# World Languages

CURRICULUM FRAMEWORK

VERSION 1 | FEBRUARY 2024

RIDE Rhode Island Department of Education

## Contents

# Section 1: Introduction

## Part 1: Background

The Rhode Island Department of Education (RIDE) is committed to ensuring all students have access to high-quality curriculum and instruction as essential components of a rigorous education that prepares every student for success in college and/or their career. Rhode Island's latest strategic plan outlines a set of priorities designed to achieve its mission and vision. Among these priorities is *Excellence in Learning*.

In 2019, **Rhode Island General Law (RIGL) § 16-22-31** was passed by the state legislature, as part of Title 16 Chapter 97 - The Rhode Island Board of Education Act, signaling the importance of *Excellence in Learning* via high-quality curriculum and instruction. RIGL § 16-22-31 requires the Commissioner of Elementary and Secondary Education and RIDE to develop statewide curriculum frameworks that support high-quality teaching and learning.

The World Languages curriculum framework is specifically designed to address the criteria outlined in the legislation, which includes, but is not limited to, the following:

- providing sufficient detail to inform education processes such as selecting curriculum resources and designing assessments,
- encouraging real-world applications,
- being designed to avoid the perpetuation of gender, cultural, ethnic, or racial stereotypes, and
- presenting specific, pedagogical approaches and strategies to meet the academic and nonacademic needs of all learners, including differently-abled students and multilingual learners.[1]

The World Languages framework was developed by an interdisciplinary team through an open and consultative process. This process incorporated feedback from a racially and ethnically diverse group of stakeholders that included the Rhode Island World Languages Workgroup, educators, students, families, the general public, and community partners.

### The Importance of World Languages

Languages are fundamental to all human interactions. Over 7,000 languages are used worldwide and over 300 languages are used in the United States alone. More than 18% of U.S. residents and 21% of Rhode Island residents speak a language other than English at home - a number that has been growing decade by decade since the 1970s (United States Census Bureau, 2015). These languages are not 'foreign' but rather represent Indigenous, colonial, immigrant, migrant, and

[1] The legislation uses the term *English learners*; however, RIDE had adopted the term *multilingual learners* (MLLs) to refer to the same group of students to reflect the agency's assets-based lens.

home languages of our nation and of the world. Yet relatively few English speakers in the United States develop proficiency in a language other than English in our schools, while American businesses emphasize the need for linguistically competent employees. Even though English continues to be the world's *lingua franca*, there is a growing consensus among leaders in business and politics, education, science, and the larger community that proficiency in English alone is not sufficient to meet the nation's needs in a shrinking world (American Academy of Arts and Sciences, 2016).

Similarly, from the *No Child Left Behind Act* of 2001 to the *Every Student Succeeds Act* of 2015, the United States government has named world language education as essential for the nation's prosperity. Proficiency in the world languages and cultures supports economic and diplomatic success, while the ability to collaborate with others in multiple languages facilitates, promotes, and expands public, academic, scientific, technological, health and other services. Thus, it is in our nation's and state's best interest to promote and expand world language education for all.

At the state level, RIDE envisions an educational landscape in which each Rhode Island graduate is well prepared to lead a fulfilling and productive life, succeed in academic and employment settings, and contribute meaningfully to society. RIDE creates conditions for every Rhode Island student to think critically and collaboratively, and act as a creative, self-motivated, culturally, and globally competent learner. Rhode Island students are prepared to lead fulfilling and productive lives, succeed in academic and employment settings, and contribute meaningfully to society (RIDE Strategic Plan, 2021).

As a core content area (Secondary Regulations, 2.1-A-11), world language education supports successful Rhode Island graduates in all aspects of RIDE's vision. For example, while learning languages, students become more aware of and responsive to the world around them, growing to understand the challenges of communicating across cultures and using language to unify rather than divide. They examine various disciplines and the world from diverse perspectives while learning how to work collaboratively with others across cultures. Understanding and appreciating their own and other languages, cultures, and communities promotes creativity and self-motivation in our students. These skills gained via world language education support our students to ***think critically and collaboratively and to act as creative, self-motivated, culturally, and globally competent learners.***

Additionally, world language education allows Rhode Island graduates to ***succeed in academic and employment settings while leading fulfilling and productive lives.*** Learning a new language, or reawakening, preserving, and enhancing an indigenous or heritage language, enriches students' lives as it supports them in understanding their own identity and role in the world, helping them think more broadly when selecting careers and places to live. Language skills give students an increased access to the history, products, practices, and collective wisdom

of diverse cultures. The cognitive advantages of multilingualism further promote students' academic and career success through enhanced problem-solving skills, improved verbal and spatial abilities, improved memory function, enhanced creative thinking capacity, higher reading achievement, expanded vocabulary, and others ("Benefits of Language Learning", ACTFL, n.d.). Applying these skills empowers students to become lifelong learners beyond their K-12 education.

Finally, world languages support Rhode Island graduates in ***contributing meaningfully to society***. Adding a language to the communication repertoire empowers students to engage with and understand communities beyond their own, while giving them an opportunity to tell their own stories in a new way. Since learning languages leads to students demonstrating higher levels of empathy, it opens the opportunity to form new relationships, bridge the divides, and empower students to address social justice issues and other global problems ("Attitudes and Beliefs," ACTFL, n.d.).

World language education is certainly one of the key conditions to meeting RIDE's vision for all our graduates.

## Part 2: Vision for Student Success in World Languages

Rhode Island students will have an opportunity to develop proficiency[2] in at least one world language, in addition to English, to become empowered college-, career-, and world-ready citizens in the global community of the 21st century.

To that end, all students of all ages and at all levels of proficiency will use a world language they study within the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities to:

- communicate with speakers/signers of the target language[3],
- explore the products, practices, and perspectives of multiple cultures,
- expand academic knowledge in other disciplines and acquire diverse perspectives,
- compare their own languages and cultures with those of the target communities[4], and
- serve and lead in their academic, local, and global communities.

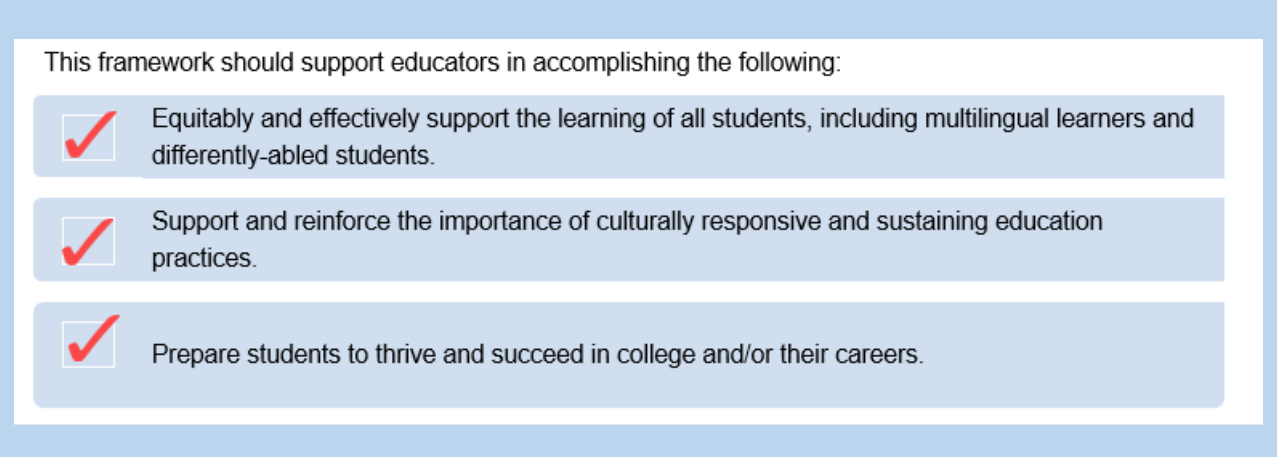
Furthermore, based on personal, academic, and/or career interests, students may choose to expand their study of world languages to higher levels of proficiency, such as the levels needed to obtain the Seal of Biliteracy or beyond, to benefit from opportunities that proficiency in multiple languages offer them.

[2] Proficiency is what students can do with language in unrehearsed, novel situations.
[3] Target language is the world language students intend to learn.
[4] Target communities are those that use a world language students intend to learn as their first or native language.

## Part 3: Purpose

The purpose of the *Rhode Island World Languages Curriculum Framework* is to provide guidance to educators and families around the implementation of the *World-Readiness Standards for Learning Languages*, particularly as it relates to the design and use of curriculum, instruction, and assessment. The frameworks streamline a vertical application of standards and assessment across the PreK–12 continuum within Tier 1 of a Multi-Tiered System of Support (MTSS), increase opportunities for all students to meaningfully engage in standards-based work and tasks, and ultimately support educators and families in making decisions that prioritize the student experience. These uses of the curriculum frameworks align with the overarching commitment to ensuring all students have access to high-quality curriculum and instruction that prepares them to meet their postsecondary goals.

Figure 1. Success Criteria




## Part 4: Guiding Principles for Rhode Island's Frameworks

The following five guiding principles are the foundation for Rhode Island's Curriculum Frameworks. They are intended to frame the guidance within this document around the use and implementation of standards to drive curriculum, instruction, and assessment within an MTSS. These principles include the following:

1. Standards are the bedrock of an interrelated system involving high-quality curriculum, instruction, and assessment.
2. High-quality curriculum materials (HQCMs) align to the standards and, in doing so, must be accessible, culturally responsive and sustaining, supportive of multilingual learners, developmentally appropriate and equitable, as well as leverage students' strengths as assets.
3. High-quality instruction provides equitable opportunities for all students to learn and reach proficiency with the knowledge and skills in grade- and/or proficiency-level standards by using engaging, data-driven, and evidence-based approaches, such as

leveraging home languages for content learning and drawing on family and communities as resources.

4. To be valid and reliable, assessments must align to the standards and equitably provide students with opportunities to monitor learning and demonstrate proficiency.
5. All aspects of a standards-based educational system, including policies, practices, and resources, must work together to support all students, including multilingual learners and differently-abled students.

## Part 5: What is Curriculum?

RIDE defines curriculum as a "standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences." Building off this definition, RIDE also identifies specific components that comprise a complete curriculum. These include the following:

- ***Goals*:** Goals within a curriculum are the standards-based benchmarks or expectations for teaching and learning. Most often, goals are made explicit in the form of a scope and sequence of skills to be addressed. Goals must include the breadth and depth of what a student is expected to learn.
- ***Instructional Practices*:** Instructional practices are the research and evidence-based methods (i.e., decisions, approaches, procedures, and routines) that teachers use to engage all students in meaningful learning. These choices support the facilitation of learning experiences to promote a student's ability to understand and apply content and skills. Practices are differentiated to meet student needs and interests, task demands, and learning environment. They are also adjusted based on ongoing review of student progress towards meeting the goals.
- ***Materials*:** Materials are the tools and resources selected to implement methods and achieve the goals of the curriculum. They are intentionally chosen to support a student's learning, and the selection of resources should reflect student interest, cultural diversity, world perspectives, and address the needs of multilingual learners and differently-abled students. To assist local education agencies (LEAs) with the selection process of world language curricula, RIDE has identified a list of considerations for selecting and/or designing a high-quality curriculum that best fits the needs of each LEA's students, teachers, and community. LEAs should adopt and/or design materials that take these considerations into account because every student in Rhode Island deserves access to high-quality curriculum materials. For a detailed list of considerations for selecting world language curriculum materials, please refer to Section 2 of this framework.
- ***Assessment*:** Assessment in a curriculum is the ongoing process of gathering information about a student's learning. This includes a variety of ways to document what the student knows, understands, and can do with their knowledge and skills. Information from

assessment is used to make decisions about instructional approaches, teaching materials, and academic supports needed to enhance opportunities for the student and to guide future instruction.

Another way to think about curriculum, and one supported by many experts, is that a well-established curriculum consists of three interconnected parts all tightly aligned to standards: the intended (or written) curriculum, the lived curriculum, and the learned curriculum (Kurz et al., 2010). Additionally, a cohesive curriculum should ensure that teaching and learning is equitable, culturally responsive and sustaining, and offers students multiple means through which to learn and demonstrate proficiency.

The *written curriculum* refers to what students are expected to learn as defined by standards, as well as the HQCMs used to support instruction and assessment. This aligns with the "goals" and "materials" components described previously. Given this, programs and textbooks do not comprise a curriculum on their own, but rather are the resources that help to implement it. They also establish the foundation of students' learning experiences. The written curriculum should provide students with opportunities to engage in content that builds on their background experiences and cultural and linguistic identities while also exposing students to new experiences and cultural identities outside of their own.

The *lived curriculum* refers to how the *written curriculum* is delivered and assessed and includes *how* students experience it. In other words, the lived curriculum is defined by the quality of instructional practices that are applied when implementing the HQCMs. This aligns with the "methods" section in RIDE's curriculum definition. The lived curriculum must promote instructional engagement by affirming and validating students' home cultures and languages, as well as provide opportunities for integrative and interdisciplinary learning. Content and tasks should be instructed through an equity lens, providing educators and students with the opportunity to confront complex equity issues and explore socio-political identities.

