language structure and/or need for idioms but may not know how to correct the structure	Can proofread to correct errors in structures and/or idioms when they are part of the student's prior learning
<b>Clarification</b>	Asks for repetition; may use gestures and facial expressions to show confusion	Asks for rewording, slowing of speech	May use paraphrasing, question-asking, circumlocution	Uses a variety of strategies to maintain communication
<b>Impact</b>	Focuses on successful task completion; uses gestures or visuals to maintain audience's attention and/or interest as appropriate to purpose	Asks follow-up questions; provides continuity to a presentation; begins to make choices of a phrase, image, or content to maintain the attention of the audience	Personalizes to maintain or re-engage audience; able to provide comparisons and/or contrasts to reinforce message	Provides multiple examples to present a more convincing argument; varies delivery style in order to maintain attention of the audience

<b>Cross-Cultural Applications</b>	<b>BEGINNING Receptive- Imitative</b>	<b>DEVELOPING Imitative- Reflective</b>	<b>TRANSITIONING Reflective- Interactive</b>	<b>REFINING Interactive- Initiative</b>
<b>Verbal</b>	Imitates appropriate linguistic patterns (i.e., register, formal vs. informal address, intonation) when modeled by the teacher	Begins to recognize and produce linguistic patterns (i.e., placement of adjectives and adverbs, negation) appropriate to the target language	Recognizes and produces linguistic patterns appropriate to the target language	Recognizes and produces linguistic patterns appropriate to the target language; begins to show an awareness of the underlying meaning and importance of these patterns
<b>Non-verbal</b>	Imitates non-verbal patterns of behavior appropriate to the target culture (i.e., gestures, proximity, eye contact) when they are modeled by the teacher	Begins to use culturally correct behaviors outside the memorized context	Uses culturally correct behaviors to enhance verbal communication, showing some understanding of the implied meanings	Acts in a culturally correct manner in a variety of contexts with sensitivity and understanding of the implied meanings
<b>Awareness</b>	Understands a story line or event when it reflects a cultural background similar to their own, begins to associate symbols, famous people, places, songs, etc with a certain culture	Begins to use knowledge of their own culture and the target culture(s) to help interpret oral and written texts	Recognizes differences and similarities in the perspectives of the target culture(s) and their own as they are expressed in oral and written texts	Applies understanding of the target culture(s) and its unique perspectives to enhance comprehension of oral and written texts



# **SAMPLE STUDENT PERFORMANCE TASKS**

## **COMMUNICATION**

### **A: INTERPERSONAL: CONVERSATION**

#### **Content Standard**

Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

#### **PERFORMANCE STANDARDS**

- A.1. Students will sustain a conversation including descriptions on selected topics about themselves and their state or country
- A.2. Students will ask and answer a variety of questions, giving reasons for their answers
- A.3. Students will state personal preferences and feelings with some explanation

### **SAMPLE TASK**

Pairs of students carry on a conversation that is recorded on audiotape. They are to discuss and ask about their daily lives and activities. Students are to ask questions of each other. They are also to provide additional information that is appropriate. Students continue their conversation as long as possible, up to two minutes. These conversations are not rehearsed, and students do not use a dictionary for help.

## SAMPLES OF STUDENT WORK

### Explanations of Ratings of Student Work

#### MIDDLE SCHOOL EXAMPLE: AFTER ONE SEMESTER OF INSTRUCTION IN JAPANESE

The students staged their conversation as a phone call. They greeted each other in a culturally appropriate manner and then continued by discussing a rock concert, homework, math class, and a weekend soccer game. Despite a very limited exposure to the language, the students were able to maintain the conversation without many pauses. While much of the conversation was memorized expressions, the speakers began to show some original combinations. They were able to discuss topics related to self and school as well as their likes and dislikes. Their pronunciation was clear and understandable. Although a few errors existed, their conversation was comprehensible.

##### Middle School Sample

- 「もしもし、レチャルさん。」
- 「お 元気ですか。」
- 「はい、元気です。お元気ですか。」
- 「おかげさまで。」
- 「ロックコンサートに行きました。」
- 「わすれました。」
- 「... 3時半です。」
- 「そうです。」
- 「... しゅくだいをしましたか。」
- 「はい、... つまらないです。」
- 「数学はむずかしいでしたか。」
- 「はい、そうです。」
- 「週末は何をしましたか。」
- 「サッカー大会をします。」
- 「おもしろかったですか。」
- 「はい、そうです。... じゃまたね。」
- 「さようなら。」

...

