

World Language Essential Standards Crosswalk

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

Learning Trajectories Descriptors used in Clarifying Objectives to Show Increasing Proficiency Levels		
1. Novice Low (NL) <ul style="list-style-type: none"> Single words and simple memorized phrases Simple exchanges Memorized, content-related vocabulary 	2. Novice Mid (NM) <ul style="list-style-type: none"> Memorized words and phrases Familiar topics/vocabulary 	3. Novice High (NH) <ul style="list-style-type: none"> Simple phrases and short sentences Familiar topics without visuals Short interactions/messages Simple texts/descriptions/questions
4. Intermediate Low (IL) <ul style="list-style-type: none"> Series of phrases and sentences Unrehearsed situations Limited discourse Familiar situations with some details Familiar topics and experiences Questions Short conversations Main ideas and a few details 	5. Intermediate Mid (IM) <ul style="list-style-type: none"> Variety of familiar topics with many details Unfamiliar topics with some details Personal opinions Uncomplicated settings where communication is straightforward Series of connected sentences Simple factual presentations Unfamiliar academic vocabulary Spontaneous conversations 	6. Intermediate High (IH) <ul style="list-style-type: none"> Personal views (state and support) Variety of familiar and some unfamiliar (new) topics Familiar topics in complicated settings, where communication is more demanding because of competition or lack of directness Detailed, factual information/narratives/descriptions Many different types of texts that contain unfamiliar vocabulary Extended conversations/speech Take an active part in discussions Clear and detailed descriptions Academic pursuits and career interests
7. Advanced Low (AL) <ul style="list-style-type: none"> Variety of familiar and unfamiliar topics Lengthy conversations/discussions Texts on unfamiliar topics Clear, organized texts Discipline-specific ideas with unfamiliar academic topics Modify for some specific audiences Subtleties of text on familiar topics and information from texts on unfamiliar topics 	8. Advanced Mid (AM) <ul style="list-style-type: none"> Concrete, social and professional topics With fluency and flexibility Extended, complex speeches/lectures Long, complex texts Personal, academic, and professional topics Multiple viewpoints and opinions Specialized and precise language Clearly articulated presentations Clear, well-organized texts Variety of audiences 	<p>In the <i>ACTFL K-12 Performance and Proficiency Guidelines</i>, there are two levels beyond Advanced Mid: Advanced High and Superior.</p> <p>However, the writers and reviewers of the World Language Essential Standards, as well as the stakeholders who provided feedback on the drafts, agreed that K-12 World Language program proficiency expectations should go through Advanced Mid.</p> <p>There may be students who reach the Advanced High or Superior proficiency levels, but the program proficiency expectations, or student outcomes, for the programs and courses are designed to be challenging, yet reasonable, goals for the K-12 group of language learners.</p>