

**Content Area: World Languages
Grade/Course: Stage I: Grade K / ACCN: No ACCN**

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IE.K.1.1	Use greetings, leave-takings, and simple courtesy expressions
Sample Performance Assessment (SPA)	The student: Uses common expressions to greet and leave people during appropriate times (e.g., greets a classmate, a teacher, or a sibling in the morning, afternoon, or evening) or to express courtesy (e.g., thank you, please, excuse me) during role-play or real situations.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently use greetings, leave-takings, and simple courtesy expressions	Usually use greetings, leave-takings, and simple courtesy expressions	Sometimes use greetings, leave-takings, and simple courtesy expressions	Rarely use greetings, leave-takings, and simple courtesy expressions

Strand	Communication
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Listening/ Reading
Benchmark WL.IE.K.2.1	Recognize key vocabulary in songs or children's recitations
Sample Performance Assessment (SPA)	The student: Uses picture cues, verbal prompts, or gestures to show recognition of key words or phrases in songs or video segments in a group or individually.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently recognize key vocabulary in songs or children's recitations	Usually recognize key vocabulary in songs or children's recitations	Sometimes recognize key vocabulary in songs or children's recitations	Rarely recognize key vocabulary in songs or children's recitations

Strand	Communication
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	

Topic	Oral Presentation
Benchmark WL.IE.K.3.1	Sing children's songs or recitations
Sample Performance Assessment (SPA)	The student: Sings children's songs, poems, or proverbs of the culture being studied, as a whole class, in groups, or as a presentation to another elementary class.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Sing children's songs or recitations, with ease and accuracy	Sing children's songs or recitations, with minimal difficulty and no significant errors	Sing children's songs or recitations, with difficulty and a few significant and/or many minor errors	Sing children's songs or recitations, with great difficulty and many significant errors

Strand	Cultures
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Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture

Topic			
Benchmark WL.IE.K.4	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic			
Benchmark WL.IE.K.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

**Content Area: World Languages
Grade/Course: Stage I: Grade 1 / ACCN: No ACCN**

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IE.1.1.1	Use basic words and short, memorized phrases during oral interaction
Sample Performance Assessment (SPA)	The student: Uses basic words and short, memorized phrases (e.g., uses simple oral expressions, responds to routine questions or classroom tasks) during role-play or real classroom situations.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently use basic words and short, memorized phrases during oral interaction	Usually use basic words and short, memorized phrases during oral interaction	Sometimes use basic words and short, memorized phrases during oral interaction	Rarely use basic words and short, memorized phrases during oral interaction

Strand	Communication
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	
Benchmark WL.IE.1.2	No benchmark at this level
Sample Performance Assessment (SPA)	

Rubric			
Advanced	Proficient	Partially Proficient	Novice

Strand	Communication
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	

Topic	Oral Presentation
Benchmark WL.IE.1.3.1	Use learned vocabulary and gestures to recite poems or stories
Sample Performance Assessment (SPA)	The student: Dramatizes traditional poems or proverbs that are commonly known to peers in the culture being studied, as a whole class, in groups, or as a presentation to another elementary class.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use learned vocabulary and gestures to recite poems or stories, with ease	Use learned vocabulary and gestures to recite poems or stories, with minimal difficulty	Use some learned vocabulary and gestures to recite poems or stories, with difficulty	Use learned vocabulary or gestures to recite poems or stories, with great difficulty

Strand	Cultures
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture	

Topic	Cultural Comparisons
Benchmark	Make observations, identifications, and comparisons between the basic

WL.IE.1.4.1	products and practices of the culture being studied and own native culture		
Sample Performance Assessment (SPA)	The student: Observes, identifies, and/or compares, in native language or language being studied, cultural products (e.g., dress, toys, foods, dwellings) and participates in age-appropriate cultural practices (e.g., games, songs, celebrations, and storytelling) in order to better understand the culture being studied and own culture.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Make insightful observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture	Make reasonable observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture	Make obvious observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture	Make unreasonable or inaccurate observations, identifications, or comparisons between the basic products and practices of the culture being studied and own native culture
Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic			
Benchmark WL.IE.1.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

**Content Area: World Languages
Grade/Course: Stage I: Grade 2 / ACCN: No ACCN**

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IE.2.1.1	Use common phrases to ask and answer simple questions
Sample Performance Assessment (SPA)	The student: Asks and answers questions about personal information and other familiar topics (e.g., name, age, color, birthday) using common phrases (e.g., What's your...?).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently use common phrases to ask and answer simple questions	Usually use common phrases to ask and answer simple questions	Sometimes use common phrases to ask and answer simple questions	Rarely use common phrases to ask and answer simple questions

Strand	Communication
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Listening/ Reading
Benchmark WL.IE.2.2.1	Identify people or objects based on oral or written descriptions
Sample Performance Assessment (SPA)	The student: Uses his/her knowledge of vocabulary to identify people and objects by pointing to the corresponding object or circling the correct picture when given an oral or written description.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently identify people or objects based on oral or written descriptions	Usually identify people or objects based on oral or written descriptions	Sometimes identify people or objects based on oral or written descriptions	Rarely identify people or objects based on oral or written descriptions

Strand	Communication
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	

Topic	Oral Presentation
Benchmark WL.IE.2.3.1	Describe characteristics of objects or pictures in an oral presentation
Sample Performance Assessment (SPA)	The student: Names aloud the characteristics (e.g., color, shape, appeal) of an object or picture.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe many characteristics of objects or pictures in an oral presentation	Describe characteristics of objects or pictures in an oral presentation	Describe some characteristics of objects or pictures in an oral presentation	Describe very few characteristics of objects or pictures in an oral presentation

Strand	Cultures
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture	

Topic	Cultural Knowledge		
Benchmark WL.IE.2.4.1	Use gestures and patterns of behavior that are an important part of communication and that may differ among languages		
Sample Performance Assessment (SPA)	The student: Imitates and demonstrates appropriate cultural gestures and behavior for greetings, leave-takings, to ask permission, or to express emotion.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently use gestures and patterns of behavior that are an important part of communication and that may differ among languages	Usually use gestures and patterns of behavior that are an important part of communication and that may differ among languages	Sometimes use gestures and patterns of behavior that are an important part of communication and that may differ among languages	Rarely use gestures or patterns of behavior that are an important part of communication and that may differ among languages
Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic			
Benchmark WL.IE.2.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

**Content Area: World Languages
Grade/Course: Stage I: Grade 3 / ACCN: No ACCN**

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IE.3.1.1	Give and follow simple instructions using common words or phrases that facilitate age-appropriate classroom activities
Sample Performance Assessment (SPA)	The student: Uses his or her learned vocabulary to give and follow simple instructions to participate in and facilitate class activities (e.g., Follow me, Go to the board, Stand up, Sit down).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Give and follow simple instructions, independently, using common words or phrases that facilitate age-appropriate classroom activities	Give and follow simple instructions, with minimal support, using common words or phrases that facilitate age-appropriate classroom activities	Give and follow simple instructions, with support, using common words or phrases that facilitate age-appropriate classroom activities	Give and follow simple instructions, with considerable support, using common words or phrases that facilitate age-appropriate classroom activities

Strand	Communication
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Listening/ Reading
Benchmark WL.IE.3.2.1	Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials
Sample Performance Assessment (SPA)	The student: Uses picture cues, verbal prompts, or gestures to show recognition of key words or phrases in signs, posters, songs, or video segments.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials, with accuracy	Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials, with no significant errors	Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials, with a few significant and/or many minor errors	Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials, with many significant errors

Strand	Communication
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	

Topic	Oral Presentation
Benchmark WL.IE.3.3.1	Use simple words and phrases to present about familiar topics
Sample Performance Assessment (SPA)	The student: Presents orally (such as in a show and tell format) simple information about self, family, friends, animals, and objects.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use simple words and	Use simple words and	Use simple words and	Use simple words and

phrases to present about familiar topics, with ease and accuracy	phrases to present about familiar topics, with minimal difficulty and no significant errors	phrases to present about familiar topics, with difficulty and a few significant and/or many minor errors	phrases to present about familiar topics, with great difficulty and many significant errors
Strand		Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture			

Topic	Cultural Comparisons		
Benchmark WL.IE.3.4.1	Describe mutual contributions of products and practices of the culture being studied and own culture		
Sample Performance Assessment (SPA)	The student: Gives examples of shared products, practices, and beliefs (e.g., food, art, clothing, music, stories, customs, sayings, celebrations, religions, gestures) between the culture being studied and his/her own culture by creating lists, drawings, or making an oral presentation. Examples may be given in native language or language being studied.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe mutual contributions of products and practices of the culture being studied and own culture, in great detail	Describe mutual contributions of products and practices of the culture being studied and own culture, in detail	Describe mutual contributions of products and practices of the culture being studied and own culture, in some detail	Describe mutual contributions of products and practices of the culture being studied and own culture, in minimal detail
Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic			
Benchmark WL.IE.3.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

**Content Area: World Languages
Grade/Course: Stage I: Grade 4 / ACCN: No ACCN**

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IE.4.1.1	Engage in conversations about likes, dislikes, and personal preferences
Sample Performance Assessment (SPA)	The student: Uses phrases and simple sentences to ask and answer questions about or describe favorite and least favorite objects, people, events, foods, activities, and/or celebrations in oral conversations, interviews, or role-plays.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Engage in conversations about likes, dislikes, and personal preferences, with ease and independence	Engage in conversations about likes, dislikes, and personal preferences, with minimal difficulty and support	Engage in conversations about likes, dislikes, and personal preferences, with difficulty and limited support	Engage in conversations about likes, dislikes, and personal preferences, with great difficulty and considerable support

Strand	Communication
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Listening/ Reading
Benchmark WL.IE.4.2.1	Identify the main idea and principal characters in simple narratives
Sample Performance Assessment (SPA)	The student: Uses context clues and illustrations to help describe the basic idea and primary characters in written and/or oral stories through retelling (in native language or language being studied), writing, dramatization, or art projects.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify the main idea and principal characters in simple narratives, with accuracy	Identify the main idea and principal characters in simple narratives, with no significant errors	Identify the main idea and principal characters in simple narratives, with a few significant and/or many minor errors	Identify the main idea and principal characters in simple narratives, with many significant errors

Strand	Communication
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	

Topic			
Benchmark WL.IE.4.3	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Strand	Cultures		

Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture

Topic	Cultural Knowledge		
Benchmark WL.IE.4.4.1	Use knowledge of culture being studied to produce artwork, crafts, or graphic representations that reflect that culture		
Sample Performance Assessment (SPA)	The student: Identifies, discusses (in native language or language being studied), and reproduces representations of simple artwork, crafts, and graphic representations from the culture being studied (e.g., flags; maps; monuments; traditional designs, patterns, and objects; drawings of cultural activities).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use specific knowledge of culture being studied to produce artwork, crafts, or graphic representations that clearly reflect that culture	Use knowledge of culture being studied to produce artwork, crafts, or graphic representations that reflect that culture	Use some knowledge of culture being studied to produce artwork, crafts, or graphic representations that partially reflect that culture	Use very little knowledge of culture being studied to produce artwork, crafts, or graphic representations that do not reflect that culture
Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.IE.4.5.1	Compare the sound system of the target language with own language		
Sample Performance Assessment (SPA)	The student: Differentiates the sound system (e.g., alphabet symbols, sounds of letters) of the language being learned from own language by making the appropriate sound in choral speaking or reading aloud in the foreign language with appropriate pronunciation.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the sound system of the target language with own language, with accuracy	Compare the sound system of the target language with own language, with no significant errors	Compare the sound system of the target language with own language, with a few significant and/or many minor errors	Compare the sound system of the target language with own language, with many significant errors

**Content Area: World Languages
Grade/Course: Stage I: Grade 5 / ACCN: No ACCN**

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IE.5.1.1	Exchange information about self, other people, places, objects, activities, events, and other topics of interest
Sample Performance Assessment (SPA)	The student: Uses memorized phrases and sentences to ask and answer questions or participate in oral conversations, interviews, or role-plays.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Exchange detailed information about self, other people, places, objects, activities, events, and other topics of interest	Exchange information about self, other people, places, objects, activities, events, and other topics of interest	Exchange a limited amount of information about self, other people, places, objects, activities, events, and other topics of interest	Exchange very little information about self, other people, places, objects, activities, events, or other topics of interest

Strand	Communication
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Listening/ Reading
Benchmark WL.IE.5.2.1	Retell the principal information or topic of brief messages on familiar subjects
Sample Performance Assessment (SPA)	The student: Identifies main idea and the intended message of written and/or oral information dealing with familiar topics (e.g., personal information about family and friends, information about neighborhood and community, information about world) by restating, writing, or answering questions about the selection.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Retell the principal information or topic of brief messages on familiar subjects, with accuracy	Retell the principal information or topic of brief messages on familiar subjects, with no significant errors	Retell the principal information or topic of brief messages on familiar subjects, with a few significant and/or many minor errors	Retell the principal information or topic of brief messages on familiar subjects, with many significant errors

Strand	Communication
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	

Topic	Oral Presentation
Benchmark WL.IE.5.3.1	Use memorized material to orally present a traditional poem, story, skit, or brief report
Sample Performance Assessment (SPA)	The student: Presents a well-rehearsed poem, story, skit, or brief report on a familiar topic or event by singing, dramatizing, or showing and explaining a visual aid to an audience of his/her peers.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use memorized material to orally present a	Use memorized material to orally present a	Use memorized material to orally present a	Use memorized material to orally present a

traditional poem, story, skit, or brief report, with ease and accuracy	traditional poem, story, skit, or brief report, with minimal difficulty and no significant errors	traditional poem, story, skit, or brief report, with difficulty and a few significant and/or many minor errors	traditional poem, story, skit, or brief report, with great difficulty and many significant errors
Strand		Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture			

Topic	Cultural Comparisons		
Benchmark WL.IE.5.4.1	Compare gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture		
Sample Performance Assessment (SPA)	The student: Differentiate similarities and differences between non-verbal behaviors in the native culture and culture being studied and practices using common cultural behaviors (e.g., gestures, nonverbal communication) during class activities and role-playing. Verbal comparisons may be in native language or language being studied.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Make insightful comparisons of gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture	Make reasonable comparisons of gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture	Make obvious comparisons of gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture	Make unreasonable comparisons of gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture
Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.IE.5.5.1	Describe various ways of expressing ideas in their own language and language being studied		
Sample Performance Assessment (SPA)	The student: Gives examples of phrases that do not translate directly in the language being learned and his/her native language.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe various ways of expressing ideas in their own language and language being studied, in great detail	Describe various ways of expressing ideas in their own language and language being studied, in detail	Describe various ways of expressing ideas in their own language and language being studied, in some detail	Describe various ways of expressing ideas in their own language and language being studied, in minimal detail

Content Area: World Languages
Grade/Course: Stage I: Grades 6-8 / ACCN: No ACCN

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IS.6-8.1.1	Ask and answer social questions to get information or to maintain a conversation
Sample Performance Assessment (SPA)	The student: Asks and answers questions in order to get needed information and to follow up on a classmate's narration or description during classroom situation (e.g., directions for an activity or assignment) or during role-play (e.g., invitation to a party, telephone conversation).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer social questions, using simple phrases and expanded vocabulary, to get information or to maintain a conversation in a variety of contexts	Ask and answer social questions, using simple phrases and familiar vocabulary, to get information or to maintain a conversation in commonly encountered contexts	Ask and answer social questions, using simple phrases and familiar vocabulary, to get information or to maintain a conversation in some very familiar contexts	Ask or answer social questions, using only memorized words or phrases, to get information or to maintain a conversation in limited contexts

Topic	Verbal Communication
Benchmark WL.IS.6-8.1.2	Ask and answer transactional questions to provide and obtain goods, services, or information
Sample Performance Assessment (SPA)	The student: Engages in a sustained conversation to accomplish a task (e.g., buying food; eliciting information on directions, time, or use of public transportation) in various role-play situations (e.g., restaurant, supermarket, post office, on the street).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer transactional questions, using simple phrases and expanded vocabulary, to provide and obtain goods, services, or information in a variety of contexts	Ask and answer transactional questions, using simple phrases and familiar vocabulary, to provide and obtain goods, services, or information in commonly encountered contexts	Ask and answer transactional questions, using simple phrases and familiar vocabulary, to provide and obtain goods, services, or information in some very familiar contexts	Ask or answer transactional questions, using only memorized words or phrases, to provide and obtain goods, services, or information in limited contexts

Topic	Verbal Communication
Benchmark WL.IS.6-8.1.3	Exchange opinions and feelings about familiar experiences and events
Sample Performance Assessment (SPA)	The student: Uses familiar vocabulary and simple language patterns to share and support opinions and personal perspectives on familiar experiences and events (e.g., eating at a restaurant, shopping, school activities).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Exchange opinions and feelings about a variety of experiences and events, using simple	Exchange opinions and feelings about familiar, commonly encountered experiences and events,	Exchange opinions or feelings about some very familiar experiences and events,	Exchange opinions or feelings about very few experiences and events,

phrases and expanded vocabulary	using simple phrases and familiar vocabulary	using simple phrases and familiar vocabulary	using only memorized words or phrases
Strand		Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media			

Topic	Critical Listening/ Reading
Benchmark WL.IS.6-8.2.1	Identify the main ideas and significant details of oral and written materials with visual cues
Sample Performance Assessment (SPA)	The student: Describes the main idea and significant details of an oral message (e.g., television commercials) or in illustrated written material (e.g., menus, newspapers) through retelling, taking notes, or other oral and written responses.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify the main ideas and significant details of familiar oral and written materials with visual cues	Identify the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues	Identify some of the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues	Identify very few of the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues

Strand		Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics			

Topic	Oral Presentation
Benchmark WL.IS.6-8.3.1	Use oral language skills to make simple presentations
Sample Performance Assessment (SPA)	The student: Gives oral presentations (e.g., information, poetry, songs), arranging ideas to focus on a single topic using both memorized and original sentences; may use props, visual aids, or technological presentation tools.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use simple phrases and expanded vocabulary to make simple presentations on a variety of topics	Use simple phrases and familiar vocabulary to make simple presentations on commonly encountered topics	Use simple phrases and familiar vocabulary to make simple presentations on some very familiar topics	Use only memorized words or phrases to make simple presentations on limited topics

Topic	Written Presentation
Benchmark WL.IS.6-8.3.2	Prepare written communication on a given theme
Sample Performance Assessment (SPA)	The student: Prepares written pieces, arranging ideas to focus on a single topic, using both memorized and original phrases and sentences.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Prepare written communication on a given theme, using simple phrases and expanded vocabulary for a variety of topics	Prepare written communication on a given theme, using simple phrases and familiar vocabulary for	Prepare written communication on a given theme, using simple phrases and familiar vocabulary for	Prepare written communication on a given theme, using only memorized words or phrases for limited topics

	commonly encountered topics	some very familiar topics	
Strand		Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture			

Topic	Cultural Comparisons
Benchmark WL.IS.6-8.4.1	Identify tangible and intangible products and practices of the target culture and compare them to other cultures
Sample Performance Assessment (SPA)	The student: Demonstrates knowledge of cultural information by naming specific items or behaviors associated with an activity; compares in English or in the target language the ways in which those things are similar to or different from own experiences

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare tangible and intangible products and practices of the target culture to other cultures, in great detail	Compare tangible and intangible products and practices of the target culture to other cultures, in detail	Compare tangible and intangible products and practices of the target culture to other cultures, in some detail	Compare tangible or intangible products and practices of the target culture to other cultures, in minimal detail

Topic	Cultural Knowledge
Benchmark WL.IS.6-8.4.2	Describe the meanings or purposes of various cultural activities and how they are practiced
Sample Performance Assessment (SPA)	The student: Gives examples, in English, of specific behaviors recognized in cultural activities; enacts or role-plays games, songs, and other activities demonstrating understanding of procedures, meanings, and/or purposes.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, in great detail, the meanings or purposes of various cultural activities and how they are practiced	Describe, in detail, the meanings or purposes of various cultural activities and how they are practiced	Describe, in some detail, the meanings or purposes of various cultural activities and how they are practiced	Describe, in minimal detail, the meanings or purposes of various cultural activities and how they are practiced

Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic	Linguistic and Grammatical Concepts
Benchmark WL.IS.6-8.5.1	Apply tenses appropriately to express actions and state of being in the present
Sample Performance Assessment (SPA)	The student: Selects verbs in various tenses in order to write and say phrases and simple sentences accurately.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Apply tenses appropriately to express actions and state of being in the present, with accuracy	Apply tenses appropriately to express actions and state of being in the present, with no significant errors	Apply tenses appropriately to express actions and state of being in the present, with some significant and/or many minor errors	Apply tenses appropriately to express actions and state of being in the present, with many significant errors

Topic	Linguistic and Grammatical Concepts
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Benchmark WL.IS.6-8.5.2	Compare basic grammatical and linguistic structures of target language with own language		
Sample Performance Assessment (SPA)	The student: Analyzes the syntax of the language being studied and his or her native language by discussing similarities and differences.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare more complex grammatical and linguistic structures of target language with own language	Compare basic grammatical and linguistic structures of target language with own language	Compare some very basic grammatical and linguistic structures of target language with own language	Compare few very basic grammatical or linguistic structures of target language with own language