## SENIOR HIGH EXAMPLE: AFTER TWO YEARS OF INSTRUCTION IN CHINESE

This conversation began with one student arriving to visit the other. She was invited in and offered green tea. They discussed the taste of the tea and she asked whether her friend was busy. She wanted to play Ping-Pong, but the boy plays poorly so she offered to teach him. He agreed, but he did not have a paddle. This was not a problem as she would bring an extra. They discussed a meeting time and he asked if she would like to eat Chinese food afterward at his house. She likes Chinese food, but refused as his father's cooking is always too hot. They parted, agreeing to meet at 3:30 at a friend's house. She promised not to be late. The conversation lasted two minutes with some pauses. The transitions from one topic to another by one student were easily followed by the other student. They had good pronunciation and the conversation could easily be understood by native speakers. The accuracy of tones and structures and the use of colloquial vocabulary and expressions made the conversation easy to follow.

Mary (玛丽)	Ian (宇生)
Knock, knock...	谁啊?
是我, 玛丽。	请进, 请进!
	请喝茶。是清茶—好吗?
很好喝。我最 喜欢清茶。...	
你今天下午有没 有空?	没有。有什么事?
我想去打乒乓球。 你要跟我去吗?	好。可是我打的不太好。
我教你, 好吗?	好。噢, 我没有球拍!
没关系, 我带两个。	谢谢。几点了?
下午三点半, 行吗?	行。..... ...你喜欢吃什么饭?
我喜欢吃中国饭。为什么?	我想请你吃晚饭。
在哪儿?	在我家。行不行?
不行! 我不喜欢你爸爸作的饭! 是太辣的!	
一会儿见!	..... 一会儿见! 噢, 我们去哪儿?
三点半在小明家。别迟到了!	

## SENIOR HIGH EXAMPLE: AFTER THREE YEARS OF INSTRUCTION IN JAPANESE

The conversation began with one student explaining that he was very tired because of a weekend visit to the zoo with a friend for a biology class assignment. The students continued the conversation by discussing plans for after graduation, their reasons for studying Japanese, and finally their plans for winter break. The students maintained the conversation for the two minutes with few hesitations. They were able to provide transitions from topic to topic, reacting smoothly to each other's unrehearsed comments. They were able to use longer sentences with some complex language structures. Pronunciation was uneven, but could be understood by someone used to hearing non-native speakers of Japanese. The variety of vocabulary and structural accuracy made this conversation easy to understand.

### Senior High Sample

- 「今日は、よしひこさん。」
- 「今日は、だいすこさん。」
- 「ねむいそうですね。」
- 「うん、とてもねむいです。」
- 「どうして。」
- 「週末は忙しかった。」
- 「週末に何をしましたか。」
- 「動物園へ行きました。」
- 「だれと一緒にいきましたか。」
- 「ジョンさんと一緒行きました。ジョンさんはちょっとへんな人だ。」
- 「どうしてへんですか。」
- 「うさぎを食べます。」
- 「そうですね。あなたもうさぎを食べたことがありますか。」
- 「いいえ、食べたことはありません。」
- 「わたしも。」
- 「ジョンさんはどうしてうさぎを食べますか。」
- 「「おいしい」と言いました。」
- 「どうして動物園へ行きましたか。」
- 「宿題でした。」
- 「何科目の宿題でしたか。」
- 「生物学の宿題でした。...だいすこさんは週末に何をしましたか。」
- 「週末は忙しかったです。えいごを見たり、本を読んだり、宿題をしたりしました。」
- 「大変ですね。...高校をすつぎようしたあと、何をしますか。」
- 「まだわかりません。でも大学に行きます。」
- 「わたしも大学に行くつもりです。」
- 「どの大学に行きますか。」
- 「ミネソタの大学が好きです。」
- 「そうですね。...どうして。」
- 「...わかりません。」
- 「...だいすかさんはどうして日本語を勉強していますか。」
- 「日本語はおもしろい外国語ですから。」
- 「漢字が好きですか。」
- 「いいえ。...」
- 「わたしは漢字がとても好きです。」
- 「どうして好きですか。」
- 「...きれいだから。」
- 「そうですね。...毎日漢字の勉強をしますか。」
- 「いいえ、ときどきだけ。」
- 「でも、去年毎日勉強しましたか。」
- 「そうですね。赤い本の宿題をしました。」
- 「...冬休みには何をしますか。」
- 「スキーに行きます。」
- 「だれと一緒にしますか。」
- 「家族とやります。」
- 「わたしはスキーをしたことはありません。」