Finally, the *learned curriculum* refers to how much of and how well the intended curriculum is learned and how fully students meet the learning goals as defined by the standards. This is often defined by the validity and reliability of assessments, as well as by student achievement, their work, and performance on tasks. The learned curriculum should reflect a commitment to the expectation that all students can access and attain grade- and/or proficiency-level competence. Ultimately, the learned curriculum is an expression and extension of the written and lived curricula and should promote critical consciousness in both educators and students, providing opportunities for educators and students to improve systems for teaching and learning in the school community.

**Key Takeaways**

- First, the **written curriculum** (goals and high-quality curriculum materials) must be firmly grounded in the standards and include a robust set of high-quality curriculum materials that all teachers know how to use to design and implement instruction and assessment for students.

- Second, the characteristics of a strong **lived curriculum** include consistent instructional practices and implementation strategies that take place across classrooms that are driven by standards, evidence-based practices, learning tasks for students that are rigorous and engaging, and a valid and reliable system of assessment.

- Finally, student learning and achievement are what ultimately define the overall strength of a **learned curriculum**, including how effectively students can meet the standards.

## Part 6: What is a Curriculum Framework?

All of Rhode Island's curriculum frameworks are designed to provide consistent guidance around how to use standards to support the selection and use of high-quality curriculum materials, evidence-based instructional practices, as well as valid and reliable assessments — all in an integrated effort to equitably maximize learning for all students.

The curriculum frameworks include information about research-based, culturally responsive, sustaining, and equitable pedagogical approaches and strategies for use during implementation of high-quality curriculum materials and assessments in order to scaffold, develop, and assess the skills, competencies, and knowledge called for by the state standards.

The structure of this framework also aligns with the five guiding principles referenced earlier:

- **Section 2** lists the standards and provides a range of resources to help educators understand and apply them. Section 2 also addresses how standards support selection and implementation of high-quality curriculum materials.
- **Section 3** of this framework provides guidance around how to use the standards to support high-quality instruction.
- **Section 4** offers information and resources for using the standards to support assessment.

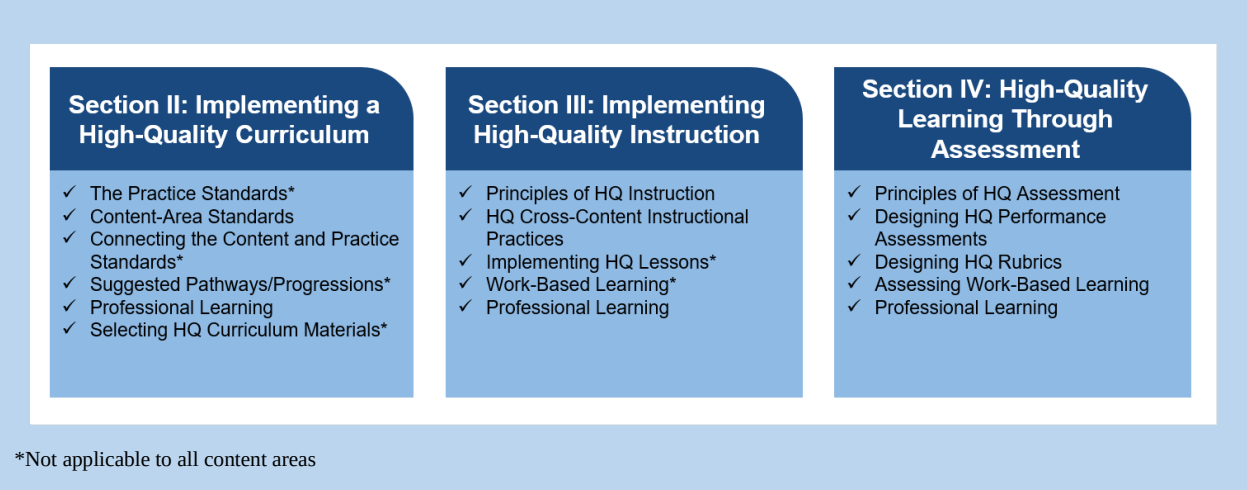
Though Guiding Principle 5 does not have a dedicated section, it permeates the framework. Principle 5 speaks to the coherence of an educational system grounded in rigorous standards. As such, attention has been given in this framework to integrate stances and resources that are evidence-based, specific to the standards, support the needs of all learners — including multilingual learners and differently-abled students — and link to complementary RIDE policy, guidance, and initiatives. Principle 5 provides the vision of a coherent, high-quality educational system.

In sum, each curriculum framework, in partnership with high-quality curriculum materials, informs decisions at the classroom, school, and district level about curriculum material use, instruction, and assessment in line with current standards and with a focus on facilitating equitable and culturally responsive and sustaining learning opportunities for all students. The curriculum frameworks can also be used to inform decisions about appropriate foci for professional learning, certification, and evaluation of active and aspiring teachers and administrators.

The primary audiences for the information and resources in the curriculum frameworks are educators in Rhode Island who make decisions and implement practices that impact students' opportunities for learning in line with standards. This means that the primary audience includes teachers, instructional leaders, and school and district administrators.

However, the curriculum frameworks also provide an overview for the general public, including families and community members, about what equitable standards-aligned curriculum, instruction, and assessment should look like for students in Rhode Island. They also serve as a useful reference for professional learning providers and higher education Educator Preparation Programs (EPPs) offering support for Rhode Island educators. Thus, this framework is also written to be easily accessed and understood by families and community members.

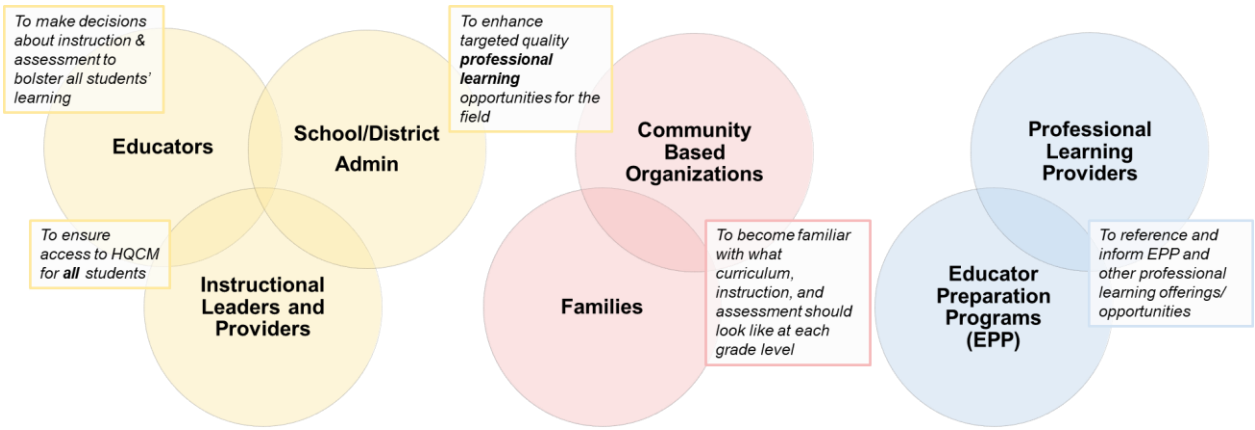
Figure 2. Summary of Section Structure




## Part 7: What does effective implementation of the Curriculum Framework look like?

Figure 3 provides examples of how RIDE envisions the guidance and resources within this framework being used. These examples are not exhaustive by any measure and are intended to give educators an initial understanding of how to practically begin thinking about how to implement and use this framework to inform their daily practice.

Figure 3. Framework Use




**Educators and instructional leaders** such as curriculum coordinators, principals, and instructional coaches can use the curriculum frameworks as a go-to resource for understanding the high-quality curriculum materials that have been adopted in their districts and to make decisions about instruction and assessment that bolster all students' learning opportunities. For example, the frameworks can be used to:

- Unpack and internalize well-articulated continuation and vertical alignment of standards;
- Analyze high-quality curriculum materials and assessment(s) adopted in the district and understand how the standards are applied within the instructional materials and assessment(s);
- Norm on high-quality instructional practices in each of the disciplines; and
- Guide decisions related to instruction and assessment given the grade- and/or proficiency-level expectations for students articulated in the standards and the high-quality instructional materials.

**Educators, curriculum leaders, and instructional coaches** can use the curriculum frameworks as a resource when ensuring access to high-quality instructional materials for all students that are culturally responsive and sustaining, and that equitably and effectively include supports for multilingual learners, differently-abled students, heritage speakers, and others. For example, the frameworks can be used to:

- Unpack the standards for a variety of learners, for example heritage language speakers; and
- Plan universally designed instruction and aligned scaffolds that ensure all students can engage meaningfully with grade- and/or proficiency-level instruction.

**District and school administrators** can use the curriculum frameworks to calibrate their understanding of what high-quality curriculum, instruction, and assessment should look like within and across disciplines and use that understanding as a guide to:

- Make resources available to educators, families, and other stakeholders in support of student learning;
- Norm "what to look for" in classrooms as evidence that students are receiving a rigorous and engaging instructional experience; and
- Structure conversations with teachers and families about high-quality curriculum, instruction, and assessment.

**District and school administrators, as well as EPPs and professional learning providers,** can use the curriculum frameworks to enhance targeted quality professional learning opportunities for the field. For example, the frameworks can be used to:

- Enhance educator or aspiring educator knowledge about the standards and pedagogical approaches used in Rhode Island;
- Roll out a vision for curriculum and instruction in the district, followed by curriculum-specific professional learning;
- Build capacity of educators and aspiring educators to engage in meaningful intellectual preparation to support facilitation of strong lessons;
- Aid educators and aspiring educators in making sense of the structure, organization, and pedagogical approaches used in different curriculum materials; and
- Build capacity of educators and aspiring educators to address individual learning needs of students through curriculum-aligned scaffolds, particularly differently-abled students and multilingual learners.

**Families and community organizations** can use the curriculum frameworks to become familiar with what curriculum, instruction, and assessment should look like at each grade and language proficiency level.

## Part 8: Overview and Connection to Other Frameworks

Each content area (mathematics, science and technology, ELA/literacy, social studies, world languages, and the arts) has its own curriculum framework. For educators who focus on one content area, all information and resources for that content area are contained in its single curriculum framework. For educators and families who are thinking about more than one content area, the different content-area curriculum frameworks will need to be referenced. However, it is important to note that coherence across the curriculum frameworks includes a common grounding in principles focused on connections to content standards and providing equitable and culturally responsive and sustaining learning opportunities through curriculum resources, instruction, and assessment. The curriculum frameworks also explicitly connect to RIDE's work

in other areas including, but not limited to, multilingual learners, differently-abled students, early learning, college and career readiness, and culturally responsive and sustaining practices. Table 1 includes a brief overview of how this and the other curriculum frameworks are organized, as well as a summary of how the specific curriculum frameworks overlap and connect to each other.

Table 1. Overview of Framework Organization

| Section | What is common across the content area curriculum frameworks? | What is content-specific in each content area's curriculum framework? |
|---|---|---|
| **Section 1:** Introduction | Section 1 provides an overview of the context, purpose, and expectations related to the curriculum framework. | Each curriculum framework articulates a unique **vision for how the framework can support high-quality teaching and learning.** |
| **Section 2:** Implementing a High-Quality Curriculum | The introduction to this section explains how RIDE defines high-quality curriculum materials (HQCMs) in relation to standards.<br><br>The final part of this section explains how HQCMs are selected in RI and provides related tools. | The middle section of each curriculum framework has **content-specific information about the standards behind curriculum resources and the vision for student success** in the targeted content area.<br><br>The final part of this section includes some **specific information about the HQCMs for the targeted content area**. |
| **Section 3:** Implementing High-Quality Instruction | This section provides an overview of how high-quality instruction is guided by standards and introduces five cross-content instructional practices for high-quality instruction.<br><br>This section also includes guidance and tools to support high-quality instruction and professional learning across content areas. | This section expands upon cross-content instructional practices by providing **content-specific information about instructional practices.**<br><br>This section also includes **more specific guidance and tools for considering instruction and professional learning in the targeted content area**. |
| **Section 4:** High-Quality Learning Through Assessment | The curriculum frameworks are all grounded in common information described here about the role of formative and summative assessment and how these align with standards. | **Content-specific guidance about tools and resources for assessing students in the targeted content area** are included in this section. |

| Section | What is common across the content area curriculum frameworks? | What is content-specific in each content area's curriculum framework? |
|---|---|---|
| | Some standard tools and guidance for assessment in any content area are also provided. | |

## Part 9: Connections to Other RIDE Initiatives

This curriculum framework is designed to be a valuable resource for educators and families. It is intended to support classroom teachers and school leaders in developing a robust and effective system of teaching and learning. To achieve this, it connects users to the vast array of guidance and resources that RIDE has and will continue to develop. Thus, when logical, direct references are made, including direct hyperlinks, to any additional resources that will help educators, families, and community members implement this framework. Of particular significance are two Rhode Island initiatives: College and Career Readiness and the Seal of Biliteracy.

### College and Career Readiness

RIDE's mission for College and Career Readiness is to build an education system in Rhode Island that prepares all students for success in both college and career. This means that all doors remain open, and students are prepared for whatever their next steps may be after high school.

Secondary education, which begins in middle school and extends through high school graduation, is the point in the educational continuum where students experience greater choice on their journey to college and career readiness. Students have access to a wide range of high-quality personalized learning opportunities and have a variety of academic coursework options available to complete their graduation requirements and to achieve their college and career aspirations. To improve student engagement and increase the relevance of academic content, students may choose to pursue coursework and learning experiences that align to specific areas of interest, including through dedicated career and technical education programs as well as through early college coursework opportunities.