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.IS.6-8.5.3	Explain cultural phrases and idiomatic expressions related to familiar topics		
Sample Performance Assessment (SPA)	The student: Reads a simple passage, underlines idiomatic expressions, and explains the meaning of the expressions or describes the relationship between it and a phrase in own language with a similar meaning.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain cultural phrases and idiomatic expressions related to some unfamiliar topics	Explain cultural phrases and idiomatic expressions related to familiar topics	Explain some cultural phrases and idiomatic expressions related to very familiar topics	Explain very few cultural phrases and idiomatic expressions related to very familiar topics

Content Area: World Languages
Grade/Course: Stage I: Year 1 / ACCN: No ACCN

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IS.Y1.1.1	Ask and answer social questions to get information or to maintain a conversation
Sample Performance Assessment (SPA)	The student: Asks and answers questions in order to get needed information and to follow up on a classmate's narration or description during classroom situation (e.g., directions for an activity or assignment) or during role-play (e.g., invitation to a party, telephone conversation).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer social questions, using simple phrases and expanded vocabulary, to get information or to maintain a conversation in a variety of contexts	Ask and answer social questions, using simple phrases and familiar vocabulary, to get information or to maintain a conversation in commonly encountered contexts	Ask and answer social questions, using simple phrases and familiar vocabulary, to get information or to maintain a conversation in some very familiar contexts	Ask or answer social questions, using only memorized words or phrases, to get information or to maintain a conversation in limited contexts

Topic	Verbal Communication
Benchmark WL.IS.Y1.1.2	Ask and answer transactional questions to provide and obtain goods, services or information
Sample Performance Assessment (SPA)	The student: Engages in a sustained conversation to accomplish a task (e.g., buying food; eliciting information on directions, time, or use of public transportation) in various role-play situations (e.g., restaurant, supermarket, post office, on the street).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer transactional questions, using simple phrases and expanded vocabulary, to provide and obtain goods, services, or information in a variety of contexts	Ask and answer transactional questions, using simple phrases and familiar vocabulary, to provide and obtain goods, services, or information in commonly encountered contexts	Ask and answer transactional questions, using simple phrases and familiar vocabulary, to provide and obtain goods, services, or information in some very familiar contexts	Ask or answer transactional questions, using only memorized words or phrases, to provide and obtain goods, services, or information in limited contexts

Topic	Verbal Communication
Benchmark WL.IS.Y1.1.3	Exchange opinions and feelings about familiar experiences and events.
Sample Performance Assessment (SPA)	The student: Uses familiar vocabulary and simple language patterns to share and support opinions and personal perspectives on familiar experiences and events (e.g., eating at a restaurant, shopping, school activities).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Exchange opinions and feelings about a variety of experiences and events, using simple	Exchange opinions and feelings about familiar, commonly encountered experiences and events,	Exchange opinions or feelings about some very familiar experiences and events,	Exchange opinions or feelings about very few experiences and events,

phrases and expanded vocabulary	using simple phrases and familiar vocabulary	using simple phrases and familiar vocabulary	using only memorized words or phrases
Strand		Communication	
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media			

Topic	Critical Listening/ Reading
Benchmark WL.IS.Y1.2.1	Identify the main ideas and significant details of oral and written materials with visual cues
Sample Performance Assessment (SPA)	The student: Describes the main idea and significant details of an oral message (e.g., television commercials) or in illustrated written material (e.g., menus, newspapers) through retelling, taking notes, or other oral and written responses.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify the main ideas and significant details of familiar oral and written materials with visual cues	Identify the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues	Identify some of the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues	Identify very few of the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues

Strand		Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics			

Topic	Oral Presentation
Benchmark WL.IS.Y1.3.1	Use oral language skills to make simple presentations
Sample Performance Assessment (SPA)	The student: Gives oral presentations (e.g., information, poetry, songs), arranging ideas to focus on a single topic using both memorized and original sentences; may use props, visual aids, or technological presentation tools.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use simple phrases and expanded vocabulary to make simple presentations on a variety of topics	Use simple phrases and familiar vocabulary to make simple presentations on commonly encountered topics	Use simple phrases and familiar vocabulary to make simple presentations on some very familiar topics	Use only memorized words or phrases to make simple presentations on limited topics

Topic	Written Presentation
Benchmark WL.IS.Y1.3.2	Prepare written communication on a given theme
Sample Performance Assessment (SPA)	The student: Prepares written pieces, arranging ideas to focus on a single topic, using both memorized and original phrases and sentences.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Prepare written communication on a given theme, using simple phrases and expanded vocabulary for a variety of topics	Prepare written communication on a given theme, using simple phrases and familiar vocabulary for	Prepare written communication on a given theme, using simple phrases and familiar vocabulary for	Prepare written communication on a given theme, using only memorized words or phrases for limited topics

	commonly encountered topics	some very familiar topics	
Strand		Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture			

Topic	Cultural Comparisons		
Benchmark WL.IS.Y1.4.1	Identify tangible and intangible products and practices of the target culture and compare them to other cultures		
Sample Performance Assessment (SPA)	The student: Gives examples of shared and different products, practices, and beliefs (e.g., food, art, clothing, music, stories, customs, sayings, celebrations, religions, gestures) between the culture studied and own culture by creating a Venn diagram, drawings, writing, or presentation.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare tangible and intangible products and practices of the target culture to other cultures, in great detail	Compare tangible and intangible products and practices of the target culture to other cultures, in detail	Compare tangible and intangible products and practices of the target culture to other cultures, in some detail	Compare tangible or intangible products and practices of the target culture to other cultures, in minimal detail

Topic	Cultural Knowledge		
Benchmark WL.IS.Y1.4.2	Give examples of how significant cultural ideas are reflected in the practices and products of the culture being studied		
Sample Performance Assessment (SPA)	The student: Observes, identifies, and describes cultural ideas and simple patterns of behavior (e.g., perception of time, celebrations, work and eating habits) in various settings (e.g., school, family, community) by watching videos, interacting with peers in the target culture via correspondence, by reading histories and cultural studies, or participating in cultural activities.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Give thoughtful and detailed examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give some obvious examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give irrelevant or vague examples of how significant cultural ideas are reflected in the practices and products of the culture being studied

Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.IS.Y1.5.1	Apply tenses appropriately to express actions and state of being in the present		
Sample Performance Assessment (SPA)	The student: Selects verbs in various tenses in order to write and say phrases and simple sentences accurately.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Apply tenses appropriately to express actions and state of being in the present, with accuracy	Apply tenses appropriately to express actions and state of being in the present, with no significant errors	Apply tenses appropriately to express actions and state of being in the present, with some significant errors	Apply tenses appropriately to express actions and state of being in the present, with many significant errors

		and/or many minor errors	
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Topic	Linguistic and Grammatical Concepts		
Benchmark WL.IS.Y1.5.2	Compare basic grammatical and linguistic structures of target language with own language		
Sample Performance Assessment (SPA)	The student: Analyzes the syntax of the language being studied and his or her native language by discussing similarities and differences.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare more complex grammatical and linguistic structures of target language with own language	Compare basic grammatical and linguistic structures of target language with own language	Compare some very basic grammatical and linguistic structures of target language with own language	Compare few very basic grammatical or linguistic structures of target language with own language

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.IS.Y1.5.3	Explain cultural phrases and idiomatic expressions related to familiar topics		
Sample Performance Assessment (SPA)	The student: Reads a simple passage, underlines idiomatic expressions, and explains the meaning of the expressions or describes the relationship between it and a phrase in own language with a similar meaning.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain cultural phrases and idiomatic expressions related to some unfamiliar topics	Explain cultural phrases and idiomatic expressions related to familiar topics	Explain some cultural phrases and idiomatic expressions related to very familiar topics	Explain very few cultural phrases and idiomatic expressions related to very familiar topics

**Content Area: World Languages
Grade/Course: Stage I: Year 2 / ACCN: No ACCN**

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication		
Benchmark WL.IS.Y2.1.1	Ask and answer questions to get information and clarify something that has been not been clearly understood		
Sample Performance Assessment (SPA)	The student: Asks and answers a variety of questions to facilitate conversations or to obtain additional details in order to clearly understand oral instructions and information.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer questions, using sentences or strings of sentences and expanded vocabulary, to get information and clarify something that has been not been clearly understood	Ask and answer questions, using sentences or phrases and expanded vocabulary, to get information and clarify something that has been not been clearly understood	Ask and answer questions, using simple phrases, familiar vocabulary, and/or some memorized words and phrases, to get information or clarify something that has been not been clearly understood	Ask or answer questions, using memorized words and phrases, to get information or clarify something that has been not been clearly understood

Topic	Verbal Communication		
Benchmark WL.IS.Y2.1.2	Provide details to elaborate on familiar topics and ask clarifying questions		
Sample Performance Assessment (SPA)	The student: Uses appropriate vocabulary to describe or provide details about a familiar topic and/or to ask questions that help clarify the topic and sustain the conversation.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Provide details to elaborate on a variety of topics and ask clarifying questions, using sentences or strings of sentences and expanded vocabulary	Provide details to elaborate on familiar topics and ask clarifying questions, using sentences or phrases and expanded vocabulary	Provide details to elaborate on very familiar topics and ask clarifying questions, using simple phrases, familiar vocabulary, and/or some memorized words and phrases	Provide details to elaborate on limited topics or ask clarifying questions, using memorized words and phrases

Strand	Communication
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Listening/ Reading		
Benchmark WL.IS.Y2.2.1	Identify the main idea and significant details of oral or written material with limited visual cues		
Sample Performance Assessment (SPA)	The student: Describes the main idea and significant details of a text or spoken message with limited use of illustrations or nonverbal cues (e.g., understand directions without the aid of a map) through retelling, summarizing, taking notes, or other oral and written responses.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Identify the main idea and significant details of longer and more complex oral or written material with limited visual cues	Identify the main idea and significant details of familiar oral or written material with limited visual cues	Identify some of the main idea and significant details of highly predictable and familiar oral or written material with limited visual cues	Identify very little of the main idea or significant details of highly predictable and familiar oral or written material with limited visual cues
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Strand	Communication
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	

