

World Language Essential Standards Crosswalk

A Document to Assist with the Transition from the
2004 *Standard Course of Study* to the 2010 *Essential Standards*

Setting student outcome, or exit proficiency expectations, for each program was a demanding, but highly engaging task. The most current research from academic journals and reports, national conferences, government and non-profit publications, and books was synthesized with feedback from renowned experts and, literally, hundreds of experienced North Carolina K-12 language educators to draft, review, revise, and finalize the proficiency expectations. Here is a sampling of the sources that informed this work:

2009 ACTFL Convention & World Languages Expo presentations

- Dai, D. (2009, November 21). *Vocabulary Level and Quantity for Language Proficiency*. San Diego, CA: 2009 ACTFL Convention.
- Forrest, L. (2009, November 22). *Proficiency-Oriented Programs: How Much Proficiency? How Many Years?* San Diego, CA: 2009 ACTFL Convention.
- Fortune, T. & Tedick, D. (2009, November 21). *Oral Proficiency Development of K-8 Spanish Immersion Students*. San Diego, CA: 2009 ACTFL Convention.

Publications

- Avant Assessment. (2009). STAMP Data National Averages 2008 (2007-2008). Retrieved from http://www.avantassessment.com/resources/doc/stamp_natlavg2008.pdf
- Avant Assessment. (2010). STAMP Data National Averages 2009 (2008-2009). Retrieved from http://www.avantassessment.com/resources/doc/STAMPdata_NatlAvgs_2009.pdf
- Center for Applied Linguistics. (2009). *Building the Foreign Language Capacity We Need: Toward a Comprehensive Strategy for a National Language Framework*. Washington, DC: Jackson, F. & Malone, M.
- Curtain, H. & Dahlberg, C. (2010). *Languages and Children: Making the Match: New Languages for Young Learners, Grades K-8*. (4th ed.). Boston, MA: Allyn & Bacon.

Professors/Researchers in North Carolina

- Dr. Yin Han, Queens University
- Dr. Audrey Heining-Boynton, UNC Chapel Hill
- Dr. Fran Hoch, retired from NCDPI
- Dr. Beverly Moser, Appalachian State University
- Dr. Mary Pendergraft, Wake Forest University
- Dr. Cathy Pons, UNC Asheville
- Dr. Mary Lynn Redmond, Wake Forest University
- Dr. Robert Reimer, UNC Charlotte
- Dr. Susan Shelmerdine, UNC Greensboro
- Dr. Sandra Watts, UNC Charlotte

Professors/Researchers in Other States & Organizations

- Dr. Glenna Ashton, Valdosta State University
- Dr. Carol Ann Dahlberg, Concordia College
- Dr. Carl Falsgraf, Center for Applied Second Language Studies
- Dr. Terri Hammatt, Louisiana Department of Education
- Dr. Meg Malone, Center for Applied Linguistics (CAL)
- Dr. Myriam Met, retired from the National Foreign Language Center
- Dr. Aleidine Moeller, University of Nebraska - Lincoln
- Dr. Nancy Rhodes, Center for Applied Linguistics (CAL)
- Dr. Shuhan Wang, National Foreign Language Center
- Dr. Jason Zinza, University of Maryland-College Park

Thus, the program proficiency expectations were compiled based on the best information available at this time in order to establish measurable student outcomes. Using multiple measures of proficiency within a comprehensive, balanced assessment system, students, teachers, administrators, parents, and other stakeholders can use this information to show annual student progress in world language programs. However, as the *World Language Essential Standards* are implemented and program outcome data is collected, the proficiency expectations may need to be adjusted in future revisions.