Secondary level students have opportunities to control the pace, place, and content of their learning experiences while meeting state and local requirements and while making progress toward college and career goals. Rhode Island middle and high school students will have access to a wide range of high-quality early college and early career training programs that enable them to earn high-value, portable credit, and credentials.

### College, Career, and World Languages

World language education not only prepares students for college and career, but also prepares them to become a global citizen. Rhode Island's Basic Education Program (BEP) states that a high-quality world language program of study prepares students to be able to communicate in languages other than English, understand other languages and cultures, and prepare for post-secondary options (BEP, 2009). It encourages LEAs to offer a variety of languages, based on the needs and interest of the students, community, and the global economy. Rhode Island's Secondary Regulations (revised in November 2022) name world languages as one of the core content areas. These regulations, which take effect for Rhode Island's graduating class of 2028, also list a minimum of two sequential credits in the same world language as part of the statewide minimum high school graduation requirements (Secondary Regulations, 2022). While meeting this minimum requirement for world languages will help our students be eligible for college, other language programs (such as Dual Language) and more advanced level of study beyond the two high school courses are needed to meet language demands of many careers.

### The Rhode Island Seal of Biliteracy

While completing the minimum requirements in world language at the high school level will help establish foundational readiness of students for the global society, students whose language skills go beyond the level of proficiency attainable over two-credit coursework can indicate their skills by obtaining the Rhode Island Seal of Biliteracy as part of their high school diploma.

The Rhode Island Seal of Biliteracy celebrates and provides recognition of students who have multilingual competence – a critical skill in today's global society and an asset that will prepare RI graduates for success in the local and global economy. The Seal of Biliteracy certifies that a student has demonstrated skills in the English language and one or more other world languages. Many institutions of higher education across the state and across the country award credits to students who have earned the Seal of Biliteracy. The Seal may also enable students to access higher-paying career opportunities. Because of the additional benefits available to students who have earned official recognition of their multilingual skills, the Rhode Island Seal of Biliteracy advances the vision of the globally competent student.

## References

American Academy of Arts and Sciences. (2016). *The State of Languages in The U.S. A Statistical Portrait*. State-of-Languages-in-US.pdf (amacad.org)

American Academy of Arts and Sciences. (2017). *America's Languages. Investing in Language Education for the 21st Century*. Commission-on-Language-Learning_Americas-Languages.pdf (amacad.org)

Kurz, A., Elliott, S. N., Wehby, J. H., & Smithson, J. L. (2010). Alignment of the Intended, Planned, and Enacted Curriculum in General and Special Education and Its Relation to Student Achievement. *The*

*Journal of Special Education*, *44*(3), 131-145. Alignment-of-the-Intended-Planned-and-Enacted-Curriculum-in-General-and-Special-Education-and-Its-Relation-to-Student-Achievement.pdf (researchgate.net)

National Standards in Foreign Language Education Project (NSFLEP). (2015). *World-Readiness Standards for Learning Languages*. The American Council on the Teaching of Foreign Languages (ACTFL). https://www.actfl.org/educator-resources/world-readiness-standards-for-learning-languages

Rhode Island Department of Elementary and Secondary Education. (2021). *Together Through Opportunity: Pathways to Student Success: Rhode Island's Strategic Plan for PK-12 Education, 2021-2025*. RIDEStrategicPlan 2021-2025.pdf.

The American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). *Benefits of Language Learning.* https://www.actfl.org/resources/guiding-principles-language-learning/benefits-language-learning

The American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). *How does language learning affect attitudes and beliefs about language learning and about other cultures?* https://www.actfl.org/center-assessment-research-and-development/what-the-research-shows/attitudes-and-beliefs

United States Census Bureau. (2015, October). *Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over for United States: 2009-2013*. American Community Survey. http://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html.

# Section 2: Implementing a High-Quality Curriculum

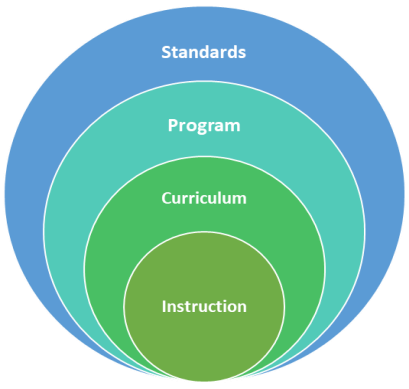
## Part 1: Introduction

Having access to high-quality curriculum materials (HQCM) is an important component of increasing equitable access to a rigorous education that prepares every student for college and/or careers. In answer to this national movement to increase access through high-quality materials, the State of Rhode Island, in 2019, passed RIGL§ 16.22.30- 33. The legislation requires that all Rhode Island Local Education Agencies (LEAs) adopt high-quality curriculum materials in K–12 schools that are (1) aligned with academic standards, (2) aligned with the curriculum frameworks, and (3) aligned with the statewide standardized test(s), where applicable. While the legislation referring to HQCM is specific to Mathematics, English Language Arts (ELA) /Literacy, and Science, RIDE recommends that LEAs adopt high-quality curriculum materials for all core subjects.

RIDE uses various factors to determine high quality. The curriculum adoption process for world languages should include consideration of an LEA's instructional vision, multilingual learners' and differently-abled students' needs, and culturally responsive and sustaining education (CRSE). Selection is only the starting point in the larger process of adoption and implementation of high-quality instructional materials. LEAs should consider curriculum adoption and implementation as an iterative process where the efficacy of a curriculum is reviewed and evaluated on an ongoing basis. For a list of considerations specific to world languages, please refer to Part 5 below on *Selecting High-Quality Curriculum Materials*.

World Language standards, programming, curriculum, and instruction are integrally linked to promote language development (Figure 4). This section of the Framework discusses the standards, programming, and curriculum, while the following sections will focus on instruction and assessment.

Figure 4. Relationship between Standards, Programming, Curriculum, and Instruction in World Languages



## What the World Language Standards and Framework Do and Do Not Do

While standards describe what students should know and be able to do, they do not dictate how they should be taught, or the materials that should be used to teach and assess them (ACTFL, 2015; NGA & CCSSO, 2010). Curriculum materials, when aligned to the standards, provide students with varied opportunities to gain the knowledge and skills outlined by the standards. Assessments, when aligned to the standards, have the goal of understanding how student learning is progressing toward acquiring proficiency in the knowledge and skills outlined by the standards as delivered by the curriculum through instruction (CSAI, 2018).

No set of standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others should have access to. It is also beyond the scope of the standards to define the full range of support appropriate for all students, such as multilingual learners and differently-abled students. Still, all students must have the opportunity to learn and meet the same high standards and to reach proficiency targets that will allow them to gain the knowledge and skills that will be necessary in their postsecondary lives.

The *World-Readiness Standards for Learning Languages* define the content of what all language learners should know and be able to do, but they do not, purposefully, include details of topics. The standards provide general guidance as to the type of content for teachers to include. For example, students at the lower levels of language proficiency may benefit the most from topics of personal connections and high familiarity, while students at the higher levels of proficiency are better linguistically prepared to work with abstract or hypothetical topics.

Similarly, this framework provides an overall structure of how to apply standards to curriculum, instruction, and assessments, but LEAs and educators are best equipped to design and implement programs that are most appropriate in promoting excellence in their schools and classrooms. The structure of the framework is intentionally open-ended to allow LEAs to select their own topics connected to their students' interests and backgrounds, and to take into consideration students' age, maturity, and linguistic experiences. Such meaningful content supports students to sustain their learning and thus will support students' growth toward linguistic proficiency and cultural competency.

Additionally, this framework articulates alignment with and connections between the *World-Readiness Standards for Learning Languages* and College and Career Readiness, *Rhode Island Core Standards for English Language Arts (ELA) / Literacy*, *Rhode Island Social Studies Standards*, *Rhode Island Social Emotional Learning Standards*, *National Core Arts Standards*, *Frameworks for 21st Century Learning*, and *Social Justice Standard*, reflecting the current educational landscape.

## Part 2: World-Readiness Standards for Learning Languages

The *World-Readiness Standards for Learning Languages* are a roadmap that guides students to develop linguistic proficiency for effective communication and cultural competence for participation in multilingual communities at home and around the world. "World-Readiness" signals that the standards focus on the development of literacy and real-world applications. They are applicable to learners of all ages (pre-kindergarten through secondary), abilities (including differently-abled students), and proficiency levels (novice to advanced learners including multilingual learners who are heritage speakers), as well as to all languages, including American Sign Language and Classical Languages (Latin and Greek) (ACTFL, 2015).

The World Language standards are centered around the **five goals** of **Communication**, **Cultures**, **Connections**, **Comparisons**, and **Communities**, which stress the application of learning a language beyond the instructional setting. These **five Cs** aim to prepare learners to apply the skills and understandings to their future careers and experiences as part of their global competence, and as such they are interconnected and interdependent.

Figure 5. The 5 Cs of World-Readiness Standards for Learning Languages


(Image Source: ACTFL 2015)

*"**Communication** (...) is at the heart of second language study, whether the communication takes place face-to-face, virtually, in writing, or through the reading of current events or literature. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language; in fact, students cannot truly become proficient in the language until they have also experienced and understood the cultural contexts in which the language occurs. Conversely, one does not truly enter a culture without the ticket provided by its language. Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through **comparisons** and contrasts with the language studied, students develop greater insight into their own language and cultures and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around*

*the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the others (ACTFL, p.27).*

These **five Cs** are further divided into **11 standards**, listed in Table 2.

Table 2. World-Readiness Standards for Learning Languages

| Goal Areas | Standards |
|---|---|
| **Communication**<br>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | **1a. Interpersonal communication**<br>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.<br>**1b. Interpretive communication**<br>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.<br>**1c. Presentational communication**<br>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |
| **Cultures**<br>Interact with cultural competence and understanding | **2a. Relating cultural practices to perspectives**<br>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.<br>**2b. Relating cultural products to perspectives**<br>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. |
| **Connections**<br>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations | **3a. Making connections**<br>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.<br>**3b. Acquiring information and diverse perspectives**<br>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. |
| **Comparisons**<br>Develop insight into the nature of language and culture in order to interact with cultural competence | **4a. Language comparisons**<br>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.<br>**4b. Cultural comparisons**<br>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |
| **Communities**<br>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | **5a. School and global communities**<br>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.<br>**5b. Lifelong learning**<br>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. |

(Adapted from ACTFL; *World-Readiness Standards for Learning Languages*; p. 9)

These **11 standards** clarify and illustrate each of the **five Cs** (or goal areas) to guide the design and implementation of curriculum, instruction, and assessment.

## *Communication*

This goal area includes three standards: ***interpersonal***, ***interpretive***, and ***presentational communication***. The goal of *interpersonal* communication is for students to interact and negotiate meaning in spoken, signed, or written conversations or exchanges to share information, reactions, feelings, and opinions. Interpersonal communication may include one or a combination of the language domains of listening, speaking, signing, interpreting, reading, and/or writing. The goal of *interpretive* communication is for students to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. It typically includes the domains of listening, interpreting signing, and/or reading. Finally, the goal of *presentational* communication is for students to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. The domains students would most likely engage in for presentational communication is speaking, signing, and/or writing.

In each of the modes of interpersonal, interpretive, and presentational communication, students will use the various domains of communication (i.e., speaking, listening, signing, reading, writing) at different performance levels. The most common instructional range in K-12 settings includes performance levels of Novice, Intermediate, and Advanced, with each range further divided into levels of Low, Mid, and High. Learners in the Novice range can communicate on very familiar and everyday topics, using memorized words, phrases, and simple sentences. Intermediate learners can engage in conversations on familiar topics, using a series of sentences. Advanced learners can communicate on both familiar and unfamiliar concrete topics, using series of connected sentences (ACTFL, 2015). Table 3 illustrates the progression from Novice, through Intermediate, to Advanced level in each of the three modes of communication.

Table 3. Communication Standards Across Ranges of Performance

| Communication Standards Across Ranges of Performance | Novice Range | Intermediate Range | Advanced Range |
|---|---|---|---|
| **Interpersonal Communication** | Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized. | Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life. | Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with unexpected complications. Shares points of view in discussions. |
| **Interpretive Communication** | Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support | Understands main ideas and some supporting details on familiar topics from a variety of texts. | Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure. |
| **Presentational Communication** | Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized | Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences. | Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs. |

(Information adapted from the *World-Readiness Standards for Learning Languages*, 2015 and *ACTFL Performance Descriptors*, 2015)

Using the Interpersonal Communication mode as an example, Table 3 articulates its progression across the three ranges of performance. At each of the three ranges students can engage in an interpersonal conversation about personal preferences, with a Novice learner using practiced words, phrases, and simple sentences (e.g., naming favorite activities); an Intermediate learner using a series of sentences (e.g., describing a favorite activity); and an Advanced learner using

paragraph-length speech with detail and organization (e.g., explaining which activity they prefer and why). So, while the topic (favorite activities) and the mode (interpersonal communication) are the same, the linguistic complexity increases as students progress through the performance levels.

Each of these three **Communication** standards and their components can be further broken down into specific aspects of language learning and teaching that differ across performance ranges. More detailed information is included within this document and in the companion documents including *ACTFL Proficiency Guidelines*, *ACTFL Performance Descriptors*, and *NCSSFL-ACTFL Can Do Statements*.