Topic	Oral Presentation
Benchmark WL.IS.Y2.3.1	Use oral language skills to present a narrative, descriptive, or factual report relating to personal or familiar experiences and events
Sample Performance Assessment (SPA)	The student: Prepares a presentation (e.g., short play, skit, poem, anecdote, report, demonstration) as a live performance or through an auditory or video recording to his her class, at a school related event (e.g., PTA meeting), or for another appropriate audience.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use sentences or strings of sentences and familiar vocabulary to present a narrative, descriptive, or factual report relating to a variety of experiences and events	Use sentences or phrases and expanded vocabulary to present a narrative, descriptive, or factual report relating to personal or familiar experiences and events	Use simple phrases, familiar vocabulary, or/ or some memorized words and phrases to present a narrative, descriptive, or factual report relating to personal or very familiar experiences and events	Use memorized words and phrases to present a narrative, descriptive, or factual report relating to limited experiences and events

Topic	Written Presentation
Benchmark WL.IS.Y2.3.2	Write about a familiar event, experience, or topic
Sample Performance Assessment (SPA)	The student: Creates a written piece about a familiar event, experience, or topic for presentation to a specific audience (e.g., class, parents, members of the culture being studied).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Write about a familiar event, experience, or topic, using sentences or strings of sentences and expanded vocabulary	Write about a familiar event, experience, or topic, using sentences or phrases and expanded vocabulary	Write about a very familiar event, experience, or topic, using simple phrases, familiar vocabulary, and/or some memorized words and phrases	Write about a very familiar event, experience, or topic, using memorized words and phrases

Strand	Cultures
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture	

Topic	Cultural Comparisons
Benchmark WL.IS.Y2.4.1	Describe the impact of own culture and target culture on each other
Sample Performance Assessment (SPA)	The student: Explains the effect that major contributions (fine arts, fashion, literature, values) of each culture has had on the other culture (e.g., effects on economics, religion, traditional beliefs) through discussion, by listening to

	and reading personal narratives, by contacting and questioning peers in the culture being studied.
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Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, in great detail, the impact of own culture and target culture on each other	Describe, in detail, the impact of own culture and target culture on each other	Describe, in some detail, the impact of own culture and target culture on each other	Describe, in minimal detail, the impact of own culture and target culture on each other

Topic	Cultural Knowledge
Benchmark WL.IS.Y2.4.2	Use appropriate language and gestures to interact in a wide range of social contexts
Sample Performance Assessment (SPA)	The student: Demonstrates appropriate usage of everyday expressions, gestures, body language, and other behaviors of the language and culture through role-plays or skits.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use highly appropriate language and gestures to interact in a wide range of social contexts	Use appropriate language and gestures to interact in a wide range of social contexts	Use some appropriate language and gestures to interact in a range of social contexts	Use inappropriate language or gestures to interact in social contexts

Strand	Comparisons
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages	

Topic	Linguistic and Grammatical Concepts
Benchmark WL.IS.Y2.5.1	Describe similarities and differences in structural patterns of the language being learned and other languages
Sample Performance Assessment (SPA)	The student: Identifies structural patterns of the language being learned by noting differences in language syntax and grammar (e.g., explains word order, sentence patterns, markers; translates simple sentences with correct usage) when compared to own language.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe similarities and differences in more complex structural patterns of the language being learned and other languages	Describe similarities and differences in structural patterns of the language being learned and other languages	Describe similarities and/or differences in basic structural patterns of the language being learned and other languages	Describe similarities or differences in very basic structural patterns of the language being learned and other languages

**Content Area: World Languages
Grade/Course: Stage II: Year 3 / ACCN: No ACCN**

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IIS.Y3.1.1	Use appropriate vocabulary to exchange opinions and personal perspectives
Sample Performance Assessment (SPA)	The student: Shares opinions with others on familiar topics of interest (e.g., films, music, athletics) using all appropriate vocabulary to support own ideas through elaboration and supporting details in one-on-one or group discussions.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use sentences, strings of sentences, and a range of vocabulary to exchange opinions and personal perspectives in a variety of contexts	Use sentences or strings of sentences and expanded vocabulary to exchange opinions and personal perspectives in familiar contexts	Use simple sentences or phrases and familiar vocabulary to exchange opinions and personal perspectives in very familiar contexts	Use simple phrases or words, familiar vocabulary, and/or some memorized words and phrases to exchange opinions or personal perspectives in limited contexts

Strand	Communication
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Listening/ Reading
Benchmark WL.IIS.Y3.2.1	Describe the main ideas and significant details of a variety of oral and written materials
Sample Performance Assessment (SPA)	The student: Identifies the main idea and significant details from a variety of oral materials on familiar topics (e.g., live presentations; products of the culture as presented on television, radio, video, and general broadcast) by writing notes, restating, or answering questions.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the main ideas and significant details of a variety of extended and more complex oral and written materials	Describe the main ideas and significant details of a variety of oral and written materials	Describe some of the main ideas and significant details of familiar oral and written materials	Describe very few of the main ideas or significant details of highly predictable and familiar oral and written materials

Topic	Critical Listening/ Reading
Benchmark WL.IIS.Y3.2.2	Recall information from announcements and messages intended for a wide audience
Sample Performance Assessment (SPA)	The student: Recalls information from announcements and messages (e.g., newspaper, radio, or television advertisements; event promotions; safety warnings) connected to daily activities in the target culture by writing notes, restating, or answering questions about the message.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Recall information from extended and more	Recall information from announcements and	Recall information from familiar announcements	Recall information from highly predictable and

complex announcements and messages intended for a wide audience	messages intended for a wide audience	and messages intended for a wide audience	familiar announcements and messages intended for a wide audience
Strand		Communication	
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics			

Topic	Oral Presentation		
Benchmark WL.IIS.Y3.3.1	Use appropriate language to present creative and informative pieces		
Sample Performance Assessment (SPA)	The student: Performs short stories, skits, poems, or presents content from an article or documentary in small groups or individually.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use sentences, strings of sentences, and a range of vocabulary to present creative and informative pieces about a variety of topics	Use sentences or strings of sentences and expanded vocabulary to present creative and informative pieces about familiar topics	Use simple sentences or phrases and familiar vocabulary to present creative and informative pieces about very familiar topics	Use simple phrases or words, familiar vocabulary, and/or some memorized words and phrases to present creative and informative pieces about limited topics

Topic	Written Presentation		
Benchmark WL.IIS.Y3.3.2	Write paraphrases, summaries, and descriptions		
Sample Performance Assessment (SPA)	The student: Paraphrases or summarizes information read or heard using unique vocabulary to capture the intended meaning; or describes a person, event, or place.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Write paraphrases, summaries, and descriptions, using sentences, strings of sentences, and a range of vocabulary for a variety of topics	Write paraphrases, summaries, and descriptions, using sentences or strings of sentences and expanded vocabulary for familiar topics	Write paraphrases, summaries, and descriptions, using simple sentences or phrases and familiar vocabulary for very familiar topics	Write paraphrases, summaries, and descriptions, using simple phrases or words, familiar vocabulary with some memorized words and phrases for a limited number of topics

Topic	Written Presentation		
Benchmark WL.IIS.Y3.3.3	Write creative and informative texts		
Sample Performance Assessment (SPA)	The student: Writes creative pieces (e.g., skits, children's books, travel brochures, stories) and informative works (e.g., reports on geography, culture, history) using appropriate vocabulary and language structures.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Write creative and informative texts, using sentences, strings of sentences, and a range of vocabulary for a variety of topics	Write creative and informative texts, using sentences or strings of sentences and expanded vocabulary for familiar topics	Write creative and informative texts, using simple sentences or phrases and familiar vocabulary for very familiar topics	Write creative and informative texts, using simple phrases or words, familiar vocabulary, and some memorized words and

			phrases for a limited number of topics
Strand		Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture			

Topic	Cultural Comparisons		
Benchmark WL.IIS.Y3.4.1	Analyze the expressive products of the culture being studied through comparison to native culture		
Sample Performance Assessment (SPA)	The student: Uses a Venn diagram or other comparison structure to compare and contrast the expressive products of the culture being studied (e.g., architecture, literature, music, sculpture, pottery, painting) and his or her native culture.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, using clear and precise evidence, the expressive products of the culture being studied through comparison to native culture	Analyze the expressive products of the culture being studied through comparison to native culture	Describe the expressive products of the culture being studied and those of the native culture	Identify expressive products of the culture being studied and of the native culture

Topic	Cultural Knowledge		
Benchmark WL.IIS.Y3.4.2	Explain patterns of behavior and expressive products typical of the target culture		
Sample Performance Assessment (SPA)	The student: Describes reasons for particular patterns of behavior in the target culture (e.g., afternoon siestas in Spain, daily visits to the market in Germany) and illustrates how expressive products of the target culture reflect daily life and customs.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, in great detail, patterns of behavior and expressive products typical of the target culture	Explain, in detail, patterns of behavior and expressive products typical of the target culture	Explain, in some detail, patterns of behavior and expressive products typical of the target culture	Explain, in minimal detail, patterns of behavior or expressive products typical of the target culture
Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.IIS.Y3.5.1	Use past and future tenses correctly when speaking and writing for a variety of purposes		
Sample Performance Assessment (SPA)	The student: Uses correct tenses to produce short narratives and descriptions about past and future familiar experiences (e.g., discuss or write about what he or she did last weekend or his/her plans after high school).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use past and future tenses correctly when speaking and writing for a variety of purposes, with ease and accuracy	Use past and future tenses correctly when speaking and writing for a variety of purposes, with minimal difficulty	Use past and future tenses when speaking and writing for a variety of purposes, with difficulty and a few	Use past and future tenses when speaking and writing for a variety of purposes, with great difficulty and many significant errors

	and no significant errors	significant and/or many minor errors	
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Content Area: World Languages
Grade/Course: Stage II: Year 4 / ACCN: No ACCN

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IIS.Y4.1.1	Use appropriate vocabulary to exchange ideas about current or past events that are of significance to the culture being studied
Sample Performance Assessment (SPA)	The student: Initiates and participates in conversations on current or past events that are significant to the history or present condition of the culture being studied (e.g., battles, migrations, revolutions, death or birth of cultural icons).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use connected sentences and a wide range of vocabulary to exchange concrete and abstract ideas about current or past events that are of significance to the culture being studied	Use sentences and strings of sentences with a range of vocabulary to exchange ideas about a variety of current or past events that are of significance to the culture being studied	Use sentences or phrases with some expanded vocabulary to exchange ideas about familiar current or past events that are of significance to the culture being studied	Use simple phrases and familiar vocabulary to exchange ideas about very familiar current or past events that are of significance to the culture being studied

