

# Novice Low-Advanced High

## Communication WL1

### 1 Students exchange information through interaction and negotiation of meaning. WL1.1

- a Novice Low: Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases. WL1.1.A
- b Novice Mid: Participate in basic exchanges in structured contexts about familiar and predictable topics using high-frequency vocabulary and phrasing. WL1.1.B
- c Novice High: Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures. WL1.1.C
- d Intermediate Low: Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats. WL1.1.D
- e Intermediate Mid: Initiate, sustain, and conclude exchanges about familiar topics with focused structures in a series of connected sentences. WL1.1.E
- f Intermediate High: Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and language structures. WL1.1.F
- g Advanced Low: Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics. WL1.1.G
- h Advanced Mid: Engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames. WL1.1.H
- i Advanced High: Engage in unplanned, in-depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames. WL1.1.I

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**2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.** WL1.2

- a Novice Low: Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support. WL1.2.A
- b Novice Mid: Identify elements of the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support. WL1.2.B
- d Intermediate Low: Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures. WL1.2.D
- c Novice High: Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support. WL1.2.C
- e Intermediate Mid: Comprehend the main idea and some supporting details of messages on familiar topics that contain contextualized or familiar vocabulary and language structures. WL1.2.E
- f Intermediate High: Comprehend and summarize main idea and some supporting details of messages on familiar topics that may contain low-frequency vocabulary, complex language structures, and/or contextual clues. WL1.2.F
- g Advanced Low: Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues. WL1.2.G
- h Advanced Mid: Analyze the implicit meaning literal meaning, and purpose of messages containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures. WL1.2.H
- i Advanced High: Analyze the implicit meaning literal meaning, and purpose of messages containing interdisciplinary and/or unfamiliar vocabulary within complex language structures. WL1.2.I

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**3 Students present ideas and information according to a variety of purposes and audiences.** WL1.3

- a Novice Low: Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts. WL1.3.A
  - b Novice Mid: Present information on familiar and predictable topics using high-frequency vocabulary and phrases in structured contexts. WL1.3.B
  - c Novice High: Present information on familiar and everyday topics using simple sentences in structured contexts. WL1.3.C
  - d Intermediate Low: Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences. WL1.3.D
  - e Intermediate Mid: Express personal meaning on familiar topics by creating combinations of language and structure specific to purpose and audience. WL1.3.E
  - f Intermediate High: Express personal meaning on familiar and unfamiliar topics using known language to compensate for higher vocabulary. WL1.3.F
  - g Advanced Low: Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames. WL1.3.G
  - h Advanced Mid: Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and detailed ideas across most major time frames. WL1.3.H
  - i Advanced High: Create and deliver information on familiar and unfamiliar topics, elaborating and clarifying detailed and organized ideas. WL1.3.I
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**1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied. WL2.1**

- a Novice Low: Identify and describe products, practices and perspectives using isolated words and phrases. WL2.1.A
- b Novice Mid: Identify products, practices, and perspectives using high-frequency vocabulary and phrases. WL2.1.B
- c Novice High: Identify and describe products, practices, and perspectives using simple sentences in structured contexts. WL2.1.C
- d Intermediate Low: Investigate, compare, and provide insight into products, practices, and perspectives using familiar vocabulary and limited language structures. WL2.1.D
- e Intermediate Mid: Investigate and compare products, practices, and perspectives using familiar vocabulary and creating combinations of limited and advanced language structures. WL2.1.E
- f Intermediate High: Investigate and compare products, practices, and perspectives using advanced language structures and known language to compensate for unfamiliar vocabulary. WL2.1.F
- g Advanced Low: Analyze the products, practices and perspectives of various groups using descriptive vocabulary and organized ideas. WL2.1.G
- h Advanced Mid: Analyze and explain the products, practices and perspectives of various groups using focused or context-specific vocabulary and organized and detailed ideas. WL2.1.H
- i Advanced HighL Analyze and explain the products, practices and perspectives of various groups using interdisciplinary and/or unfamiliar vocabulary within complex language structures. WL2.1.I

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## **2 Students identify and apply culturally-appropriate language and behavior.** WL2.2

- a Novice Low: Identify expressions unique to the cultures studied. WL2.2.A
  - b Novice Mid: Identify and react with simple expressions and idioms unique to the languages and cultures studied. WL2.2.B
  - c Novice High: Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations. WL2.2.C
  - d Intermediate Low: Interact with culturally appropriate learned behaviors, familiar vocabulary, and limited language structures appropriate to the social context in everyday or common scenarios. WL2.2.D
  - e Intermediate Mid: Interact with culturally appropriate learned behaviors, familiar vocabulary and combinations of limited and advanced language structures. WL2.2.E
  - f Intermediate High: Interact with culturally appropriate learned behaviors, advanced language structures and known language to compensate for unfamiliar vocabulary. WL2.2.F
  - g Advanced Low: Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using familiar language. WL2.2.G
  - h Advanced Mid: Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using both familiar and unfamiliar language. WL2.2.H
  - i Advanced High: Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation. WL2.2.I
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**1 Students apply the language of study to discuss other content areas of study. WL3.1**