### *Cultures*

There are two standards included with the goal area of **Cultures**. The first one focuses on ***relating cultural practices*** to ***perspectives***, with students using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. The second one focuses on ***relating cultural products*** to ***perspectives***, with students using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. *Cultural practices* refer to patterns of social interactions and behaviors accepted by a society, such as greetings, turn taking in a conversation, use of personal space, school age for children, gift giving, and gender roles. *Cultural products* may be tangible and intangible and refer to things like paintings, buildings, books, utensils, oral tales, dances, rituals, and others. Often, the use of cultural products is incorporated into cultural practices, and their presence is connected to the *cultural perspectives*, which are the underlying beliefs and values of that culture.

All three aspects of culture – perspectives, practices, and products – interact with one another creating a way to teach cultures to students of all ages and levels. For example, Novice learners may examine the cuisine of the target culture, Intermediate learners may reflect on and mimic appropriate etiquette at mealtimes, while Advanced learners may be able to explain and apply in practice the changes in expectations and etiquette in the target culture at mealtimes based on specific situations, such as dinner with family versus a business lunch.

Students and educators are not expected to know every product, practice, or perspective of the target culture, but rather to become skilled at observing and interpreting other cultures and to reflect on their existing knowledge and skills while acquiring new ones. Since language is often the primary vehicle for investigating, explaining, and reflecting on cultures, these two **Cultures** standards are intertwined with the standards of **Communication** that expect students to listen, speak, sign, read, and write about their cultural understandings via interpersonal, interpretive, and presentational modes. Furthermore, the awareness of similarities and differences between cultures and identity groups within a culture leads to an ability to communicate appropriately

with different groups in different situations and contexts, thus avoiding stereotyping and cultural misunderstandings.

**Cultures** standards are further expanded upon in the *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* (2017).

### *Connections*

Knowledge of another language and culture provides students with access to other disciplines and allows them to make connections across the disciplines. This is made possible by the two standards of the **Connections** goal. In the first standard, students ***make connections*** between disciplines, building, expanding, or reinforcing their knowledge while using language to think critically and solve problems. In the second standard, students ***access and evaluate information and diverse perspectives*** through the target language and its culture. Both standards allow students to build on their existing knowledge and connect it to new information and perspectives, and to build their critical thinking and problem-solving skills regardless of the discipline they are exploring or might pursue later as their career. For example, a student may study Swedish car technology in their engineering class, but learning about the Swedish government in a social studies class and about Swedish business culture in a world language class will help them acquire a more holistic understanding of what it might take to have a career in this field. Another instance of connections includes discussing a historical event in a world language class from a point of view of the target culture, thus giving learners an opportunity to engage their critical thinking skills and further develop their openness to diverse perspectives.

The **Connections** standards do not require the language teacher to be a content expert, but rather to be willing to help students locate information, use technology, transfer knowledge, communicate in the target language what they already know in English or another language, apply literacy skills to a variety of sources, select learning strategies that help them learn best, etc. As with the **Cultures** standards, language plays a vital role in helping students make connections, and so it is understood that the **Communication** standards permeate all other goal areas.

### *Comparisons*

The **Comparisons** goal area expands students understanding of the interaction of languages and cultures and allows them to gain insight into how society functions through language. Similar to **Cultures** and **Connections**, it includes two standards: the first focusing on ***comparisons between languages***, and the second on ***comparisons between cultures***. When learning a new language and culture, students develop a better understanding of their own, leading to a better grasp of language conventions, functions, and vocabulary, but also to a deeper understanding of cultural behaviors in their own society. This can include learning about linguistic categories such as grammatical gender or word endings, when and how to say thank you, or how to formulate polite

requests. Learning that words carry different meaning or significance in different cultures and realizing that what is appropriate in one language and culture may not be in others is a powerful learning experience. Rather than rely on assumptions, students learn to identify and express similarities and difference between languages and cultures, often gaining insight into their own and becoming better communicators in both.

### *Communities*

The final goal area includes two standards, which expand language learning beyond the classroom, and are thus referred to as the "ultimate rationale for learning languages" (ACTFL, 2015, p. 102). The first standard emphasizes using the language with ***local and global communities***, while the second standard encourages students to see language learning as a ***lifelong opportunity*** for enrichment and growth. Language is rarely learned in isolation, and reaching language proficiency and cultural competency requires frequent and ongoing interactions with others. Thus, the **Communities** standards encourage educators and students to seek virtual and physical opportunities outside of the classroom, where students can apply their knowledge of language and culture in meaningful contexts, in turn allowing them to identify and work towards their own goals and motivations for language learning. Examples include identifying professions that require proficiency in another language, engaging in video chats with speakers of the target language about current events, traveling to a museum, learning how to play a sport popular in the target culture, designing a welcome packet in different languages for students arriving from other countries, using community resources to research a topic, volunteering for a community organization, and many others. The range of these types of activities demonstrates how language is a path to information and relationships and that it allows students to realize the interdependence of people around the world (ACTFL, 2015).

In summary, the standards within the five goals of **Communication**, **Cultures**, **Connections**, **Comparisons**, and **Communities** are interconnected, working together towards developing a learner who is a linguistically proficient and culturally competent global citizen.

## Proficiency, Performance, and Can-Do Statements

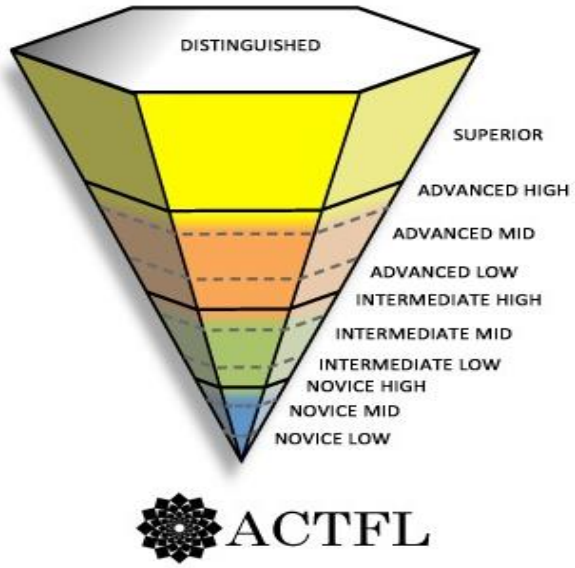
In addition to the *World-Readiness Standards for Learning Languages*, World Language educators use the companion documents including the ACTFL *Proficiency Guidelines* (2012), ACTFL *Performance Descriptors for Language Learners* (2012), and the *NCSSFL-ACTFL Can-Do Statements for Language* and *for Intercultural Communication* (2017). While the *World-Readiness Standards for Language Learning* define the WHAT of language education, describing the content students need to know and be able to do as they learn another language, the *Proficiency Guidelines*, *Performance Descriptors*, and *Can-Do Statements* delineate HOW WELL language learners are expected to do the WHAT from the standards.

In language learning, ***proficiency*** relates to broad, general language skills regardless of when, where, or how language is acquired. ***Performance*** relates to language skills that are the result of

explicit instruction in a classroom. In other words, performance refers to what students can do with supports and scaffolds with rehearsed content in the classroom, while proficiency is what students can do in spontaneous interactions and non-rehearsed, authentic contexts in and outside the classroom. Performance can lead to proficiency; thus, students must be engaged in supported, practiced performance in the classroom to then become proficient in and outside of the instructional setting.

The level of performance and proficiency a student can attain through a world language program will vary by quality, intensity, and duration of learning. As discussed later in Part 4 World Language Programming, an early start to an extended sequence of effective standards- and proficiency-based language learning will result in higher levels of language development. For example, students in dual language immersion programs may have the opportunity to reach Advanced High or Superior language level while students who study a language no longer than for two years in high school may not move beyond the Novice level language skills.

Figure 6. ACTFL Proficiency Ranges




(Image source: ACTFL Proficiency Guidelines, 2012)

*ACTFL Proficiency Guidelines* provide descriptions of broad, general language proficiency of what students can do with language within the domains of ***speaking***, ***listening***, ***reading,*** and ***writing*** in real-world situations in a spontaneous and non-rehearsed context. For each domain, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice (Figure 6). Each major level of proficiency: Advanced, Intermediate, and Novice is further subdivided into High, Mid, and Low sublevels. These level ranges

illustrate the continuum of proficiency from a level of little or no functional ability (Novice Low) to the level of a highly articulate, well-educated language user (Distinguished) (ACTFL Proficiency Guidelines, 2012). The Guidelines describe in detail the tasks that students can handle at each level, as well as the content, context, accuracy, and discourse types associated with speaking, listening, reading, and writing tasks at each level. They also present the limits that students encounter when attempting to function at the next higher major level of proficiency.

The ACTFL *Proficiency Guidelines* are primarily designed for assessing practical language skills, with a focus on evaluating proficiency in academic and professional environments. While their main purpose is global assessment, it is important to note that these guidelines also offer valuable insights for instructional purposes. They serve as the foundation for the *ACTFL Performance Descriptors for Language Learners* and can be used to gauge how well students align with the *World-Readiness Standards for Language Learning*. The ACTFL *Proficiency Guidelines* have significantly influenced language teaching and learning approaches in the United States. To have a deeper understanding, it is useful for teachers and students to become familiar with the descriptions of the levels of proficiency found in the *Proficiency Guidelines*. Educators and students can use this understanding to improve students' language performance, focusing on what it takes to progress to the next level. The full proficiency guidelines with descriptions and examples of each language domain at each proficiency level can be accessed through RIDE's website.

While proficiency is the ultimate goal of language teaching and learning, performance descriptors help educators and students understand how to implement the *World-Readiness Standards* in the classroom. The ACTFL *Performance Descriptors for Language Learners* serve as a companion to the ACTFL *Proficiency Guidelines*, offering a more detailed and nuanced exploration of language learners' capabilities. While the *Proficiency Guidelines* outline broad and general language proficiency, regardless of acquisition circumstances, the *Performance Descriptors* provide specific and elaborative insights into the abilities of language learners, describing language performance that is the result of explicit instruction in an instructional setting. They also demonstrate how students use language across three ranges of performance (Novice, Intermediate, and Advanced) in three modes of communication (interpersonal, interpretive, and presentational). They also further clarify each mode at each performance level with the following information:

- Language functions (e.g., responding to formulaic questions, initiating a conversation, participating in discussions)
- Contexts/content (e.g., immediate environment, unfamiliar topics, work-related topics)
- Text type (e.g., words and phrases, some connected sentences, organized discourse)
- Language control (e.g., using memorized language, easily comprehensible by others)

- Vocabulary (e.g., high frequency words, vocabulary within familiar topics, broad range of words)
- Communication strategies (e.g., imitating, asking for clarification, rephrasing)
- Cultural awareness (e.g., practiced gestures, culturally appropriate expressions, culturally appropriate behavior for a given situation)

These performance descriptors are used to:

- identify appropriate learning targets for students at different levels,
- create tasks targeted to the range while challenging students to reach for the higher level, and
- set expectations for summative assessments.

Table 4 gives an example of the expectations for students engaging in interpersonal communication across the three ranges of performance, using information from the *ACTFL Performance Descriptors for Language Learners* (2012).

Table 4. Sample Expectations for Interpersonal Communication

| **Goal: Communication**<br>Communicate effectively in more than one language to function in a variety of situations and for multiple purposes. | | |
|---|---|---|
| **Standard: Interpersonal Communication**:<br>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | | |
| **Novice** | **Intermediate** | **Advanced** |
| Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized. | Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life. | Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph- length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions. |

(Adapted from ACTFL *Performance Descriptors for Language Learners*, 2012, p. 14)

Over time and with practice, a student's performance will gradually advance to the characteristics of the next range of performance (Figure 7).

Figure 7. Gradual Advancement Through Performance Ranges


(Image source: *ACTFL Performance Descriptors for Language Learners*, 2012, p. 6)

Access the full *ACTFL Performance Descriptors for Language Learners* through the ACTFL's website.

Another companion document that world language educators use side by side with the *World-Readiness Standards for Language Learning* are the NCSSFL-ACTFL Can-Do Statements (2017). They are aligned with both ACTFL *Proficiency Guidelines* and ACTFL *Performance Descriptors for Language Learners*, reflecting the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior and Distinguished levels. They articulate proficiency benchmarks, performance indicators, and examples for the first two goal areas of the *World-Readiness Standards*: **Communication** and **Cultures**. The Can-Dos for **Communication** are further organized by the interpretive, interpersonal, and presentational modes, while the Can-Dos for **Cultures** are organized into investigation of cultural products and practices, and the use of language and behavior for interaction with others.

The *Can-Do Statements* focus on how students demonstrate their competence through verbal and non-verbal communication. They include sample scenarios and examples that demonstrate how students use the target language and knowledge of culture to demonstrate their competence. While they provide the skills and functions that can be accomplished by students at a given level, they are not an exhaustive list, and therefore, are not a limitation of what to teach and learn.

Table 5 includes sample *Can-Do Statements for Language* that support the interpersonal standard of **Communication** within the Novice range, highlighting a proficiency benchmark, performance indicators, and examples, with all three expressed in a form of a Can-Do statement.