Strand	Communication
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Listening/ Reading
Benchmark WL.IIS.Y4.2.1	Identify significant ideas and details in materials by making inferences or predictions supported by evidence in the text
Sample Performance Assessment (SPA)	The student: Identifies significant ideas and details in an oral or written selection by making inferences about vague or unclear vocabulary and/or writing predictions in a learning log or notes that can be defended with particular details in the text or message.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify significant ideas and details in a variety of authentic materials by making inferences or predictions supported by evidence in the text	Identify significant ideas and details in extended and more complex materials by making inferences or predictions supported by evidence in the text	Identify some significant ideas and details in familiar recorded materials or longer, somewhat complex materials by making inferences or predictions supported by evidence in the text	Identify very few of the significant ideas and details in familiar materials by making inferences or predictions supported by evidence in the text

Strand	Communication
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	

Topic	Oral Presentation
Benchmark WL.IIS.Y4.3.1	Use strategies appropriate to speaking for various purposes
Sample Performance	The student: Uses strategies appropriate to persuasive speaking,

Assessment (SPA)	informative speaking, and oral interpretations of literature (e.g., uses persuasive language, uses literary terms).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use strategies appropriate to speaking in concrete and abstract contexts for various purposes, using connected sentences and a wide range of vocabulary	Use strategies appropriate to speaking in various contexts and for various purposes, using sentences and strings of sentences and a range of vocabulary	Use strategies appropriate to speaking in familiar contexts for various purposes, using sentences or phrases and some expanded vocabulary	Use strategies appropriate to speaking in very familiar contexts for various purposes, using simple phrases and familiar vocabulary

Topic	Written Presentation		
Benchmark WL.IIS.Y4.3.2	Use strategies appropriate to writing for various purposes		
Sample Performance Assessment (SPA)	The student: Uses strategies appropriate to persuasive essays, informative reports, poems, critical interpretations, short plays, or stories that reflect his or her vocabulary, structural knowledge, and culture of the language being studied.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use strategies appropriate to writing on concrete and abstract topics for various purposes, using connected sentences and paragraphs and a wide range of vocabulary	Use strategies appropriate to writing on various topics for various purposes, using sentences and strings of sentences and a range of vocabulary	Use strategies appropriate to writing on familiar topics for various purposes, using sentences or phrases and some expanded vocabulary	Use strategies appropriate to writing on very familiar topics for various purposes, using simple phrases and familiar vocabulary
Strand		Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture			

Topic	Cultural Comparisons		
Benchmark WL.IIS.Y4.4.1	Analyze the history, politics, and art of the culture being studied by making comparisons to native culture		
Sample Performance Assessment (SPA)	The student: Compares the history, politics, or art by reading or viewing support materials and then discussing how they are the same or different from his or her native culture.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the history, politics, and art of the culture being studied by making comparisons to native culture, in great detail	Analyze the history, politics, and art of the culture being studied by making comparisons to native culture, in detail	Analyze the history, politics, and art of the culture being studied by making comparisons to native culture, in some detail	Analyze the history, politics, and art of the culture being studied by making comparisons to native culture, in minimal detail

Topic	Cultural Knowledge		
Benchmark WL.IIS.Y4.4.2	Explain themes, ideas, and perspectives related to products and practices of the target culture		
Sample Performance Assessment (SPA)	The student: Describes how products and practices of the target culture (e.g., popular music, dance, books, magazines, food, visual arts) express		

	particular themes, ideas, and perspectives (e.g., political ideas, historical experience, economics).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain themes, ideas, and perspectives related to products and practices of the target culture, in great detail	Explain themes, ideas, and perspectives related to products and practices of the target culture, in detail	Explain themes, ideas, and perspectives related to products and practices of the target culture, in some detail	Explain themes, ideas, and perspectives related to products and practices of the target culture, in minimal detail
Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.IIS.Y4.5.1	Use various structural patterns in narration and description		
Sample Performance Assessment (SPA)	The student: Uses various structural patterns to produce narratives and descriptions about familiar experiences or topics (e.g., shopping, entertainment and leisure activities, travel, fashion).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use various structural patterns in narration and description, with ease and accuracy	Use various structural patterns in narration and description, with minimal difficulty and no significant errors	Use various structural patterns in narration and description, with difficulty and a few significant and/or many minor errors	Use various structural patterns in narration and description, with great difficulty and many significant errors

**Content Area: World Languages
Grade/Course: Advanced / ACCN: No ACCN**

Strand	Communication
Standard 1: INTERPERSONAL: Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.IIIS.Y5.1.1	Exchange ideas about issues or problems and their possible solutions
Sample Performance Assessment (SPA)	The student: Discusses possible solutions to problems or debates issues of relevance to the culture being studied or own lives.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Exchange ideas about issues or problems and their possible solutions, using connected sentences and specialized and precise vocabulary in a variety of time frames	Exchange ideas about issues or problems and their possible solutions, using connected sentences and a wide range of vocabulary for concrete and abstract topics	Exchange ideas about issues or problems and their possible solutions, using sentences and strings of sentences with a range of vocabulary for a variety of topics	Exchange ideas about issues or problems and their possible solutions, using sentences or phrases and some expanded vocabulary for familiar topics

Strand	Communication
Standard 2: INTERPRETIVE: Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Listening/ Reading
Benchmark WL.IIIS.Y5.2.1	Assess main ideas and most supporting details of broadcast or published materials on a wide variety of subjects
Sample Performance Assessment (SPA)	The student: Analyzes a variety of authentic materials and presents the main ideas and supporting details in essays, critiques, discussions, debates, multi-media presentations, or other forms. Provides personal or editorial commentary on information and ideas gained from authentic materials and relates the information and ideas to own life and culture.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess main ideas and supporting details of a wide variety of broadcast or published materials on an extensive variety of subjects	Assess main ideas and most supporting details of a variety of broadcast or published materials on a wide variety of subjects	Assess some of the main ideas and supporting details of broadcast or published materials on a variety of subjects	Assess very few of the main ideas or supporting details of broadcast or published materials on familiar subjects

Strand	Communication
Standard 3: PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	

Topic	Oral Presentation
Benchmark WL.IIIS.Y5.3.1	Use interpretation, persuasion, or critical analysis to make an oral presentation
Sample Performance Assessment (SPA)	The student: Presents ideas on a variety of topics and issues using clear, organized language, with elaboration as needed to make a point.

Rubric			
Advanced	Proficient	Partially Proficient	Novice

Use interpretation, persuasion, or critical analysis to make an oral presentation, with ease and accuracy	Use interpretation, persuasion, or critical analysis to make an oral presentation, with minimal difficulty and no significant errors	Use interpretation, persuasion, or critical analysis to make an oral presentation, with difficulty and a few significant and/or many minor errors	Use interpretation, persuasion, or critical analysis to make an oral presentation, with great difficulty and many significant errors
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Topic	Written Presentation		
Benchmark WL.IIIS.Y5.3.2	Write for personal purposes in varied situations and contexts		
Sample Performance Assessment (SPA)	The student: Writes a business letter to gain information, completes an application, or writes an informative or persuasive article to submit to a community newspaper or magazine.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Write for personal purposes in varied situations and contexts, using connected sentences and paragraphs with specialized and precise vocabulary in a variety of time frames	Write for personal purposes in varied situations and contexts, using connected sentences and paragraphs with a wide range of vocabulary	Write for personal purposes in varied situations and contexts, using sentences and strings of sentences with a range of vocabulary	Write for personal purposes in familiar situations and contexts, using sentences or phrases and some expanded vocabulary
Strand		Cultures	
Standard 4: CULTURES: Understand relationships among perspectives, products, and practices of target culture			

Topic	Cultural Comparisons		
Benchmark WL.IIIS.Y5.4.1	Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture		
Sample Performance Assessment (SPA)	The student: Analyzes how cultural factors influence behaviors of members of a culture and supports the interpretation with evidence and examples from a variety of authentic sources.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture, in great detail	Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture, in detail	Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture, in some detail	Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture, in minimal detail

Topic	Cultural Knowledge		
Benchmark WL.IIIS.Y5.4.2	Analyze connections among products, practices, and perspectives of the target culture		
Sample Performance Assessment (SPA)	The student: Compares the products, practices, and perspectives of the target culture in order to identify commonalities and connections and analyze reasons (e.g., historical reasons, geographical reasons) for those connections.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise evidence,	Analyze connections among products,	Describe connections among products,	Identify connections among products,

connections among products, practices, and perspectives of the target culture	practices, and perspectives of the target culture	practices, and perspectives of the target culture	practices, and perspectives of the target culture
Strand		Comparisons	
Standard 5: COMPARISONS: Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.IIIS.Y5.5.1	Assess the impact on communication of words and phrases that do not translate directly from one language to another		
Sample Performance Assessment (SPA)	The student: Evaluates how idioms and other cultural phrases express ideas and emotions by analyzing their use in a variety of contexts.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate the impact on communication of words and phrases that do not translate directly from one language to another	Assess the impact on communication of words and phrases that do not translate directly from one language to another	Describe the impact on communication of words and phrases that do not translate directly from one language to another	Provide examples of the impact on communication of words and phrases that do not translate directly from one language to another

Content Area: World Languages
Grade/Course: Latin Year 1 / ACCN: WEL1010, WEL 1020

Strand	Latin
Standard 1: Interpersonal -- Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication
Benchmark WL.L.IS.Y1.1.1	Ask and answer simple questions to get information or to maintain a conversation
Sample Performance Assessment (SPA)	The student: Asks and answers questions in order to get needed information and to follow up on a classmate's comments during a classroom situation or during role-play (e.g., sharing biographical information, describing personal interests, making plans for an event).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer simple questions to get information or to maintain a conversation in a variety of contexts	Ask and answer simple questions to get information or to maintain a conversation in commonly encountered contexts	Ask and answer simple questions to get information or to maintain a conversation in some very familiar contexts	Ask or answer simple questions, using only memorized phrases, to get information or to maintain a conversation in limited contexts

Topic	Verbal Communication
Benchmark WL.L.IS.Y1.1.2	Give and respond to simple directions, commands, and requests
Sample Performance Assessment (SPA)	The student: Engages in simple conversation to accomplish a specific task (e.g., following directions for an activity or an assignment; buying food; eliciting information on directions or time; telling others what to do) in various role-play settings (e.g., classroom, supermarket, assembly).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Give and respond to simple directions, commands, and requests in a variety of contexts	Give and respond to simple directions, commands, and requests in commonly encountered contexts	Give and respond to simple directions, commands, and requests in some very familiar contexts	Give and respond to simple directions, commands, and requests, using only memorized phrases, in limited contexts