## **COMMUNICATION**

### **C: PRESENTATIONAL: SPEAKING AND WRITING**

#### **Content Standard**

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

#### **PERFORMANCE STANDARD**

C.5. Students will write short compositions and letters

## **COMMUNITIES**

### **J: PRACTICAL APPLICATIONS**

#### **Content Standard**

Students in Wisconsin will use the language both within and beyond the school setting.

#### **PERFORMANCE STANDARD**

J.3. Students will exchange information with people locally and around the world through avenues, such as penpals, e-mail, video, speeches, and publications

## **SAMPLE TASK**

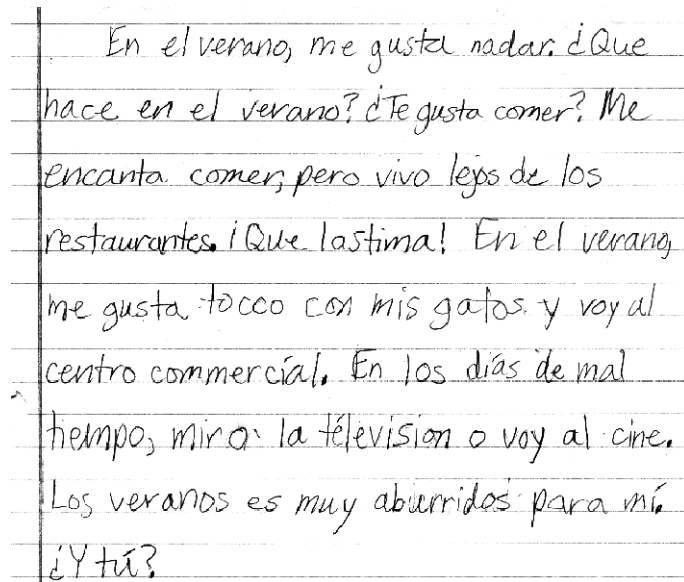
Students write a letter about how they spent their summer to a penpal from a sister school (from Wisconsin's sister states in Germany or Mexico, for example) using e-mail or fax. Students are told to describe their summer activities and to ask questions about their penpal's summer experiences, asking what the penpal did and what other people in that culture do. Students are to write their letter on a computer, if possible. For this sampling, no rewriting or dictionaries are allowed.

## SAMPLES OF STUDENT WORK

### Explanations of Ratings of Student Work

#### MIDDLE SCHOOL EXAMPLE: AFTER ONE YEAR OF INSTRUCTION IN SPANISH

The student talked about swimming, eating, playing with her cats, and watching television or movies on days of bad weather. She concluded that summers are boring for her. Basically, the student was understandable. This student stayed in the present tense and used common vocabulary, so in spite of some errors in word forms, accuracy was high. The content of the letter shows evidence of communicating beyond the level of a beginning student: the student communicated basic information, asked memorized questions, and started to put expressions together in new ways. Few details were given. The student wrote in a conversational style using some slang expressions, appropriate for a penpal letter.



En el verano, me gusta nadar. ¿Que  
hace en el verano? ¿Te gusta comer? Me  
encanta comer, pero vivo lejos de los  
restaurantes. ¡Que lastima! En el verano  
me gusta toco con mis gatos y voy al  
centro commercial. En los días de mal  
tiempo, miro la televisión o voy al cine.  
Los veranos es muy aburridos para mí.  
¿Y tú?

## SENIOR HIGH EXAMPLE: AFTER FOUR YEARS OF INSTRUCTION IN SPANISH

This student described working as a lifeguard, assisting at an optometrist's office, and playing volleyball over the summer. She asked the penpal several general questions about summer activities. This student was very easy to understand. The writer used present and past tenses comfortably. Most of the errors were incorrect choice of vocabulary. When a word was not known, the student described what was meant. The student developed this familiar topic smoothly within the limited time for writing, providing some details. The student showed signs of complexity by combining structures and vocabulary creatively. Longer sentences, more description, and some use of clauses were signs of higher proficiency. The student maintained a conversational style.