Table 6 provides sample *Can-Do statements for Intercultural Communication* that support the **Cultures** standards at the Novice level. It includes the proficiency benchmarks in the form of global can-do statements; performance indicators for products, practices, language, and behavior in a form of specific can-do statements; and examples that illustrate language performance in a variety of learning contexts. It is important to note that the function verbs *investigate* and *interact* in each example connect to a specific standard within the *World-Readiness Standards for Language Learning*.

Table 5. Sample Can-Do Statements for Language at Novice range

| **Goal: Communication**<br>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. | | |
|---|---|---|
| **Standard: Interpersonal Communication**:<br>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | | |
| **Novice** | | |
| **Proficiency Benchmark** | | |
| I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. | | |
| **Performance Indicators** | | |
| ***Novice Low*** | ***Novice Mid*** | ***Novice High*** |
| I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. | I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. | I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. |
| ***Examples: Speaking/Listening or Signing*** | | |
| I can introduce myself when I meet people.<br>I can answer questions about who is in my family.<br>I can answer questions about my favorite weekend activities. | I can ask who, what, where, or when questions about a party.<br>I can contribute to a conversation about music styles by giving an example of a style I like. | I can exchange information about things to do in my town.<br>I can exchange information about which classes are harder or easier than others and why.<br>I can ask and respond to some simple questions about a scientific infographic. |
| ***Examples: Reading/Writing*** | | |
| I can respond to personal questions such as my name, age, or family in an online forum or chat.<br>I can fill out an online form to provide my class schedule.<br>I can text a friend the time and day we plan to Meet. | I can ask and answer questions about school, food, or hobbies in an online conversation.<br>I can respond to an e-invitation and ask questions about the event.<br>I can write a post-it note in response to a discussion question. | I can exchange texts with a friend about local music venues.<br>I can respond to an email about a sporting event I attended.<br>I can write a response to an e-card greeting. |
| *Please note this benchmark has additional performance indicators and examples that can be found here. | | |

(Image adapted from the *NCSSFL-ACTFL Can-Do Statements*, 2017)

Table 6. Sample Can-Do Statements for Intercultural Communication at Novice range

<table>
<tr><td colspan="3">Goal: Cultures<br>Interact with cultural competence and understanding.</td></tr>
<tr><td colspan="3">Standard: Relating Cultural Practices to Perspectives:<br>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.<br>Standard: Relating Cultural Products to Perspectives:<br>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</td></tr>
<tr><td colspan="3">Novice</td></tr>
<tr><td colspan="3">Proficiency Benchmark 1</td></tr>
<tr><td colspan="3">In my own and other cultures, I can identify products and practices to help me understand perspectives.</td></tr>
<tr><td colspan="3">Performance Indicators</td></tr>
<tr><td rowspan="2">Investigate:</td><td>Products</td><td>Practices</td></tr>
<tr><td>In my own and other cultures, I can identify some typical products related to familiar everyday life.</td><td>In my own and other cultures, I can identify some typical practices related to familiar everyday life.</td></tr>
<tr><td colspan="3">Proficiency Benchmark 2</td></tr>
<tr><td colspan="3">I can interact at a survival level in some familiar everyday contexts.</td></tr>
<tr><td colspan="3">Performance Indicators</td></tr>
<tr><td rowspan="2">Interact:</td><td>Language</td><td>Behavior</td></tr>
<tr><td>I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</td><td>I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations</td></tr>
<tr><td colspan="3">Examples: Linking Investigation and Interaction</td></tr>
<tr><td colspan="3">INVESTIGATE: In my own and other cultures, I can identify locations to buy something and how culture affects where people shop.<br>INTERACT: I can use rehearsed behaviors when shopping in a familiar type of store.<br><br>INVESTIGATE: In my own and other cultures, I can identify familiar landmarks and monuments and what they represent to people.<br>INTERACT: I can act appropriately when purchasing an entrance ticket to a landmark or historical site.<br><br>INVESTIGATE: In my own and other cultures, I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.<br>INTERACT: I can answer simple questions about my study abroad plans.</td></tr>
</table>

(Information adapted from the *NCSSFL-ACTFL Can-Do Statements*, 2017)

As both Tables 5 and 6 illustrate, the Can-Do statements are structured from global to more specific: from proficiency benchmarks, through performance indicators, to concrete examples. It

is important to also note that the performance indicators for all the standards are organized not by grade but by language levels and collectively represent a developmental continuum for language learning. Organizing the indicators by level allows educators to understand the type of language that is appropriate for their students based on their current performance, length of the program they are enrolled in, and other factors, rather than their age or grade level only. Therefore, educators need to select topics and materials that enable students to achieve at the given level of performance and yet are developmentally appropriate for students.

While **Communication** and **Cultures** standards are supported by the *Proficiency Guidelines*, *Performance Descriptors*, and the NCSFFL-ACTFL *Can Do Statements* (as discussed above), the remaining three goal areas – **Connections**, **Comparisons**, and **Communities** - are supported with the Sample Progress Indicators, examples of what students can do at different performance levels to demonstrate their knowledge and skills. It is important to remember that these do not indicate a level of thinking but rather the level of language a student is able to use to express their thinking. Because of it, each performance range may be illustrated with tasks generic to the range but also with tasks specific to age/grade of the students (e.g., Intermediate level students in elementary school vs. Intermediate level students in high school). For all sample performance and progress indicators subdivided into Low, Mid, and High levels for each range of Novice, Intermediate and Advanced, please refer to the ACTFL *World-Readiness Standards for Language Learning*. For proficiency guidelines and performance Can-Do statements organized by both proficiency ranges and language skills, please refer to the ACTFL *Proficiency Guidelines*, *Performance Descriptors for Language Learners* (2012), and the *NCSSFL-ACTFL Can-Do Statements*.

Together, the ACTFL *World-Readiness Standards for Learning Languages* (2015), *Proficiency Guidelines* (2012), *Performance Descriptors for Language Learners* (2012), and the *NCSSFL-ACTFL Can-Do Statements for Language and for Intercultural Communication* (2017) describe the content students need to know and delineate the extent to which language learners are expected to know it.

## Part 3: World-Readiness Standards for Learning Languages – Applications and Alignments

### Applications to Specific Languages

The *World-Readiness Standards for Language Learning* offer a broad perspective that applies to all languages. In addition, ACTFL has developed standards devoted to learning specific languages, such as American Sign Language (ASL), Classical languages, Arabic, Chinese, and many others. They are available in language-specific publications. These language-specific standards adjust for the differences in languages, such as distinct vocabulary, syntactic structures, sound and writing systems, and aspects of culture.

While the general standards apply across all languages, the sample progress indicators are more fluid as students of certain linguistic backgrounds may, for example, need more time to reach the written language progress indicators in a language that uses a writing system different from the student's home language. For example, English speakers may need more time to develop their literacy skills in a language with a non-Roman alphabet, such as Russian, or non-alphabetic system, such as Korean. Conversely, a student whose first language literacy was developed in a non-alphabetic language may need more time to reach proficiency in English, Spanish, or another alphabetic language. This is why certain language programs, such as Chinese and Japanese, typically have the target level set at one sublevel lower for reading and writing. For example, if a district World Language Level II course has a typical target expectation of Intermediate Low, then the target for reading and writing in a Chinese II course would be Novice High (Davin & Heineke, 2022).

Similar considerations must be made for students learning visual languages, such as American Sign Language; languages that are no longer spoken, such as Latin; and languages that have a developing or no written system, such as some Native American languages (ACTFL, 2015).

It is important to differentiate between standards appropriate for deaf and hard of hearing students who use ASL as their first language and standards for students who are learning ASL as an additional language. The *ASL Content Standards Kindergarten to Grade 12* are designed specifically for deaf and hard of hearing learners. They were developed to ensure that deaf and hard of hearing children acquire and learn ASL as their first language, and therefore they parallel the Common Core ELA standards, ensuring high content expectations for deaf and hard of hearing students. These Standards are not designed for hearing students' learning ASL as an additional language. To provide ASL instruction for hearing students, the American Sign Language Teachers Association (ASLTA), in collaboration with ACTFL, has developed *Standards for Learning American Sign Language*. These ASLTA standards reflect the goals of the **five Cs** of the ACTFL's *World-Readiness Standards for Learning Languages* and are to be used when teaching ASL as a world language to hearing students.

### Applications to Heritage Speakers and Multilingual Learners

Within the world language context, multilingual learners are often referred to as either native speakers or heritage speakers, particularly when referring to students continuing to use and further develop their home language that is other than English. To clarify the terms, *native* speakers of languages other than English are those raised in an environment using mainly a language other than English (e.g., a speaker of Vietnamese who was raised in Vietnam), while *heritage* speakers are those raised in an environment where the language was mostly spoken in the home, but not in a broader environment (e.g., a speaker of Arabic who is raised in the US) (Heritage Learners, ACTFL, n.d.). However, once the native speaker of a language other than

English arrives in the US, they are now in an environment where their home language is no longer the dominant language of their larger environment. Therefore, for the purposes of the world languages context within the U.S., this framework refers to both groups as *heritage speakers* or *heritage learners*, since both groups are using English at school in the US and often only use their native/heritage language at home and within their home community rather than using it in the broader environment.

Certain considerations should be made when using the *World-Readiness Standards* with students who have a home background in the language studied. Some heritage speakers may be more comfortable with social rather than academic language, be more proficient in oral than written skills, or be more comfortable with only particular aspects of the culture, while others have well developed social and academic as well as oral and written skills in the language. Depending on the students' background, some heritage language courses set the expectation at one sublevel higher than traditional World Language courses, so if a district World Language Level II course has a typical target expectation of Intermediate Low, then the target for a Heritage Language II course may be Intermediate Mid (David & Heineke, 2022). However, the background of the student will determine how well and how quickly they may be able to attain given levels. Additionally, for many heritage speakers traditional world language courses are not appropriate, and LEAs would better serve these students by offering language courses specifically designed to meet heritage learners' needs. This quick reference guide provides more information (DESE, 2022).

In addition to course level and sequence, another consideration that is crucial for multilingual learners is the implementation of culturally responsive and sustaining education. When designing and implementing high quality curriculum, it is important to consider how the curriculum materials contribute to creating a culturally responsive school and classroom climate. A tool to assist LEAs with this consideration is the "Culturally Responsive Teaching Innovation Configuration" rubric, which is a part of a much larger MLL/EL Toolkit.

Multilingual learners (MLLs) bring a unique set of assets as well as needs to language learning. Leveraging these students' cultural and linguistic assets will better prepare them for college and careers and allow them to thrive socially, politically, and economically, both in our state and globally. World language and MLL educators must work together to develop MLLs' academic and linguistic capacities within environments that respect, value, and sustain their languages and cultures (*Blueprint for MLL Success*, 2020). This is accomplished by providing heritage language courses, bilingual education, or dual language programs that allow multilingual learners to continue developing their home language oracy, literacy, and academic skills. Of course, based on their interests and future plans, multilingual learners may also elect to study a language that is new to them in addition to or instead of further studying their home language.

## Applications to Differently-Abled Students

The goal of Special Education is to improve the academic, social, and post-school success of students with disabilities. All Rhode Island students will have an opportunity to develop linguistic proficiency and cultural competency in at least one world language in addition to English as, regardless of disability status, all students benefit from world language education.

Different types of disabilities impact language learning in different ways; therefore, to ensure accessibility, educators must be prepared to provide appropriate supports and accommodations for their students. For example, students with neurological impairments involving the use of memory may struggle with remembering multi-step oral instructions and will benefit from having access to written and/or visual supports for each step. Students with visual impairments needing 504 accommodations may need to give responses orally rather than in written form or may require Braille texts or text-recognition technology and extra time for processing. Hence, it is crucial that world language educators working with differently-abled students implement the student's Individualized Education Program (IEP) and collaborate with Special Education teachers to provide their students with specially designed instruction and related services.

It is important to look beyond accommodations to gain a broader appreciation for the assets that differently abled students bring to the world language classroom. The social model of disability can lead educators to establish an environment in which all students can fully participate. It emphasizes the principles of Universal Design for Learning: While accommodations may help a single student in isolation, structural changes can increase accessibility for all and make learning more inclusive. In other words, making modifications to the environment and instructional practices allows teacher to make room for students with IEPs and 504 plans to participate fully in the world language classroom while potentially benefiting others as well. For example, a teacher following the Social Model would post classroom materials, so students can follow along or refer to them later. While this can help an individual student with a visual impairment, it can support all the students with their executive function (Grover, 2021).

The social model of disability ties in with research showing that with the appropriate support from the classroom teacher, all students can make progress in the target language (Arnett, 2013). The guides *Supporting World Language Learning for Students with Disabilities* (Virginia Department of Education, 2017) and *World Language Learning for All Delaware Students* (Delaware Department of Education, 2013) both offer research-based information and pedagogical concepts to assist teachers in enhancing the accessibility of their classrooms, including instructional strategies and advice from world language teachers for teaching students with a variety of disabilities.