Strand	Latin
Standard 2: Interpretive --Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Reading/
Benchmark WL.L.IS.Y1.2.1	Identify the main ideas and significant details of oral and written materials with visual cues
Sample Performance Assessment (SPA)	The student: Describes and answers questions about the main idea and significant details of an oral message (e.g., a significant speech) or in illustrated written material (e.g., poems, plays) through retelling, taking notes, or other oral and written responses.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify the main ideas and significant details of familiar oral and written	Identify the main ideas and significant details of highly predictable and familiar oral and written	Identify some of the main ideas and significant details of highly predictable and	Identify very few of the main ideas and significant details of highly predictable and

materials with visual cues	materials with visual cues	familiar oral and written materials with visual cues	familiar oral and written materials with visual cues
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Topic	Reading Comprehension		
Benchmark WL.L.IS.Y1.2.2	Read words, phrases, and simple sentences and associate them with visual representations		
Sample Performance Assessment (SPA)	The student: Uses picture cues to show recognition of words, phrases, and simple sentences in written materials.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Read words, phrases, and simple sentences and associate them with visual representations, with accuracy	Read words, phrases, and simple sentences and associate them with visual representations, with no significant errors	Read words, phrases, and simple sentences and associate them with visual representations, with a few significant and/or many minor errors	Read words, phrases, and simple sentences and associate them with visual representations, with many significant errors

Topic	Reading Comprehension		
Benchmark WL.L.IS.Y1.2.3	Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to reading level		
Sample Performance Assessment (SPA)	The student: Reads short passages of Latin, describing the meaning of selected words and identifying information about gender or number from the inflection.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to reading level, with accuracy	Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to reading level, with no significant errors	Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to reading level, with a few significant or many minor errors	Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to reading level, with many significant errors

Topic	Reading Comprehension		
Benchmark WL.L.IS.Y1.2.4	Comprehend information about the Roman world through reading short passages on simple topics with culturally authentic settings		
Sample Performance Assessment (SPA)	The student: Describes Roman culture based on information found in reading passages on simple topics with culturally authentic settings.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe information about the Roman world, in great detail, after reading short passages on simple topics with culturally authentic settings	Describe information about the Roman world, in detail, after reading short passages on simple topics with culturally authentic settings	Describe information about the Roman world, in some detail, after reading short passages on simple topics with culturally authentic settings	Describe information about the Roman world, in minimal detail, after reading short passages on simple topics with culturally authentic settings
Strand		Latin	
Standard 3: Presentational--Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics			

Topic	Written
Benchmark	Prepare written communication on a given theme

WL.L.IS.Y1.3.1			
Sample Performance Assessment (SPA)		The student: Prepares written pieces (e.g., descriptions, messages, narratives, journals, postcards, letters, e-mails), arranging ideas in a paragraph to focus on a single topic, using both memorized and original phrases and sentences.	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Prepare written communication on a given theme, using simple phrases and expanded vocabulary for a variety of topics	Prepare written communication on a given theme, using simple phrases and familiar vocabulary for commonly encountered topics	Prepare written communication on a given theme, using simple phrases and familiar vocabulary for some very familiar topics	Prepare written communication on a given theme, using only memorized words or phrases, for limited topics

Topic		Oral Presentation	
Benchmark WL.L.IS.Y1.3.2		Use oral language skills to present Latin texts (e.g., songs, poems)	
Sample Performance Assessment (SPA)		The student: Gives oral presentations of Latin texts (e.g., poems, songs, skits, dialogues, stories), using gestures, props, visual aids, or other techniques to support presentation.	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use oral language skills to present Latin texts, with ease and accuracy	Use oral language skills to present Latin texts, with minimal difficulty and no significant errors	Use oral language skills to present Latin texts, with difficulty and with a few significant and/or many minor errors	Use oral language skills to present Latin texts, with great difficulty and many significant errors
Strand		Latin	
Standard 4: Cultures--Understand relationships among perspectives, products, and practices of target culture			

Topic		Cultural Comparisons	
Benchmark WL.L.IS.Y1.4.1		Identify tangible and intangible products and practices of the Greek or Roman culture and compare them to other cultures	
Sample Performance Assessment (SPA)		The student: Gives examples of shared and unique products, practices, and beliefs (e.g., art, architecture, mythology, heroes, clothing, food, dwellings, holidays, greetings, gestures, education, transportation, social structures, entertainment) between the culture studied and own culture by creating a Venn diagram, drawings, writing, or presentation.	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare tangible and intangible products and practices of the Greek or Roman culture to other cultures, in great detail	Compare tangible and intangible products and practices of the Greek or Roman culture to other cultures, in detail	Compare tangible and intangible products and practices of the Greek or Roman culture to other cultures, in some detail	Compare tangible and intangible products and practices of the Greek or Roman culture to other cultures, in minimal detail

Topic		Cultural	
Benchmark WL.L.IS.Y1.4.2		Give examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	
Sample Performance Assessment (SPA)		The student: Identifies cultural ideas and perspectives (e.g., concepts of time, work habits, citizenship) reflected in various practices and products	

	(e.g., how the toga represents the idea of Roman citizenship) by reading histories and cultural studies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Give thoughtful and detailed examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give relevant examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give some obvious examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give irrelevant or vague examples of how significant cultural ideas are reflected in the practices and products of the culture being studied
Strand		Latin	
Standard 5: Comparisons--Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.L.IS.Y1.5.1	Compare basic grammatical and linguistic structures of target language with own language		
Sample Performance Assessment (SPA)	The student Analyzes the basic structures, sound systems, and syntax of the language being studied and his or her native language by discussing similarities and differences.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare more complex grammatical and linguistic structures of target language with own language	Compare basic grammatical and linguistic structures of target language with own language	Compare some very basic grammatical and linguistic structures of target language with own language	Compare few very basic grammatical or linguistic structures of target language with own language

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.L.IS.Y1.5.2	Explain Latin phrases, mottoes, and abbreviations used in English		
Sample Performance Assessment (SPA)	The student: Reads a simple passage in English, underlines Latin expressions, and explains their meaning, or describes their relationships to phrases in own language with a similar meaning.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain a variety of Latin phrases, mottoes, and abbreviations used in English	Explain commonly encountered Latin phrases, mottoes, and abbreviations used in English	Explain some very familiar Latin phrases, mottoes, and abbreviations used in English	Explain very few Latin phrases, mottoes, and abbreviations used in English

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.L.IS.Y1.5.3	Identify roots, prefixes, and suffixes within own language that originate from the target language		
Sample Performance Assessment (SPA)	The student: Reads a simple passage in English and underlines all roots, prefixes, and suffixes that have Latin origins.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify roots, prefixes, and suffixes within own language that originate from the target	Identify roots, prefixes, and suffixes within own language that originate from the target	Identify roots, prefixes, and suffixes within own language that originate from the target language, with a few	Identify roots, prefixes, and suffixes within own language that originate from the target

language, with accuracy	language, with no significant errors	significant and/or many minor errors	language, with many significant errors
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Content Area: World Languages
Grade/Course: Latin Year 2 / ACCN: WEL2010, WEL 2020

Strand	Latin
Standard 1: Interpersonal Use the target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Verbal Communication		
Benchmark WL.L.IS.Y2.1.1	Ask and answer questions to get information and clarify something that has been not been clearly understood		
Sample Performance Assessment (SPA)	The student: Asks and answers questions in a variety of ways in order to provide, obtain, and clarify information (e.g., paraphrases information for clarity; asks follow up questions about a topic; shares personal preferences and feelings; asks for rewording or simplification of a statement; asks information questions related to who, where, when, what).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer questions to get information and to clarify something that has not been clearly understood in a variety of contexts	Ask and answer questions to get information and to clarify something that has not been clearly understood in commonly encountered contexts	Ask and answer questions to get information and to clarify something that has not been clearly understood in some very familiar contexts	Ask and answer questions to get information and to clarify something that has not been clearly understood in limited contexts

Topic	Verbal Communication		
Benchmark WL.L.IS.Y2.1.2	Give and respond to directions, commands, and requests		
Sample Performance Assessment (SPA)	The student: Engages in conversation to accomplish a multi-step task in various cultural scenarios (e.g., giving directions to a specific place found on a city map, requesting a variety of items for a recipe at a local market).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Give and respond to directions, commands, and requests in a variety of contexts	Give and respond to directions, commands, and requests in commonly encountered contexts	Give and respond to directions, commands, and requests in some very familiar contexts	Give and respond to directions, commands, and requests in limited contexts

Topic	Verbal Communication		
Benchmark WL.L.IS.Y2.1.3	Provide details to elaborate while communicating verbally on familiar topics		
Sample Performance Assessment (SPA)	The student: Engages in conversation by including descriptions about himself/herself and other topics (e.g., describes daily routines during the week, shares details about memorable experiences from childhood).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Provide details to elaborate while communicating verbally on a variety of topics, using sentences or strings of sentences and expanded vocabulary	Provide details to elaborate while communicating verbally on familiar topics, using sentences or phrases and expanded vocabulary	Provide details to elaborate while communicating verbally on very familiar topics, using simple phrases, familiar vocabulary, and/or some memorized words and phrases	Provide details to elaborate while communicating verbally on limited topics, using memorized words and phrases

Strand	Latin
Standard 2: Interpretive --Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Critical Reading/
Benchmark WL.L.IS.Y2.2.1	Identify the main idea and significant details of oral or written material with limited visual cues
Sample Performance Assessment (SPA)	The student: Describes the main idea and significant details of oral messages (e.g., identifies important information from recordings, broadcasts, videos) and written materials (e.g., describes key characters and main events of Roman myths).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify the main ideas and significant details of longer and more complex oral and written materials with limited visual cues	Identify the main ideas and significant details of oral and written materials with limited visual cues	Identify some of the main ideas and significant details of highly predictable and familiar oral and written materials with limited visual cues	Identify very few of the main ideas and significant details of highly predictable and familiar oral and written materials with limited visual cues

Topic	Reading Comprehension
Benchmark WL.L.IS.Y2.2.2	Use vocabulary, inflectional systems, and syntax appropriate to reading level
Sample Performance Assessment (SPA)	The student: Reads edited and authentic passages of Latin, describing the meaning of selected words, explaining word order in Latin, and recognizing additional syntactic structures needed for comprehension.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use vocabulary, basic inflectional systems, and syntax appropriate to reading level, with accuracy	Use vocabulary, basic inflectional systems, and syntax appropriate to reading level, with no significant errors	Use vocabulary, basic inflectional systems, and syntax appropriate to reading level, with a few significant or many minor errors	Use vocabulary, basic inflectional systems, and syntax appropriate to reading level, with many significant errors