Querida Lucía, 17 octubre

¿Cómo estás? ¿Cómo estaba tus vacaciones del verano?  
¿Hiciste muchas cosas?

Mis vacaciones del verano estaba así así. Por mucho tiempo, trabajé todos los días entre los lunes y los viernes a dos trabajos. Mi primer trabajo era a la piscina de mi escuela. Allí miré a los niños que nadaron y enseñé a los estudiante como nadar bien. Me gusta eso trabajo mucho porque gano mucho dinero y trabajo con las personas cómicas. El trabajo segunda que tenía estaba con un doctor de los ojos en su oficina. Ayudé a los pacientes mucho cuando llegaron a la oficina. Allí también trabajé con las personas muy simpáticas. Por el resto de mis vacaciones del verano -jugué el vólibol en un equipo con mucho talento. También asistí un concierto grande con mi papa y mis amigos. Estaba muy divertida. Finalmente, visité las universidades para el año próximo con mis padres y mi hermana. Visitamos la universidad de Eau Claire, Wisconsin y la universidad de Madison, Wisconsin, la capital de Wisconsin.

Hacia mucho calor en Wisconsin durante la estación del verano. ¿Cómo hace el tiempo donde vives?  
¿Qué cosas típicas haces durante el verano?

Yo ajala que tú tengas un año bien con cosas excelentes.

Con abrazos y besos,

## MIDDLE SCHOOL EXAMPLE: AFTER ONE YEAR OF INSTRUCTION IN GERMAN

This writer began by describing her family. Then the letter talked about weather and her favorite summer activities of swimming, soccer, and visiting friends. It closed by asking about weather in Germany and the penpal's family and favorite animal. Even though there were some grammatical errors, the letter was quite clear and understandable. The student used only present tense and depended on vocabulary from class. The writer generally asked basic memorized questions and inserted an informal expression appropriately. At least one expression that is unique to German was used correctly. The student showed understanding of the German letter-writing form.

Liebe Katja,

Ich heie Naomi. Ich bin 14 Jahre alt und wohne in Amerika. Ich habe 2 Brder: ein ist 7 Jahre und ein ist 10 Jahre alt. Sie heit Jimmy und Steven. Ich habe auch ein Hund, eine Katze und eine Ratze.

Im Sommer, haben wir keine Schule. Hast du Schule? Ich schwimme gern und Fußball spielen geflle mir. Was spielst du gern? Im Sommer besuche ich meine Freundin. Das ist Spitze! Manchmal sie schlft nach meiner Hause.

Hier es ist oft, sehr hei im Sommer - nur 90° Frheit. Wie hei ist es in Deutschland? Hast du Geschwister? Wo wohnst du? Was ist dein Lieblingstier? Mein ist ein Pferd.

Schreibst mir!

Deine,



## SENIOR HIGH EXAMPLE: AFTER FOUR YEARS OF INSTRUCTION IN GERMAN

The body of the letter tells of the student's trip to Germany and Switzerland this past summer, including descriptions of the host families. At the end, several questions are asked about the penpal's summer, such as if it is hard for the whole family to take a trip together. This student showed a higher level of proficiency by taking risks in trying to express thoughts, working around limited vocabulary knowledge. This led to several grammatical and spelling errors, but the content was still very comprehensible. The writer was comfortable using the present and future tenses and stayed consistently in the narrative past. The student successfully used some connecting words to create longer sentences. The overall tone was conversational, and provided some details, appropriate for this type of letter.