Since world language classrooms reflect the diversity of students in the general student population, world language educators must strive for world language education that is accessible

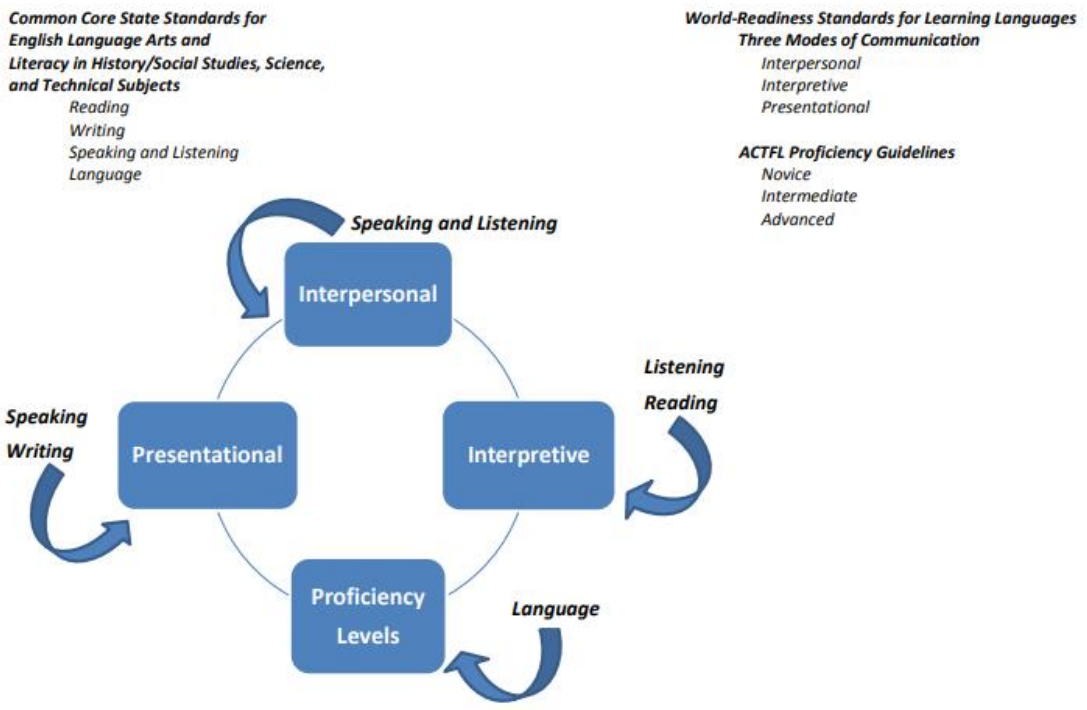
to all students. This includes becoming familiar with ways in which backgrounds, conditions, or disabilities may affect some students in the classroom, and implementing activities that are proficiency-oriented and designed following the principles of Universal Design for Learning (UDL). This approach is more likely to provide meaningful and successful experiences for all world language learners.

### Alignment to Rhode Island Core Standards for English Language Arts/Literacy

The **Communication** standards and the levels of proficiency demonstrated via the *World-Readiness Standards for Learning Languages* encompass the four anchor standards of **Reading, Writing, Speaking and Listening, and Language** from the *Rhode Island Core Standards for English Language Arts and Literacy*. Furthermore, the *Core Standards* and *World-Readiness Standards for Learning Languages* alike suggest the use of both literary and informational texts, and both encourage a balance of writing for a variety of purposes, such as writing to explain, to persuade, or to convey experiences. Finally, the **Language** strand from the *Core Standards* aligns to the proficiency levels of novice, intermediate, and advanced benchmarked in the *World-Readiness Standards*. The remaining standards of the *World-Readiness Standards* - **Cultures**, **Connections**, **Comparisons**, and **Communities** - are also aligned and reinforce the *Core Standards*.

While students in world language classes access a variety of texts and use strategies to understand what they hear, read, or view to improve their performance in the standard of interpretive communication in that language, they will also transfer these skills into English, and vice versa, since literacy development in one language supports its development in all languages a student speaks. Accessing authentic texts from another language and culture lets students encounter and work with contents and styles from a variety of authors and text types. It allows them to learn to analyze and interpret different authors' messages and purposes, compare linguistic and cultural systems, and ultimately develop high levels of literacy skills (ACTFL, 2015).

Figure 8. Alignment of the *World-Readiness Standards for Learning Languages* with the *Common Core State Standards*




(Image Source: ACTFL, *Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards*, n.d., p. 2)

World language teachers routinely promote literacy that encompasses skills and competencies required to effectively navigate technologically advanced and information-rich society. This type of literacy goes beyond traditional skills of speaking, listening, reading and writing and includes digital and media literacy, critical thinking, ability to evaluate and use information from diverse sources, and communication skills.

In essence, today's literacy involves the ability to acquire, analyze, and communicate information across a range of media and technologies to effectively participate in the modern world. World language teachers are uniquely positioned to help their students navigate it using sources and information from different cultures and in different languages. Linking all **five Cs** of the *World-Readiness Standards for Learning Languages* through purposeful communication about important content teachers can design and deliver learning activities that address not only the core standards of English Language Arts and Literacy, but also the 21st century learning (refer to Table 7).

### Alignment to the 21st Century Skills

Learning other languages and understanding the cultures of people who speak them is a 21st century skill that is essential to success within the global world in which our students live and work. The integration of world languages and 21st century skills is presented in the *21st Century Skills Map: World Languages*, developed through a collaborative process between The Partnership for 21st Century Skills (P21) and ACTFL. This map illustrates the intersection between world languages and 21st century learning, providing educators, administrators, and others with concrete examples of how 21st century skills can be integrated into world language education. It defines each 21st century skill and provides sample student outcomes within interdisciplinary themes at novice, intermediate, and advanced levels within the interpersonal, interpretive, and presentational modes of communication. Unlike the classroom of the past that required students to know a great deal of information *about* the language but did not have an expectation of language *use*, today's classroom is about teaching languages so that students use them to communicate with speakers or signers of the language. This is what prepares students to use their language learning as a 21st century skill (Partnership for 21st Century Skills, 2011).

Table 7. Resources for Enhancing Literacy through Language Learning

| Resource | Description |
|---|---|
| ACTFL \| Literacy in Language Learning | **A guide** to what, why and how of literacy in language learning. It includes additional references and resources on this topic. |
| P21_worldlanguages.pdf (actfl.org) | **This map** illustrates the integration of world languages and 21st Century Skills. It provides educators with concrete examples of how 21st Century Skills can be integrated into world language education. |

### Alignment to Rhode Island Social Studies Standards

World language education is also connected to the *Rhode Island Social Studies Standards*. Both content areas validate diverse identities and elevate voices and perspectives of traditionally excluded or marginalized groups; increase students' cultural awareness of self and others; consider local and global contexts; and prepare students to be global citizens with critical consciousness.

The *Rhode Island Social Studies Standards* are also designed to inform a culturally responsive and inquiry-based approach to teaching and learning. One of the key criteria in the RIGL 16-22-30 legislation stipulates that academic standards and curriculum frameworks "instill respect for the cultural, ethnic, and racial diversity of this state, and for the contributions made by diverse

cultural, ethnic, and racial groups to the life of this state." Moreover, standards and curriculum guidance documents must "be designed to avoid perpetuating gender, cultural, ethnic, or racial stereotypes." To that end, the *Rhode Island Social Studies Standards* and the *World-Readiness Standards for Learning Languages* work together in supporting these requirements.

When students study the topics of power, rights, and responsibilities in their civics and government classes, their learning intersects with their world languages classes, which encourage students to develop insights into other cultures, including their government structures and citizen rights. Developing an understanding of historical perspectives in a history class and of human interactions with the environment in a geography class aligns with developing an understanding of practices, products, and perspectives of a culture in a world language classroom. Finally, the standards of economics and of world languages both support students in learning about choices and consequences as related to both words and actions of all humans, regardless of their lived culture or country.

### Alignment to Rhode Island Social Emotional Learning Standards

*RI's Social Emotional Learning Standards* support all content areas, with positive effects on academic performance, improved behaviors and attitudes, and reduced emotional distress (CASEL.org). The teaching and learning of social and emotional skills support students in meeting the *World-Readiness Standards for Learning Languages*, and vice versa.

The *RI Social and Emotional Learning Standards: Competencies for School and Life Success* are based on the five SEL competencies identified by the Collaborative for Academic Social and Emotional Learning (CASEL). These five competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Each of the five SEL competencies and the five goals of world language education play an important role in supporting each other. For example, self-awareness and social awareness skills include understanding one's own cultural and linguistic assets as well as those of others. This understanding is intertwined with the goals of **Communication** (both interpersonal and interpretive) and **Cultures**. SEL relationship skills include interacting effectively with those of diverse backgrounds, cultures and languages and are directly connected to the goals of both **Cultures** and **Connections**. The skills of responsible decision making and building relationships involve applying knowledge of social norms and linguistic tools and strategies. These skills correspond to the skills students need to meet the **Comparisons** and **Communities** goals. Finally, since SEL skills are needed and applied beyond PreK-12 education, they are strongly connected to the standard of lifelong learning within the **Communities** goal.

Students need many social and emotional competencies to successfully progress academically. Strengthening both their SEL and language skills supports students in becoming linguistically proficient and culturally competent.

## Alignment to National Core Arts Standards

The **five Cs** of the *World-Readiness Standards for Learning Languages* align with the *National Core Arts Standards* (NCAS), and there are many points of intersection between world language and arts curricula:

- **Communication**: In the arts, students use interpersonal communication to collaborate on an artistic endeavor; they use interpretive communication to identify and convey intent; they use presentational communication to share their artworks with others. Moreover, many disciplines use terminology derived from global languages to communicate about specialized technical and artistic elements. After studying gerunds in an Italian class, music students may practice using Italian tempo terms to describe music they hear or create. They can appreciate how a shared vocabulary, in Italian, empowers them to collaborate more effectively.
- **Cultures**: Experiencing the artistic practices and products of a culture can greatly enhance students' cultural knowledge, while also broadening their artistic perspective. After practicing handwritten characters in a Chinese class, students can apply ideas about line, brush strokes, and symbolic logograms in their visual artwork.
- **Connections**: Similar to world language, the NCAS encourages connections with other disciplines, personal experiences, and cultural contexts. Students who study American Sign Language and theatre may create ways to enhance accessibility and diversify artistic expression by connecting these two curricular areas.
- **Comparisons**: In the arts, students might compare their own artistic ideas with those of others, including art from diverse cultures, to refine and develop their own perspective. Students who study Spanish may learn about Latin-American dance forms, such as salsa. A dance student may compare Latin dance styles to other dance styles to find inspiration for innovative approaches to movement.
- **Communities**: Students use the arts to connect with people around the world despite language differences, using the arts for enjoyment and personal development. Students who study Japanese may deepen their appreciation for Japanese animation styles, inspiring their media arts learning and connecting them with a global community of like-minded appreciators.

## Alignment to Social Justice Standards

Since language is inexplicably interconnected with culture, world language teaching and learning can play an important role in social justice education. Whether students' schools and classrooms are diverse or homogenous, world language teachers can help to prepare students to enter "into a complex, multicultural, multilingual world (…)" (The Southern Poverty Law Center, Inc., 2022). World language teachers are well positioned to leverage connections with diverse communities and their perspectives while creating a respectful environment that values students' own identities, languages, and cultures.

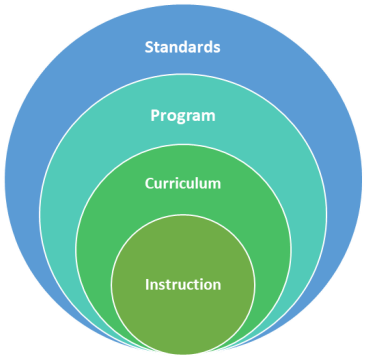
The Social Justice Standards (The Southern Poverty Law Center, Inc., 2022) include four domains of Identity, Diversity, Justice, and Action, each with a corresponding set of anchor standards and learning outcomes. These domains have a strong relationship to many aspects of the **five Cs** of the *World-Readiness Standards*. The Identity domain addresses the understanding of identities (both students' own and those of others). World language education invites students to compare and examine their and others' cultures and identities, while providing them with language for unbiased and respectful discussions. The Diversity domain focuses on the awareness of similarities and differences between people. In world language classrooms, students can develop knowledge to respectfully investigate, explain, and/or reflect on similarities and differences between languages and cultures, while learning how to competently communicate with those different from them. The Justice domain helps students examine bias, injustice, privilege, and power. In their world language classroom, students may have an opportunity to question stereotypes about people from other cultures, as well as identify practices, products, figures, groups, etc. relevant to historical and current perspectives of the target language and culture. Finally, the Action domain supports students in turning words into actions. Many world language teachers use project-based and service learning where students, for example, advocate for change in their local communities.

To implement the standards and outcomes of the four domains, social justice teaching focus on either reducing prejudice or advocating collective action (The Southern Poverty Law Center, Inc., 2022, p. 2). Since prejudice reduction seeks to minimize conflict and change attitudes while collective action focuses on challenging inequalities, they both connect to the **five Cs** of the *World-Readiness Standards*, such as communicating effectively in a variety of situations, interacting with others with cultural competence, accessing diverse perspective, learning about and reflecting on own and others' cultures, and participating successfully in multilingual communities.

## Part 4: World Language Programming

The *World-Readiness Standards for Learning Languages* describe what students should know and be able to do, but they do not dictate how they should be taught. While many factors affect language learning, providing students with an intentional learning pathway will allow them to reach towards linguistic proficiency and cultural competency. Thus, designing and implementing effective world language programs is key in preparing globally competent students who exhibit linguistic and cultural skills from the *World-Readiness Standards*. While this part of the framework cannot provide all necessary details about effective programming, it offers an overview of common world language programs, as well as key factors to consider when selecting an effective world language program for implementation.