Topic	Reading Comprehension
Benchmark WL.L.IS.Y2.2.3	Describe information about the Roman world through reading short adapted and unadapted passages on topics of interest with culturally authentic settings
Sample Performance Assessment (SPA)	The student: Discusses aspects of Roman daily life and culture based on information found in short adapted and unadapted passages on topics of interest with culturally authentic settings.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe information about the Roman world, in great detail, through reading short adapted and unadapted passages on topics of interest with culturally authentic settings	Describe information about the Roman world, in detail, through reading short adapted and unadapted passages on topics of interest with culturally authentic settings	Describe information about the Roman world, in some detail, through reading short adapted and unadapted passages on topics of interest with culturally authentic settings	Describe information about the Roman world, in minimal detail, through reading short adapted and unadapted passages on topics of interest with culturally authentic settings

Strand	Latin
Standard 3: Presentational--Present information, concepts, and ideas to an audience of	

listeners or readers on a variety of topics

Topic	Written		
Benchmark WL.L.IS.Y2.3.1	Write phrases and sentences in Latin that observe level-appropriate rules of grammar and syntax		
Sample Performance Assessment (SPA)	The student: Writes using expanded vocabulary, combining phrases into short strings of sentences in Latin, and using appropriate language structures.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Write phrases and sentences in Latin that observe level-appropriate rules of grammar and syntax, with accuracy	Write phrases and sentences in Latin that observe level-appropriate rules of grammar and syntax, with no significant errors	Write phrases and sentences in Latin that observe level-appropriate rules of grammar and syntax, with a few significant or many minor errors	Write phrases and sentences in Latin that observe level-appropriate rules of grammar and syntax, with many significant errors

Topic	Written		
Benchmark WL.L.IS.Y2.3.2	Write about a familiar event, experience, or topic		
Sample Performance Assessment (SPA)	The student: Writes short compositions, letters, or paragraphs on a variety of topics (e.g., letters to a relative or pen-pal, summaries of Roman myths, postcards describing a vacation).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Write about a familiar event, experience, or topic, using a variety of phrases and expanded vocabulary	Write about a familiar event, experience, or topic, using commonly encountered phrases and familiar vocabulary	Write about a familiar event, experience, or topic, using very familiar phrases and vocabulary	Write about a familiar event, experience, or topic, using memorized words and phrases

Topic	Oral Presentation		
Benchmark WL.L.IS.Y2.3.3	Read a variety of Latin texts aloud (e.g., dramas, skits, poems, comedies) with appropriate pronunciation, phrase grouping, and voice inflection		
Sample Performance Assessment (SPA)	The student: Reads Latin texts aloud, following the pronunciation, phrase grouping, and voice inflection modeled by the teacher or other guides.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Read Latin texts aloud with appropriate pronunciation, phrase grouping, and voice inflection, with ease and accuracy	Read Latin texts aloud with appropriate pronunciation, phrase grouping, and voice inflection, with minimal difficulty and no significant errors	Read Latin texts aloud with difficulty and with a few significant and/or many minor errors in pronunciation, phrase grouping, and voice inflection	Read Latin texts aloud with great difficulty and many significant errors in pronunciation, phrase grouping, and voice inflection
Strand		Latin	
Standard 4: Cultures--Understand relationships among perspectives, products, and practices of target culture			

Topic	Cultural Knowledge
Benchmark WL.L.IS.Y2.4.1	Describe the impact of Roman culture on own/modern cultures, including its influence on language and literature
Sample Performance	The student: Gives examples of major contributions from a variety of

Assessment (SPA)	aspects of Roman culture that influenced own culture (e.g., influence of significant historical figures, political, social, and legal institutions, environmental concerns, architectural and art styles, literature and mythology, artifacts, Latin language).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, in great detail, the impact of Roman culture on own/modern cultures	Describe, in detail, the impact of Roman culture on own/modern cultures	Describe, in some detail, the impact of Roman culture on own/modern cultures	Describe, in minimal detail, the impact of Roman culture on own/modern cultures

Topic	Cultural Comparisons		
Benchmark WL.L.IS.Y2.4.2	Compare own culture and ancient Roman culture		
Sample Performance Assessment (SPA)	The student: Describes similarities and differences in own and ancient Roman culture (e.g., everyday life; customs related to marriages and funerals, meals, leisure activities, entertainments; geographic influences on food, dwellings, clothing, and the arts; attitudes and beliefs; symbols) through written descriptions or other methods of comparison.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare own culture and ancient Roman culture in great detail	Compare own culture and ancient Roman culture in detail	Compare own culture and ancient Roman culture in some detail	Compare own culture and ancient Roman culture in minimal detail
Strand		Latin	
Standard 5: Comparisons--Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages			

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.L.IS.Y2.5.1	Compare level-appropriate structural patterns of Latin and English		
Sample Performance Assessment (SPA)	The student: Describes level-appropriate structural patterns of Latin and English by comparing word formation, idiomatic expressions, and sentence structure.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare more complex structural patterns of Latin and English	Compare level-appropriate structural patterns of Latin and English	Compare some basic structural patterns of Latin and English	Compare very few basic structural patterns of Latin and English

Topic	Linguistic and Grammatical Concepts		
Benchmark WL.L.IS.Y2.5.2	Identify the relationship of Latin words to their derivatives and cognates in English		
Sample Performance Assessment (SPA)	The student: Gives examples of English words found in magazines, newspapers, or other sources that derive from Latin and explains the relationship between the words.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify the relationship of Latin words to their derivatives and cognates in English, with accuracy	Identify the relationship of Latin words to their derivatives and cognates in English,	Identify the relationship of Latin words to their derivatives and cognates in English, with a few significant	Identify the relationship of Latin words to their derivatives and cognates in English,

	with no significant errors	and/or many minor errors	with many significant errors
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Content Area: World Languages
Grade/Course: ASL Year 1 / ACCN: No ACCN

Strand	ASL
Standard 1: Interpersonal -- Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Signed Communication
Benchmark ASL.Y1.1.1	Ask and answer social questions to get information or to maintain a conversation
Sample Performance Assessment (SPA)	The student: Uses American Sign Language to ask and answer questions in order to get needed information, to follow up on a classmate's narration or description during a classroom situation (e.g., directions for an activity or assignment), or during role-play (e.g., invitation to a party).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer social questions, using signed words and phrases, to get information or to maintain a conversation in a variety of contexts	Ask and answer social questions, using familiar signed words and phrases, to get information or to maintain a conversation in commonly encountered contexts	Ask and answer social questions, using simple signed words and phrases, to get information or to maintain a conversation in some very familiar contexts	Ask or answer social questions, using only memorized signs or phrases, to get information or to maintain a conversation in limited contexts

Topic	Signed Communication
Benchmark ASL.Y1.1.2	Exchange opinions and feelings about familiar experiences and events
Sample Performance Assessment (SPA)	The student: Uses familiar vocabulary and simple signed exchanges to share and support opinions and personal perspectives on familiar experiences and events (e.g., eating at a restaurant, shopping, school activities).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Exchange opinions and feelings about a variety of experiences and events, using signed words and phrases	Exchange opinions and feelings about familiar, commonly encountered experiences and events, using familiar signed words and phrases	Exchange opinions or feelings about some very familiar experiences and events, using simple signed words and phrases	Exchange opinions or feelings about very few experiences and events, using only memorized signed words and phrases

Topic	Providing and Obtaining Information
Benchmark ASL.Y1.1.3	Ask and answer transactional questions to provide and obtain goods, services, or information
Sample Performance Assessment (SPA)	The student: Uses American Sign Language to engage in a conversation to accomplish a task (e.g., buy food; elicit information on directions, time) in various role-play situations (e.g., restaurant, supermarket).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer transactional questions, using signed words and phrases, to provide and obtain goods, services, or information in a variety of contexts	Ask and answer transactional questions, using familiar signed words and phrases, to provide and obtain goods, services, or information in commonly encountered contexts	Ask and answer transactional questions, using simple signed words and phrases, to provide and obtain goods, services, or information in some very familiar contexts	Ask or answer transactional questions, using only memorized signed words and phrases, to provide and obtain goods, services, or information in limited contexts

Strand	ASL
Standard 2: Interpretive --Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Interpretive Response		
Benchmark ASL.Y1.2.1	Identify the main ideas and significant details in material that is signed		
Sample Performance Assessment (SPA)	The student: Identifies the main ideas and significant details in appropriate signed narratives (e.g., personal anecdote, videotape of a narrative based on a familiar theme) through retelling, taking notes, or other oral and written responses.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify all of the main ideas and significant details of familiar signed material, as well as some implied information and subtleties	Identify all of the main ideas and significant details of familiar signed material	Identify some of the main ideas and significant details of familiar signed material	Identify very few of the main ideas and significant details of highly predictable and familiar signed material

Topic	Signed Communication		
Benchmark ASL.Y1.2.2	Demonstrate knowledge of simple, clearly signed, high frequency commands		
Sample Performance Assessment (SPA)	The student: Responds to a variety of simple commands (e.g., stop, come here).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Demonstrate knowledge of a wide variety of simple, clearly signed high frequency commands	Demonstrate knowledge of a variety of simple, clearly signed high frequency commands	Demonstrate knowledge of a few simple, clearly signed high frequency commands	Demonstrate knowledge of one or two simple, clearly signed high frequency commands

Strand	ASL
Standard 3: Presentational --Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	

Topic	Signed Presentation		
Benchmark ASL.Y1.3.1	Use American Sign Language to make simple presentations (e.g., songs, information about the Deaf culture)		
Sample Performance Assessment (SPA)	The student: Gives signed presentations (e.g., dramatizes anecdotes that give information about the Deaf culture, presents songs).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use simple signed phrases and expanded signs to make simple presentations on a variety of topics	Use simple signed phrases and familiar signs to make simple presentations on commonly encountered topics	Use simple signed phrases and familiar signs to make simple presentations on some very familiar topics	Use only memorized signs or phrases to make simple presentations on limited topics

Strand	ASL
Standard 4: Cultures -- Understand relationships among perspectives , products, and practices of the target culture	

Topic	Cultural Comparisons
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Benchmark ASL.Y1.4.1	Identify tangible and intangible products and practices of Deaf culture and compare them to other cultures		
Sample Performance Assessment (SPA)	The student: Gives examples of shared and unique products and practices (e.g., dramatic presentations, clubs, stories, sayings) of the culture studied and own culture by creating a Venn diagram, drawings, writing, or presentation.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare tangible and intangible products and practices of Deaf culture to other cultures, in great detail	Compare tangible and intangible products and practices of Deaf culture to other cultures, in detail	Compare tangible and intangible products and practices of Deaf culture to other cultures, in some detail	Compare tangible or intangible products and practices of Deaf culture to other cultures, in minimal detail