Liebe ?,  
Guten Tag. Ich werde dir ein bisschen ueber meinen Sommer erzaehlen. Der letzte Tag des Schulejahres war 31. Mai. Am 3. Juni bin ich, mit 14 andere Schuelern, nach Frankfurt geflogen. Wir sind drei Wochen in Bayern geblieben. Es war Toll. Unsere 15 Schuler haben mit Familien in die Naehel von Eschenbach gewohnt. Meine Familie war ganz lieb! Sie haben zwei Toechter gehabt, Birgit - 10, und Maria -18. In nur drei Wochen waren wir beste freunde! Ich habe viele Freunden kennengelernt in Bayern (und viel Deutsch gelernt.) Am Ende die drei Wochen ist die amerikanische Gruppe zurueckgeflogen, aber ich bin in Europe geblieben. Ich bin nach Hessen fuer drei Wochen gefahren und habe mit einer Familie gewohnt. Sie haben zwei kleine Kinder gehabt. Ich bin in viele Schulen in Hessen gegangen. Es war sehr interessant andere Schulen zu sehen. Die letzten drei Wochen bin ich nach der Schweiz gefahren. Alles war so schoen in die Schweiz. Hoffentlich kann ich sie in den nachsten 5 Jahren noch einmal besuchen. Ich bin am 4. August heim gekommen.  
Was hast du diesen Sommer gemacht? Wie lange sind deine Sommer Ferien? Hast du in deinem Leben die Schweiz besucht? Was machen meistens die Deutsche Leute im Sommer? Ist es schwer fuer die ganze Familie eine Sommer Ausflug zusammen zu machen?

# COMMUNICATION

## C: PRESENTATIONAL: SPEAKING AND WRITING

### Content Standard

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

### PERFORMANCE STANDARD

C.3. Students will give simple directions to a someone in order to complete a multi-step task

### SAMPLE TASK

One student is given a city map and asks a second student for directions on how to get to the post office. The city map has a circle and arrow indicating where he/she is standing in the city. The second student tells the first student how to get to the post office. The post office is indicated with an “X” on the second student’s map. The second student coaches the first student on how to walk to the post office. The first student draws the route on his or her copy of the city map. They are given two minutes to communicate without the use of dictionaries. The task is videotaped; a transcript of the conversation is provided here.

## SAMPLES OF STUDENT WORK

### Explanations of Ratings of Student Work

#### MIDDLE SCHOOL EXAMPLE: AFTER TWO YEARS OF INSTRUCTION IN FRENCH

Through a series of basically memorized commands, the coach accomplished the task. There was no added vocabulary to help the listener understand. The student following the directions did not check to make sure the right idea had been understood. The use of French is at a bare minimum, with several pauses.

Où est la poste s'il vous plaît?

Commencez la rue Pinel...

Oui.

Allez tout droit. Tournez à gauche, à la rue des Arts. Continuez...Tournez à droite à la rue Moulin.

Oui.

Tournez à gauche à la Boulevard Clichy.

Oui (nods).

Continuez à la deuxième rue.

Oui.

Tournez à droite...oui...oh! Continuez to the troisième rue...Excusez-moi, tournez à droite à la troisième rue, le Boulevard de Garibaldi. Continuez...la poste est...le post office est entre le Boulevard Garibaldi et l'avenue de Jeanne d'Arc, à gauche. Vous êtes ici.

#### SENIOR HIGH EXAMPLE: AFTER THREE YEARS OF INSTRUCTION IN FRENCH

Both speakers became involved in the activity and worked together to communicate. They responded to unrehearsed comments within this familiar task. The student who was asking for directions verified the directions at each step. There was a variety of errors, but the students could still communicate well enough to complete the task. Their conversation includes appropriate pauses, inflections, and vocabulary to accomplish the task. The speakers showed less hesitation, more spontaneity, and better imitation of French intonation compared to the middle school students.

— Alors Charles, commence à la rue Pinel.

— Rue Pinel...

— Euh. Tout droit comme ça à la droite. Et quand on arrive à la rue des Arts...

— Des Arts...

— Tourne à gauche.

— Gauche?

— A gauche. Et continue à la rue Moulin.

- Moulin.
- Et à la rue Boulevard Clichy.
- Clichy?
- Tout droit.
- Tout droit?
- Continue jusqu'à tu arrives à la Boulevard de Garibaldi. Est-ce que tu es là?
- Oui.
- Alors, tourne à droite...
- Tourne à droite?
- ...et continue...euh...continue tout droit presque...quand tu passes la rue Avenue de du Pont...
- Avenue du Pont?
- Regarde à ta gauche.
- Gauche?
- A ta gauche...regarde à ta gauche. Ne tourne pas! A gauche!
- OK?
- Quand tu passes à la gauche, il y avait une petite chose là-bas. Tourne à gauche dans la espace...
- Oui. Et je suis...
- Tu es à la poste.
- La poste? Poste...ici.
- Là-bas.