This part of Section 2 addresses the **programming** portion of the relationship between standards, programming, curriculum, and instruction in world languages, as previously illustrated by Figure 4.




Depending on the overall vision and goals of the world language program, LEAs are advised to carefully consider which type of program is best suited for their students and setting. Table 8 highlights selected examples of world language programs that are implemented across the United States.

Table 8. World Language Program Types

| World Language K-12 Programs | |
|---|---|
| ***Dual Language (DL): Two-Way or One-Way Immersion (K-5, K-8, or K-12)*** | • Begins in elementary schools and can be articulated through grade 12.<br>• Promotes outcomes in bilingualism, biliteracy, cognition, and academic achievement.<br>• Typically leads to Seal of Biliteracy levels of proficiency by the end of elementary or early middle school, but students may need extended time into high school to reach full biliteracy.<br>• When articulated through middle and high school it will lead to stronger student outcomes in proficiency levels than other models.<br>• Minimum of 50% of core instruction in partner language in grades PK-5, guided by language and content time allocation policy (e.g., 90/10, 80/20, 50/50).<br>• Secondary level dual language education programs include a minimum of two courses annually in the partner language.<br>• Two-Way DL programs provide education in a target language and English to both multilingual and English-speaking students.<br>• One-Way World Language Immersion programs provide education in a target language and English to primarily English-speaking students when not enough target language speakers are enrolled in the district to offer a Two-Way DL |

| | |
|---|---|
| | program.<br>*Please note that One-Way DL programs for Multilingual Learners are considered an MLL program, not a WL program. For more information, please refer to the *High-Quality Instructional Framework for MLL to Thrive*. |
| ***K-5 Programs*** | ***Exploratory World Language Program (EXWL):***<br>● Exploratory programs introduce PreK-6 learners to one or more languages for limited instructional time (less than 90 minutes/week or no more than nine weeks in duration).<br>● Themes guide language and cultural learning.<br>● It is the least effective model in terms of proficiency gains, as this type of program is designed to simply expose students to world languages and promote future language study rather than promote meaningful proficiency.<br>***Foreign Language in Elementary School (FLES):***<br>● This program can begin at any grade level in elementary school.<br>● Best if it is aligned and articulated with the middle school program where students can continue their language study rather than being placed in a Novice course in 6th grade and starting all over again.<br>● While the minimum frequency is twice per week with a minimum of 90 minutes total of instruction per week, higher proficiency outcomes can be attained with frequency of 4-5 days a week and 30-60 minutes of instruction a day.<br>● Curriculum incorporates content-based instruction, with the world language and elementary teachers collaborating on topic selection. |
| ***6-12 Proficiency-Based Program*** | ● Articulated and aligned clearly from 6th to 12th grade.<br>● Ideally a continuation of the elementary FLES program but can be implemented starting in 6th grade if the elementary program is not yet present.<br>● Course progression and curriculum are standards- and proficiency-based rather than following a traditional numerical course sequence.<br>● Each year students are placed in courses based on their performance outcomes rather than seat time.<br>● Depending on program entry point, duration and frequency, students may reach the Novice Mid, Novice High, or even Intermediate Low levels of performance by the end of middle school. This will in turn determine their placement in the 9th grade language class and allow for more advanced language study at high school.<br>● Overall, students who start a WL program in elementary or at |

| | |
|---|---|
| | least middle school have been shown to reach higher levels of performance in high school and are more likely to obtain the Seal of Biliteracy, take AP or IB courses, etc. (research shows that four years of WL in high school only is not sufficient to reach the levels required for the Seal of Biliteracy [Davin and Heineke, 77]).<br>● Ideally scheduled in middle school with a minimum of five class sessions of 40-50 minutes each per week totaling about 120-150 hours of instruction per year, and in high school with a minimum of five class sessions of 50-60 minutes each per week totaling about 150-180 hours of instruction per year (considering that some instructional time is used for other activities, such as field trips, assemblies, etc.). |
| ***9-12 Proficiency-Based Program*** | ● Articulated and aligned clearly from 9th to 12th grade, with options for 2, 3, or 4 years of study (depending on students' interests and post-secondary goals).<br>● Uses standards- and proficiency-based progression rather than a traditional numerical course sequence.<br>● Ideally scheduled with a minimum of five class sessions of 50-60 minutes each per week totaling about 150-160 hours of instruction per year (considering that some instructional time is used for other activities, such as field trips, assemblies, etc.).<br>● Placement in courses depends upon student performance level in a selected language on arrival at the high school. For example, students in 9th grade with no prior language learning would be placed in a Level 1 Novice course, while students arriving with a higher proficiency in the same language would be placed in a higher-level course, such as Level 3 Intermediate, AP, IB, or dual enrollment in high school and college courses. |
| ***Note:** Proficiency-based programs provide better course selection and placement for all students, including heritage and multilingual learners. Additionally, since students are placed based on proficiency, it is no longer necessary to have students repeat courses or to offer honors and non-honors classes. These programs may also be easier to monitor and evaluate for success than traditional programs. For additional information and examples, please refer to *Leading Your World Language Program* by Catherine Ritz (2021). | |
| ***Heritage Learner Program*** | ● Typically implemented in grades 6-12.<br>● Includes maintenance (late-exit) and transitional (early-exit) bilingual programs, as well as individual courses that promote language and literacy development (e.g., Spanish for Spanish Speakers).<br>● Includes Native American languages and cultures.<br>● Requires a shift in course design since heritage learners have |

| | |
|---|---|
| | backgrounds and needs distinct from WL students.<br>● Designed to respect and validate the linguistic and cultural backgrounds of the students (taking into consideration language varieties, dialects, registers, etc.).<br>● Follows a challenging curriculum that builds upon the existing linguistic skills, the cultural heritage and knowledge of the students, encouraging further acquisition of the heritage language.<br>● Utilizes language arts and other content standards in addition to ACTFL *World-Readiness Standards for Learning Languages*.<br>● Offers opportunities for heritage learners to become involved in their language communities beyond the classroom. |
| ***Bilingual Education*** | ● Designed for multilingual learners to use their first language as a foundation for building English language competency across content areas.<br>● Consists of transitional (early-exit) and maintenance (late-exit) programs.<br>● Typically used for heritage learners who share a common first language.<br>● Can be implemented with any grade span level.<br>* For more information, please refer to the *High-Quality Instructional Framework for MLL to Thrive*. |
| ***Content-Based Programs K-6***<br><br>***Advanced Content-Based Programs 9-12*** | ● Can be implemented K-12.<br>● Students learn a language through the study of selected subject matter (e.g., science).<br>● Scheduled only during designated periods each week, (e.g., social studies in French or science in German)<br>● Less time intensive than Dual Language or Bilingual Programs. |
| ***Traditional WL Program*** | ● Typically designed for high school learners, with some programs extending to middle school grade.<br>● Uses a numbering system for course names, (e.g., Italian 1, Italian 2).<br>● Courses are often misaligned across schools and districts since expectations for "level 1" course vary.<br>● Students move through courses based on seat time and grades rather than proficiency level attainment.<br>● Curriculum is typically grammar-based and not communication-focused resulting in low levels of language performance. |

Since the *World-Readiness Standards* are structured around language performance levels, certain programs (e.g., Dual Language or proficiency-based) allow districts and schools to better meet their students' needs. While performance levels can be applied to a variety of programs, it is with an understanding that what is achievable depends on the ***amount of time*** students spend in the program (years across K-12), as well as on the ***frequency*** (how many sessions a week) and ***intensity*** (how many minutes per session) of instruction students receive. Considering instructional time needed to reach certain performance levels (Figure 9), districts may experience a variety of outcomes based on their program selection and implementation.

Figure 9, based on national world language program data, illustrates the relationship between years of study and average performance outcomes, making the length of the program and the instructional time within the program two key considerations of world language program selection and implementation.

Figure 9. Time as a Critical Component in Language Learning

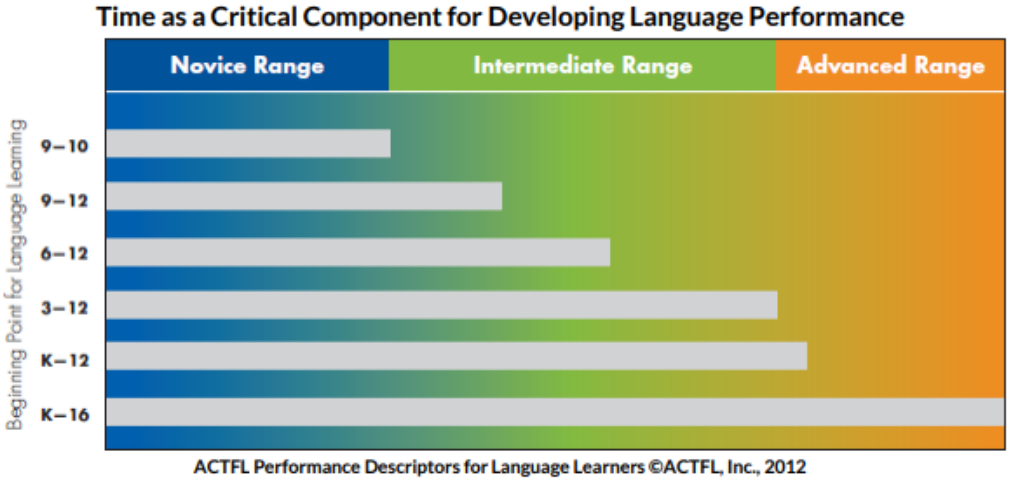



Figure 9 illustrates how time spent in the program impacts the development of performance. We can see that students who begin their world language education in 9th grade and meet the minimum graduation requirement of two years of study are typically at most able to reach the Novice High level, while students who start in 9th grade and continue for more than 2 years can potentially reach Intermediate Low level. While both lay a solid foundation, neither is sufficient to reach the levels required for Silver or Gold Seal of Biliteracy or to prepare students to use the language meaningfully in post-secondary settings. Students who start their world language education in middle school may have an opportunity to reach the Intermediate Mid level of performance and obtain the Silver Seal, while students who begin in elementary school have a greater chance of reaching the Advanced levels, with a potential of earning the Gold Seal and being able to use their language skills successfully in postsecondary careers.

If, for example, the LEA's vision and goal for their world language program is to graduate students with the Seal of Biliteracy and ready for college and careers, then a consideration must be made as to the time it takes students to attain the Advanced Low level of performance (the minimum level needed to qualify for the Gold Seal). The time requirement will differ for heritage learners versus students learning a language new to them. Some heritage learners - if fully proficient in their home language - may qualify for the Seal without taking any formal classes. Heritage learners starting with some level of proficiency may require 1-2 years of study in a specialized heritage language class to reach the Advanced Low level or higher, while students who start to learn a new language in a school setting and do not speak it at home may take 7 or more years to do so, thus necessitating a world language program that begins prior to 9th grade.

In addition to program duration and the instructional time within it, the remaining factors to consider when designing and implementing world language programming include the students, program type, languages offered, program sequence, program vision and desired outcomes, curriculum, and stakeholders. Table 9 provides a compilation of questions for LEAs to consider when selecting a world language program that will best meet the needs of their students.

Table 9. World Language Programming Considerations

| **Students** |
| --- |
| • Who are the students in your district and does enrollment in world language (WL) classes span race, gender, disability, and language backgrounds?<br>• What programming do you offer to your heritage and multilingual learners?<br>• Do students have access to a variety of opportunities, such as International Baccalaureate (IB) or Advanced Placement (AP) courses, Seal of Biliteracy, a variety of languages and types of programs?<br>• Do students have access to multiple entry points to study a world language?<br>• What post-secondary college and career opportunities are your students interested in and do language offerings support students with these opportunities? Additionally, do language offerings expand in response to changes in student interests and needs?<br>• How are your local community and student needs met through the WL programming? |
| **Program Type & Language** |
| • What types of programs do you offer? (Refer to Table 8 World Language Program Types)<br>• How do the offered programs meet your local community needs?<br>• Are the programs standards- and proficiency-based?<br>• What types and how many languages are offered?<br>• Do the opportunities include courses for heritage learners, access to IB and AP courses, and Seal of Biliteracy? |

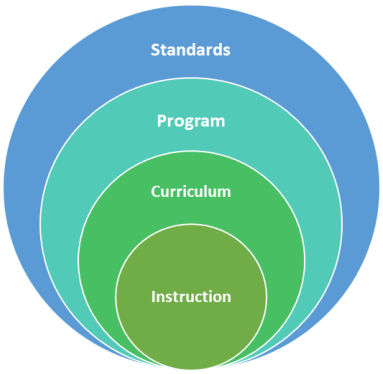
| Program Duration and Sequence |
| --- |
| • At what age/grade level do students start world language education?<br>• What is the length of the program?<br>• How is the WL program articulated across all grades K-12?<br>• What amount of instruction time is provided in terms of frequency (number of sessions per week) and intensity (number of minutes per session)?<br>• How are students placed into courses?<br>• Does the program support students in reaching performance levels required to obtain Seal of Biliteracy and/or to be career-ready? |
| **Program Vision & Outcomes** |
| • What is the vision and goal of the program?<br>• How is it connected to post-secondary settings?<br>• What data is collected and analyzed? How does data affect program changes?<br>• What exit standards/performance targets are in place for each course?<br>• What opportunities (beyond credits towards graduation) does the program offer to students?<br>• How is the program connected to the local and global community?<br>• How is the program connected to other areas, such as literacy, science, social studies, and others? |
| **Curriculum & Instruction** |
| • How is the curriculum aligned and articulated through various stages of the program to avoid unnecessary repetition and to promote language growth?<br>• Is the curriculum standards- and proficiency-based?<br>• What resources and tools are used?<br>• What role does technology play in instruction?<br>• How much is the target language used during instruction?<br>• What instructional practices are common across the program?<br>• What supports are in place for differently-abled students?<br>*For further information, please refer to Part 5 High Quality Curriculum as well as Section 3 of this framework. |
| **Stakeholders** |
| • How is the program connected to the local and global community?<br>• How do you bring the community in and how do you go out to the community?<br>• How are the community and student needs met through world language programming?<br>• How and what is communicated to various stakeholders? |

For further information and considerations for world language programming, consult the resources listed in the References at the end of this section.