Topic	Cultural Knowledge		
Benchmark ASL.Y1.4.2	Give examples of how significant cultural ideas are reflected in the practices and products of Deaf culture		
Sample Performance Assessment (SPA)	The student: Recognizes and uses cultural ideas and simple patterns of behavior (e.g., greeting, leave-taking, attention getting) in various settings (e.g., school, family, community), such as during interactions with peers in Deaf community via correspondence, while reading histories and cultural studies, or while participating in cultural activities.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Give thoughtful and detailed examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give some obvious examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give irrelevant or vague examples of how significant cultural ideas are reflected in the practices and products of the culture being studied

Topic	Cultural Knowledge		
Benchmark ASL.Y1.4.3	Describe common beliefs and attitudes about and among members of the Deaf community		
Sample Performance Assessment (SPA)	The student: Gives examples of common beliefs and attitudes that are expressed by peers, teachers, and the media about members of the Deaf community.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Give thoughtful and detailed descriptions of common beliefs and attitudes about and among members of the Deaf community	Describe common beliefs and attitudes about and among members of the Deaf community	Give some superficial descriptions of common beliefs and attitudes about and among members of the Deaf community	Give irrelevant or vague descriptions of common beliefs and attitudes about and among members of the Deaf community
Strand		ASL	
Standard 5: Comparisons -- Understand that different languages use different patterns to communicate and apply this knowledge to American Sign Language and native languages			

Topic	Linguistic and Grammatical Concepts		
Benchmark ASL.Y1.5.1	Compare the language register of ASL with what is commonly used in the students' own language (e.g., word choice, vocal inflection, use of titles)		
Sample Performance Assessment (SPA)	The student: Differentiates the language register used to communicate questions, negation, affirmation, statements, commands, or modifiers in		

	American Sign Language with what is used in his or her own language by discussing similarities and differences.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the language register with what is used in the students' own language, in great detail	Compare the language register with what is used in the students' own language, in detail	Compare the language register with what is used in the students' own language, in some detail	Compare the language register with what is used in the students' own language, in minimal detail

Topic	Linguistic and Grammatical Concepts		
Benchmark ASL.Y1.5.2	Explain critical elements of American Sign Language that are used to convey meaning		
Sample Performance Assessment (SPA)	The student: Describes the critical elements of American Sign Language (e.g., motion, handshapes, orientation of the body).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain a wide variety of critical elements of American Sign Language that are used to convey meaning	Explain a variety of the critical elements of American Sign Language that are used to convey meaning	Explain some of the critical elements of American Sign Language that are used to convey meaning	Explain one or two critical elements of American Sign Language that are used to convey meaning

Topic	Linguistic and Grammatical Concepts		
Benchmark ASL.Y1.5.3	Compare a variety of ways of expressing ideas (e.g., formal and informal greetings, leave-taking, idiomatic expressions, levels of politeness) both in students' own language and in American Sign Language		
Sample Performance Assessment (SPA)	The student: Distinguishes between the idiomatic expressions found in his or her native language and the idiomatic expressions used in American Sign Language.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare a wide variety of ways of expressing ideas both in their native language and in American Sign Language	Compare a variety of ways of expressing ideas both in their native language and in American Sign Language	Compare some of the ways of expressing ideas both in their native language and in American Sign Language	Compare very few of the ways of expressing ideas both in their native language and in American Sign Language

**Content Area: World Languages
Grade/Course: ASL Year 2 / ACCN: WNS2010, WNS 2020**

Strand	ASL
Standard 1: Interpersonal -- Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	

Topic	Signed Communication
Benchmark ASL.Y2.1.1	Ask and answer questions to get information or clarify something that has not been clearly understood
Sample Performance Assessment (SPA)	The student: Asks and answers questions in a variety of ways in order to provide, obtain, and clarify information (e.g., paraphrases information for clarity; asks follow up questions about a topic; shares personal preferences and feelings; asks for rewording or simplification of a statement; asks information questions related to who, where, when, what).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer questions to get information and to clarify something that has not been clearly understood in a variety of contexts	Ask and answer questions to get information and to clarify something that has not been clearly understood in commonly encountered contexts	Ask and answer questions to get information and to clarify something that has not been clearly understood in some very familiar contexts	Ask and answer questions to get information and to clarify something that has not been clearly understood in limited contexts

Topic	Signed Communication
Benchmark ASL.Y2.1.2	Provide details to elaborate on familiar topics
Sample Performance Assessment (SPA)	The student: Engages in conversation by including descriptions about himself/herself and other topics (e.g., describes daily routines during the week, shares details about memorable experiences from childhood).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Provide details to elaborate on a variety of topics, using complete signed phrases, sentences and expanded signed vocabulary	Provide details to elaborate on familiar topics, using signed phrases, sentences, and expanded signed vocabulary	Provide details to elaborate while communicating on very familiar topics, using simple signed phrases, familiar signed vocabulary, and/or some memorized signs and signed phrases	Provide details to elaborate while communicating on limited topics, using memorized signs and phrases

Strand	ASL
Standard 2: Interpretive --Understand and interpret written and spoken language on diverse topics from diverse media	

Topic	Interpretive Response
Benchmark ASL.Y2.2.1	Describe the main ideas, themes, and significant details in level-appropriate signed narratives and selected literary presentations
Sample Performance Assessment (SPA)	The student: Explains the main ideas and significant details on topics and products from other classes or from Deaf culture as presented on television, video, or live presentations.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the main ideas, themes, and	Describe the main ideas, themes, and	Describe some of the main ideas, themes, and	Describe very few of the main ideas, themes, and

significant details of longer and more complex signed narratives and selected literary presentations	significant details in level-appropriate signed narratives and selected literary presentations	significant details of highly predictable and familiar signed narratives and selected literary presentations	significant details of highly predictable and familiar signed narratives and selected literary presentations
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Topic	Signed Communication		
Benchmark ASL.Y2.2.2	Demonstrate comprehension of routine announcements, commands, and brief instructions		
Sample Performance Assessment (SPA)	The student: Follows simple instructions about familiar classroom routines.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Demonstrate comprehension of a wide variety of routine announcements, commands, and brief instructions	Demonstrate comprehension of a variety of routine announcements, commands, and brief instructions	Demonstrate comprehension of a few routine announcements, commands, and brief instructions	Demonstrate comprehension of some routine announcements, commands, and brief instructions
Strand		ASL	
Standard 3: Presentational --Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics			

Topic	Signed Presentation		
Benchmark ASL.Y2.3.1	Use American Sign Language to present a narrative, descriptive, or factual report relating to personal or familiar experiences and events		
Sample Performance Assessment (SPA)	The student: Uses American Sign Language to present a short factual report about a personal experience.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use American Sign Language to present a narrative, descriptive, or factual report relating to personal or familiar experiences and events, with fluency	Use American Sign Language to present a narrative, descriptive, or factual report relating to personal or familiar experiences and events, with minimal hesitancy	Use American Sign Language to present a narrative, descriptive, or factual report relating to personal or familiar experiences and events, with some hesitancy	Use American Sign Language to present a narrative, descriptive, or factual report relating to personal or familiar experiences and events, with much hesitancy
Strand		ASL	
Standard 4: Cultures -- Understand relationships among perspectives , products, and practices of the target culture			

Topic	Cultural Comparisons		
Benchmark ASL.Y2.4.1	Describe the impact of own culture and the American Deaf culture on each other		
Sample Performance Assessment (SPA)	The student: Gives examples of ways that Deaf culture influences own culture (e.g., influence of significant historical figures, making events more accessible for the deaf and hard of hearing).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, in great detail, the impact of own culture and the American Deaf culture on each other	Describe, in detail, the impact of own culture and the American Deaf culture on each other	Describe, in some detail, the impact of own culture and the American Deaf culture on each other	Describe, in minimal detail, the impact of own culture and the American Deaf culture on each other

Topic	Cultural Knowledge		
Benchmark ASL.Y2.4.2	Use appropriate communication to interact in a wide range of social contexts		
Sample Performance Assessment (SPA)	The student: Uses appropriate communication in daily activities with peers and adults.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently use appropriate communication to interact in a wide range of social contexts	Usually use appropriate communication to interact in a wide range of social contexts	Sometimes use appropriate communication to interact in a wide range of social contexts	Seldom use appropriate communication to interact in a wide range of social contexts

Topic	Cultural Knowledge		
Benchmark ASL.Y2.4.3	Analyze the influence of other signed languages and cultures of the world on American Sign Language and the influence of American Sign Language on other signed languages		
Sample Performance Assessment (SPA)	The student: Evaluates the influence of French Sign Language on American Sign Language and the influence of American Sign Language on French Sign Language.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the influence of other signed languages and cultures of the world on American Sign Language and the influence of American Sign Language on other signed languages, in great detail	Analyze the influence of other signed languages and cultures of the world on American Sign Language and the influence of American Sign Language on other signed languages, in detail	Analyze the influence of other signed languages and cultures of the world on American Sign Language and the influence of American Sign Language on other signed languages, in some detail	Analyze the influence of other signed languages and cultures of the world on American Sign Language and the influence of American Sign Language on other signed languages, in minimal detail
Strand		ASL	
Standard 5: Comparisons -- Understand that different languages use different patterns to communicate and apply this knowledge to American Sign Language and native languages			

Topic	Linguistic and Grammatical Concepts		
Benchmark ASL.Y2.5.1	Describe similarities and differences in the level-appropriate structural patterns of American Sign Language and other languages		
Sample Performance Assessment (SPA)	The student: Compares the structural patterns (e.g., time markers, word order) used in own language and American Sign Language.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe similarities and differences in the level-appropriate structural patterns of American Sign Language and other languages, in great detail	Describe similarities and differences in the level-appropriate structural patterns of American Sign Language and other languages, in detail	Describe similarities and differences in the level-appropriate structural patterns of American Sign Language and other languages, in some detail	Describe similarities and differences in the level-appropriate structural patterns of American Sign Language and other languages, in minimal detail

Topic	Linguistic and Grammatical Concepts		
Benchmark ASL.Y2.5.2	Compare the phonology/cherology (i.e., the system of distinctly recognizable hand motions and shapes) of American Sign Language with the phonology of the student's own language		

Sample Performance Assessment (SPA)	The student: Differentiates the phonology/cherology of American Sign Language (e.g., motion, handshapes, type of signs, orientation on the body, sign movements) with the phonology of his or her native language by discussing similarities and differences (e.g., compare the purpose and effects of various movements with particular pronunciations in his or her native language).
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Rubric			
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Advanced	Proficient	Partially Proficient	Novice
Compare in great detail the phonology/cherology of American Sign Language with own language	Compare in detail the phonology/cherology of American Sign Language with own language	Compare in some detail the phonology/cherology of American Sign Language with own language	Compare few very basic phonology/cherology of American Sign Language with own language