# COMMUNICATION

## B: INTERPRETIVE: LISTENING AND READING

### Content Standard

Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

### PERFORMANCE STANDARD

- B.5. Students will begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order

# COMPARISONS

## H: LANGUAGE

### Content Standard

Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

### PERFORMANCE STANDARD

- H.1. Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning

## SAMPLE TASK

Students are given a reading from an American magazine. Working independently, the students are to underline words which have Latin roots. On a separate sheet of paper, students list the English words they have found, underline the Latin root, and write a definition for the word based on the Latin root.

## MIDDLE SCHOOL EXAMPLE: AFTER THIRTY HOURS OF INSTRUCTION IN LATIN

Even after just over one month of studying Latin, this student was able to identify several English words derived from Latin. The student only defined the Latin word and did not use this to help define the English word.

provocative	voces	talk
principles	princeps	leader or Emperor
advocated	voces	talk
interacts	interro	to ask
experiencing	explicare	to expect or explain
dead	mortua	to be dead
validity	valde	very
via	via	road
trade	trahit	to walk on
audience	audiunt	hear

## SENIOR HIGH EXAMPLE: AFTER ONE YEAR OF INSTRUCTION IN LATIN

This student identified many more words with Latin roots compared to the middle school student. There was clear awareness of the role of prefixes. The student correctly translated the Latin root and applied this knowledge to defining the English word.

Navigate	Navigio	to travel through from navigio meaning to sail
Glorified	gloria-ae f.	praised or admired from gloria = "glory praise"
Content	teneo /com	what is held within some thing from teneo meaning to hold and com meaning within
Navigational	Navigio	adjective of Navigate
Future	Futura	ahead in time, posterity from futura meaning future
Example	Exemplia	something which shows meaning from exemplia meaning example
Via	Via	road or way by means something is done from via meaning roadway
Unique	unos	trait which is particular to one person or thing from unos meaning one
Spectrum	specto-ere	what is seen from specto meaning to look at.
Imaginating	imaginis	what is thought up by the mind or image in the mind from imaginis meaning image
Advertisers	verto /ad	people who turn consumers to their product from verto meaning to turn and ad meaning to

Provocative	-voco-are	based on voco meaning to call, provocative is an adjective which means something calls the attention of many people.
human-computer	-humana	from humana meaning man.
advocated	ad/voco-are	from voco meaning to call and ad meaning to advocated means to spoke for something.
Audience	audio	a group that hears or experiences something from audio meaning to hear.
Predicted	dicto-pre	tell before hand from pre meaning before and dicto meaning to say for every hundred from per- for every and onto = "100"
Fortune	fortuna-ae f	sum of money or wealth from fortuna meaning
Script	Scripto	a writing or something written from scripto a verb meaning to write
Database	Data	computer application which contains information from data meaning information
Unfortunately	fortuna	unlucky from fortuna meaning luck or chance with the prefix un meaning not
Addition	addō	something which is added from the verb addō meaning to add
Include Including	includō-ere	meaning to put in from includo meaning to shut in
Product	producere	something which is made
Access	access-ere	to go into



## Appendix

The following people contributed to the development of the *Wisconsin Model Academic Standards for Foreign Languages* by serving as a reviewer, a performance task pilot site, and/or a member of a focus group. Their contributions are gratefully acknowledged.