- a Novice Low: Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom. WL3.1.A
  - b Novice Mid: Apply high-frequency vocabulary and predictable language structures to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom. WL3.1.B
  - c Novice High: Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom. WL3.1.C
  - d Intermediate Low: Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using familiar vocabulary and language structures in short, connected sentences. WL3.1.D
  - e Intermediate Mid: Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom by creating combinations of limited and higher-level language structures in short, connected sentences. WL3.1.E
  - f Intermediate High: Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using higher-level language structures and known language to compensate for unfamiliar vocabulary. WL3.1.F
  - g Advanced Low: Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using low-frequency vocabulary, higher-level language structures, and various time frames. WL3.1.G
  - h Advanced Mid: Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures and various time frames. WL3.1.H
  - i Advanced High: Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames. WL3.1.I
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**1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan. WL4.1**

- a Novice Low: Identify college and career options that incorporate the language studied using isolated words and phrases. WL4.1.A
- b Novice Mid: Identify college and career options that incorporate the language studied using high-frequency vocabulary and predictable language structures. WL4.1.B
- c Novice High: Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences. WL4.1.C
- d Intermediate Low: Relate, evaluate and summarize personal interests, skills, and values using familiar vocabulary and language structures in short, connected sentences. WL4.1.D
- e Intermediate Mid: Relate and describe careers that align with personal skills and interests by creating combinations of limited and higher-level language structures in short, connected sentences. WL4.1.E
- f Intermediate High: Relate training, education, and/or certification requirements for careers of interest using higher-level language structures and known language to compensate for unfamiliar vocabulary. WL4.1.F
- g Advanced Low: Develop and list educational and career connections to a personal plan of language learning using low-frequency vocabulary and higher-level language structures. WL4.1.G
- h Advanced Mid: Develop and describe educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures. WL4.1.H
- i Advanced High: Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with advanced language structures. WL4.1.I

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**2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.** WL4.2

- a Novice Low: Use digital tools to select, categorize, and paraphrase information that tends to use isolated, high-frequency words and/or phrases and extra-linguistic supports. WL4.2.A
  - b Novice Mid: Use digital tools to select, categorize, and paraphrase information that tends to use high-frequency words and phrases in structured contexts. WL4.2.B
  - c Novice High: Use digital tools to select, categorize, and paraphrase information that tends to use simple sentences in structured formats on familiar or highly contextualized topics. WL4.2.C
  - d Intermediate Low: Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in short statements. WL4.2.D
  - e Intermediate Mid: Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in connected sentences. WL4.2.E
  - f Intermediate High: Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using known language to compensate for higher vocabulary. WL4.2.F
  - g Advanced Low: Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, low-frequency vocabulary, complex language structures, and/or contextual clues. WL4.2.G
  - h Advanced Mid Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, contextualized interdisciplinary and/or unfamiliar vocabulary, and complex language structures. WL4.2.H
  - i Advanced High: Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, interdisciplinary and/or unfamiliar vocabulary, and complex language structures. WL4.2.I
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**1 Students self-assess growth in language learning, practice, and understanding.** WL5.1

- a Novice Low: Use isolated words, phrasing, or images to identify what concepts, skills, or information have been learned. WL5.1.A
- b Novice Mid: Use simple words or phrasing to identify what concepts, skills, or information have been learned. WL5.1.B
- c Novice High: Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned. WL5.1.C
- d Intermediate Low: Reflect on how personal learning, practice, and understanding are evident. WL5.1.D
- e Intermediate Mid: Reflect on how personal learning, practice, and understanding are evident and how learning might be improved. WL5.1.E
- f Intermediate High: Reflect on personal learning, practice, and understanding in response to predetermined goals, outcomes, or expectations. WL5.1.F
- g Advanced Low: Analyze how personal learning, practice, and understanding have developed over time. WL5.1.G
- h Advanced Mid: Analyze how personal learning, practice, and understanding have, or have not, prepared for future growth. WL5.1.H
- i Advanced High: Analyze how personal learning, practice, and understanding can be sustained for future growth. WL5.1.I

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## 2 Students set language learning goals and organize priorities. WL5.2

- a Novice Low: Identify what concepts, skills, or information are desired using isolated words, phrasing, or images. WL5.2.A
- b Novice Mid: Identify what concepts, skills, or information are desired using simple words or phrasing. WL5.2.B
- c Novice High: Identify and describe what concepts, skills, or information are desired using simple sentences or guided models. WL5.2.C
- d Intermediate Low: Create simple, short-term goal statements in response to units of study or other focused needs. WL5.2.D
- e Intermediate Mid: Create simple, measurable, attainable, relevant, and timely goals using guided models in response to units of study or other focused needs. WL5.2.E
- f Intermediate High: Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs. WL5.2.F
- g Advanced Low: Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans. WL5.2.G
- h Advanced Mid: Produce long-term measurable, attainable, relevant, timely goals with detailed steps that support the achievement of the goals. WL5.2.H
- i Advanced High: Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans. WL5.2.I