Carol Anderson Latin Teacher Black River Falls Middle School	Kay Cipperly French Teacher James Madison Memorial High School Madison	Elena Demovidova Russian Teacher Stevens Point Area High School
Kent Aubry Parent, Professional Plating (Brillion) Manitowoc	Paul Cohen Parent Associate Professor of History Lawrence University Appleton	Fred Dobke Latin Teacher Case High School Racine
Sherry Baker Spanish Teacher James Williams Middle School Rhineland High School	Martha Cole French Teacher Washburn High School	Amy Doll Spanish Teacher Washington Junior High School Manitowoc
Diane Barkmeier Parent, Board of Education Appleton Area School District	Carol Commodore Curriculum Coordinator School District of Elmbrook Brookfield	Kay Doran Spanish Teacher Elcho High School
George Blanco Associate Professor College of Education The University of Texas Austin, TX	Ruth Crouse French Teacher Durand High School	Jackie Dove French Teacher Burleigh Elementary School Brookfield
Kris Bobb Spanish Teacher Oregon Middle School	Joyce Cupertino Latin Teacher Brookfield Academy	Marge Draheim German and Spanish Teacher Wilson Middle School Appleton
Cheri Bokern Spanish Teacher Stevens Point Area High School	Helena Curtain Department of Curriculum and Instruction University of Wisconsin-Milwaukee	Jane Empey-Theep Principal Milwaukee German Immersion School
Kathy and Mike Brandel Parents Gordon Bubolz Nature Preserve Appleton	Andrea Deau German Teacher James Williams Middle School Rhineland High School	Steve Emslander German and Japanese Teacher West Junior High School Wisconsin Rapids
Cay Brusky Parent, Science and TAG Teacher Madison Middle School Appleton	Richard DeBroux Mayor, City of Appleton	Dominic Fendt Japanese Teacher Riverside University High School Milwaukee
Andrea Byrum Chair, Foreign Language Dept. Edgewood College Madison	Pam Delfosse Japanese Teacher Madison West High School	Pat Fischer Spanish Teacher Waunakee High School

Karen Fowdy  
German Teacher  
Monroe High School

Marcia Fry  
Department of Foreign Languages  
and Literatures  
University of Wisconsin-Oshkosh

Becky García  
Spanish Teacher  
James Madison Memorial  
High School  
Madison

Dick Gile  
Parent, Presto Products  
Appleton

Kyle Gorden  
German Teacher  
Elkhorn Area High School

Bama Grice  
Parent  
Milwaukee

Diane Gulbranson  
Japanese Teacher  
New Berlin Public Schools

Peggy Hagmann  
Japanese Teacher  
North High School  
Eau Claire

Bambi Hathaway  
Spanish Teacher  
Silverbrook Middle School  
West Bend

Elelya Hector  
Japanese Teacher  
Mineral Point School District

Karen Hendrickson  
Japanese Teacher  
Beaver Dam High School

Nancy Hennessey  
German Teacher  
Appleton West High School

Kathy Herrity  
Parent  
Social Worker for Head Start  
Manitowoc

Ann Hintz  
Professor of French and Spanish  
University of Wisconsin Center-  
Fox Valley  
Menasha

Ruth Hoefs  
French and German Teacher  
St. Mary Central High School  
Menasha

Conni Hofeldt  
French Teacher  
Middleton High School

Natalie Hoyer  
French, German, and Japanese  
Teacher  
Forest Park Middle School  
Franklin

Judith Huftel  
German Teacher  
Hudson Middle School

Jennifer Hurlbut  
Spanish Teacher  
Kromrey Middle School  
Middleton

Karen Johnson-Zak  
French Teacher  
Gibraltar High School  
Fish Creek

Joe Jones  
Spanish Teacher  
Adams-Friendship High School  
Adams

William Kean  
Superintendent, Latin Teacher  
Suring High School

Pam Kelly  
Spanish Teacher  
Monona Grove High School  
Monona

Maureen Kind  
Chinese and French Teacher  
James Madison Memorial  
High School  
Madison

Jim Klein  
Curriculum, Assessment, and  
Instruction Coordinator  
Appleton Area School District

Linda Klein  
German Teacher  
Waupaca High School

Veronika Kropp  
French Teacher  
Milwaukee French Immersion School

Lisa Kyles  
French Teacher  
Wilson Junior High School  
Manitowoc

Robert LaBouve  
Senior Research Associate  
Southwest Educational  
Development Laboratory  
Austin, TX

Mercedes López  
Spanish Teacher  
Middleton High School

Eddie Lowry  
Professor of Latin  
Ripon College

Stephanie Matrusias  
Spanish Teacher  
Hillside Elementary School  
Brookfield

Everett McKinney  
French Teacher  
The Prairie School  
Racine

Norma Meidl  
Spanish Teacher  
Appleton West High School

Myriam Met  
Foreign Language Coordinator  
Montgomery County Public Schools  
Rockville, MD

Judith Michaels  
French Teacher  
West De Pere High School  
De Pere

Linda Miller  
German Teacher  
Craig High School  
Janesville

Jan Morse  
Spanish Teacher  
James Madison Memorial  
High School  
Madison

Greta Murray  
French Teacher  
Medford High School

Joyce Myers  
Parent  
Manitowoc

Janice Nash  
French Teacher  
Logan High School  
La Crosse

Barbara Olsen  
Spanish Teacher  
Kewaskum High School

John Parker  
Parent, Former Member of Board  
of Education  
Appleton Area School District

Karen Pasch  
Spanish Teacher  
Hamilton Middle School  
Madison

Gary Pehrson  
Parent  
Associated Bank of Manitowoc  
Manitowoc

Karen Pfefferle  
German Teacher  
Appleton North High School

Sue Pfisterer  
French and Russian Teacher  
Whitnall Middle School  
Whitnall High School  
Greenfield

Nancy Price  
French Teacher  
District Department Head  
Fort Atkinson High School

Erin Quinn  
French Teacher  
Lincoln High School  
Manitowoc

Ellen Richardson  
Parent, Preschool Teacher  
Manitowoc

Marita Ritsche  
Spanish Teacher  
Shorewood High School

Karyl Rommelfanger  
German and Spanish Teacher  
Washington Junior  
High School  
Manitowoc

Gloria Rozmus  
Japanese Teacher  
Jefferson Middle School  
Menomonee Falls

Craig Rueden  
District Citizens Advisory Council  
Appleton Area School District

Tom Sandvick  
Chinese Teacher  
Logan High School  
La Crosse

Linda Schaefer  
French Teacher  
Gibraltar Middle School  
Fish Creek

Lynn Schmaling  
Japanese Teacher  
Clovis Grove Elementary School  
Menasha

Carol Schmuhl  
Principal  
Fratney Elementary School  
Milwaukee

Jody Schneider  
French Teacher  
Woodlands School  
Milwaukee

Gina Seubert  
Spanish Teacher  
Lincoln High School  
Manitowoc

Dianne Seyler  
French Teacher  
Central High School  
La Crosse

Dineen Seymour-Nahn  
Spanish Teacher  
James Madison Memorial  
High School  
Madison

Trudy Smith  
German Teacher  
Ashwaubenon High School  
Green Bay

Arlene Stanek  
German and Spanish Teacher  
Tipler Middle School  
Oshkosh

Anne Strauch  
Parent, Board of Education  
Appleton Area School District

Debbi and Chuck Steinbach  
Parents, AAL  
Appleton

Robert Terry  
Professor of French  
The University of Richmond  
Richmond, VA

Diane Tess  
Spanish Teacher  
Nicolet High School  
Glendale

Patricia Thornton  
Japanese Teacher  
Susan B. Anthony  
Middle School  
Minneapolis, MN

Kathy Tonna-Cliff  
Wisconsin Lutheran College  
Milwaukee

Carleen Vande Zande  
Assistant Professor,  
Educational Studies  
Marian College  
Fond du Lac

Keith Wakeman  
French Teacher, Foreign  
Language and ESL  
Program Coordinator  
Manitowoc Public Schools

Kathy Walsh-Nufer  
Parent  
*The Post-Crescent*  
Appleton

Audray Weber  
Spanish Teacher  
Cushing Elementary School  
Delafield

Shannon Welsh  
French Teacher  
Akira Toki Middle School  
Madison

Joan Wirth  
German Teacher  
Central Middle School  
Waukesha

Elizabeth Witt Huhn  
German Teacher  
Gegan Elementary School  
Menasha

Mark Zahn  
French Teacher  
Seymour High School

Jolie Zimmer  
Latin Teacher  
Homestead High School  
Mequon

Draft versions of the *Wisconsin Model Academic Standards for Foreign Languages* were sent to members of the following groups, many of whom sent in comments that also influenced our work:

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Members of the State Superintendent's Parents Advisory Council  
Executive Council of the American Council on the Teaching of Foreign Languages  
Members of the National K-12 Student Standards Task Force for Foreign Language Learning  
State Superintendent's Advisory Council on Bilingual/Bicultural and English as a Second Language Education  
Students in Foreign Language methods classes at University of Wisconsin-Milwaukee and University of Wisconsin-Madison  
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