Implementing standards-based quality programs is the first step that can, subsequently, have students benefit from high-quality curriculum and instruction. Part 5 of this section includes information for designing curricula and selecting high-quality materials for world language courses.

## Part 5: High-Quality Curriculum

Having access to high-quality curriculum materials is an important component of increasing equitable access to a rigorous education that prepares every student for college and careers. It is worth repeating that standards, programming, curriculum, and instruction are integrally linked to promote language development (as previously illustrated by Figure 4).




Rigorous and comprehensive standards are the foundation for quality teaching and learning. The *World-Readiness Standards for Learning Languages* articulate the knowledge and skills that students need to be prepared to succeed in college, career, and life. The world language program implemented by the LEA will determine the length, frequency, and intensity of the class session, which in turn will affect what curriculum LEA selects and implements. The curriculum, when skillfully implemented by educators, becomes the lever for students to master the *World-Readiness Standards*. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred, and curriculum specifies the details of the day-to-day schooling at the local level.

While materials alone do not constitute a curriculum, they are a critical component of it. In world language education, LEAs can follow the route of selecting and implementing already existing curriculum materials (such as textbook series), the route of designing and implementing their own, or a mix of both approaches. The information presented below addresses these scenarios and their respective considerations.

### A. Selecting High Quality Curriculum Materials for World Language Education

As previously noted in this document, while Rhode Island legislation (RIGL§ 16.22.32) referring to HQCM is specific to English language arts, mathematics, and science, RIDE recommends that

LEAs adopt high-quality curriculum materials for all core subjects. Due to the variety and breadth of materials needed for multiple languages at multiple levels of proficiency for students at various grade levels within world language education, rather than provide a list of reviewed and approved materials, RIDE has developed a list of major considerations LEAs should take into account when selecting curriculum materials for their world language courses (Table 10).

For this work to be sustainable and successful, LEAs should create local teams of leaders and educators to complete a comprehensive selection and adoption process. A team approach to this work will allow a variety of stakeholder voices to be heard. The LEA team can begin by looking at student data, developing an instructional vision for world languages, and completing an in-depth review of world language curriculum materials, utilizing the considerations developed by RIDE. The process of selecting and adopting a high-quality curriculum must coincide with planning for implementation. Successful implementation includes thoughtful planning around financing, scheduling, staffing, professional learning aligned to the LEA's priorities, instructional support, and other operational considerations to support teachers and students through the change process.

For information on the process and RIDE's tools to support the selection and implementation of HQCM, please visit the HQCM Review Tools section on RIDE's website, and refer to resources such as *Selecting and Implementing a High-Quality Curriculum in RI* and *Additional Review Tools to Support the Selection of a High-Quality Curriculum in RI*, which additionally includes the Review Tool for Culturally Responsive & Sustaining Education.

While the curriculum selection, adoption, and implementation is a multi-phase process, in the beginning phase LEAs are encouraged to develop a rubric with clear articulation of the criteria and a vision into what evidence will be required to evaluate those criteria. This may include both non-negotiable and "nice-to-have" criteria to prioritize considerations. To that effect, some considerations (Table 10) for developing a rubric and using it to select world language materials may include but are not limited to the following:

Table 10. Consideration Criteria for World Language Curriculum Selection

| **Alignment to Standards & Proficiency Levels** |
| --- |
| • Are the materials/textbook(s) aligned with all five goal areas of *World-Readiness Standards* of Communication, Cultures, Connections, Comparisons, and Communities? (*LEA may further develop criteria specific to each of the 5 Cs.)<br>• Are the materials/textbooks proficiency-based?<br>• Are the materials sequenced according to proficiency and performance levels, as well as Can-Do targets?<br>• At the unit level, are all 11 standards from the **5 Cs** addressed?<br>• At the lesson level, are the 3 Communication modes addressed? Do the tasks/activities |

provide opportunities for students to develop interpersonal, interpretive, and presentational communication?
- Do the tasks/activities provide listening, speaking, reading, and writing practice that is practical and communicative?
- Are formative and summative assessment measures included?
- Do assessments measure each mode of communication at the appropriate learner targets?

**Content & Coherence**

- Are the materials vertically articulated and aligned?
- Is there coherence of skills, content, and pedagogy from grade-to-grade and/or level-to-level?
- Do the materials reflect the different variants of the language and the diversity of communities that speak the language?
- How are students experiencing a learning progression of skills and content?
- How are authentic, accurate, and current topics and sources incorporated?
- Is the content and text complexity both proficiency- and age-appropriate?
- Are the units thematic?
- Are the unit themes reflective of Advanced Placement (AP), International Baccalaureate (IB), or the Global Themes?
- How are language functions embedded into the unit themes?
- Is the content culturally relevant and does it offer diverse perspectives? Do the materials support RIDE's vision for culturally responsive and sustaining education?
- Does the content connect to a variety of other disciplines?

**Backwards Design & Instructional Strategies**

- Do the activities move from scaffolded through independent practice to open-ended communication?
- Do the tasks/activities provide opportunities for individual, paired, and small group practice?
- Do the materials build on students' background knowledge?
- What learning and teaching strategies does the text provide or encourage?
- Do the materials promote critical thinking skills?
- What types of manipulatives, visuals, etc. are included?
- Do the materials include a variety of assessments engaging students in the content of the units?
- How does the use of technology strengthen students' linguistic skills, interaction opportunities, and learning about culture and life in the country or countries of the target language?
- Do the materials build students' 21st century literacy skills?
- How do the materials, strategies, etc. encourage a language-rich environment and lead to the use of target language?

| Student Needs |
| --- |
| • How does the program apply principles of Universal Design for Learning?<br>• Do students have access to authentic literature and opportunities to experience and interpret content and style from authors of the target culture?<br>• Do students gain comprehension skills through exposure to a variety of familiar and unfamiliar text types?<br>• Are students introduced to level-appropriate language forms and functions within real-life contexts?<br>• How are scaffolded supports for diverse learners incorporated?<br>• Do students have opportunities to look at their own language and culture and to compare them to the target language and culture?<br>• Are there opportunities to use the target language beyond the classroom?<br>• Are there tools and/or opportunities for students to set their own goals?<br>• Do online student materials and resources work with mobile devices and assistive technology tools?<br>• Does the program have proven performance? Has it demonstrated achievement growth for students in similar districts?<br>• Are the knowledge and skills from a student's first language used and reinforced, deepened, and expanded upon when a student is engaged in second language literacy tasks? |
| **Teacher Supports** |
| • What supplemental materials are included (e.g., online textbook, options for listening activities, videos, activities for interactive boards)?<br>• Are resources provided for introducing new material and for expanding practice?<br>• What supports for diverse learners are included?<br>• Do the materials support use and analysis of standards-based assessments?<br>• What data reporting is available? |

While all the considerations in Table 10 are important, coherence is certainly a key factor when adopting a new curriculum. One way of achieving coherence is the vertical articulation in a set of materials, or the transition and connection of skills, content, and pedagogy from grade to grade and from level to level. Consideration of coherence is necessary to ensure that students experience a learning progression of skills and content that build over time through elementary, middle, and high school. As such, LEAs who consider the adoption of curriculum materials are cautioned against choosing a curriculum that is high quality at only one grade or proficiency level, as it is likely it will disrupt a cohesive experience in the learning progression from grade to grade and from level to level in the school or district.

Using all the information at a team's disposal, ultimately LEAs should make curriculum adoption-related decisions based on their instructional vision for the students in their community.

For more information on the process and RIDE's tools to support the selection of HQCM, please visit HQCM Review Tools section.

## B. Designing High-Quality World Language Curriculum

Considering that in a well-written world language curriculum, "the textbook should serve as one resource among many" (Wiggins & McTighe, 2005, p. 311), selecting and implementing commercial materials may not be enough to develop a curriculum that supports students in meeting the standards in all **five goals** of **Communication**, **Cultures**, **Connections**, **Comparisons**, and **Communities**. Because of certain textbook limitations (such as a potential for becoming outdated or inaccurate), many districts have moved away from teaching with textbooks only and are instead designing broader curricula that utilize a combination of commercially available textbooks, educator-developed materials, and authentic materials created by and for users of the target language. This approach can result in courses and units that are tailored to the needs and interests of students in a particular school or district, as well as reflect the most current linguistic and cultural features of the language studied. When designing and implementing a curriculum that uses a variety of resources, the recommended approach is for LEAs to engage in **thematic, backward design planning**, utilizing the principles of Universal Design for Learning (UDL) as well as other considerations that go beyond the ones applied when selecting an already existing set of curricular materials.

Admittedly, curriculum planning and development is a multi-year, time-consuming process. One way to streamline this process at the LEA level is to use the *language-agnostic approach* during the design process (Ritz, 2021, p. 78-80). Before drilling down to language-specific content and materials, teachers across different languages can collaborate to design thematic units since the same language functions are used at a given level (e.g., Intermediate Low) regardless of the language students are learning. So, educators who teach courses at the same level but in different languages could begin by collaboratively designing a unit that has the same theme, essential questions, objectives, knowledge, and skills, and then adapt it to a particular language and cultural context with an appropriate selection of materials in that language (Ritz, 2021, p. 78-80). This way the team engages in the thematic, backwards design planning process that supports cohesion and alignment within and across courses and student experience. This can also be particularly useful to further ensure alignment between multiple sections of the same course, for example when three different teachers teach three sections of the Spanish II course.

**Backward design** is considered a core practice for effective language instruction (ACTFL Guiding Principles, n.d.; ACTFL Keys to Planning for Learning, 2022; Ritz, 2021; Davin & Heineke, 2022; NADSFL, 2015). Because of the *World-Readiness Standards*, language learning is no longer limited to what learners know *about* the language but focuses on what they can do *with* the language. The statement, "To study another language and culture gives one the powerful key to successful communication: *knowing how, when, and why, to say what to whom*" (ACTFL,

2015, p. 12) encapsulates the overarching goal of language learning. It challenges educators to determine what their students need to be successful language users beyond the classroom, and thus encourages a commitment to the backward design process.

Backward design follows three stages:

- Stage 1: Identify desired results.
- Stage 2: Determine acceptable evidence.
- Stage 3: Plan learning experiences and instruction.

(Wiggins & McTighe, 2005)

These stages may be applied to designing a curriculum aligned across multiple courses or to designing a curriculum for one course. The backward design referenced is a concept for designing cohesive curriculum as a whole rather than individual units. In addition to applying the steps common to any content area, the following world language considerations (Table 11) must be applied to the stages of the backward design process:

Table 11. Backward Design for World Languages

| **Stage 1: Identify Desired Results** |
| --- |
| • What is the current performance level of the students (Novice Mid, Intermediate Low, etc.)?<br>• What are the desired language goals/outcomes for the student to reach by the end of a given course? How are the course outcomes further broken down into smaller goals for each unit in the course?<br>• Are the outcomes designed with proficiency and language use in mind? (What will students *do with* the language? What key language functions will students practice and use in each unit?)<br>• Are the outcomes informed by the Standards, Proficiency Guidelines, Performance Descriptors, and Can-Do Statements?<br>• What are the desired goals and outcomes for the development of intercultural competence, technology skills, life/career skills, etc.?<br>• What are the students' strengths and needs? How is UDL implemented?<br>• What are the text types that students can currently comprehend and/or produce independently vs. with supports when listening, reading, signing, speaking, and writing?<br>• What are the text types that students will be able to comprehend and/or produce independently vs. with support by the end of the course/unit?<br>• Are the scope and sequence articulated to allow learners to advance to the highest possible levels of performance and/or proficiency? |

| Stage 2: Determine Acceptable Evidence |
| --- |
| • Are the assessments aligned with the learning outcomes developed in Stage 1?<br>• Do the assessments measure students' progress towards meeting the Can-Do statements?<br>• Are there opportunities to demonstrate performance in the three communication modes (interpretative, presentational, interpersonal)?<br>• Are the prompts at the appropriate level? (Novice Mid, Intermediate Low, etc.)<br>• Do the prompts focus on the text types of students at this level? (e.g., lists, chunked phrases, discrete sentences, connected sentences)<br>• Is there an opportunity for student choice?<br>• Do the assessments allow for the use of different variants of the language?<br>• Is flexibility built in so outcomes and assessments can be adjusted to provide access for each student? |
| **Stage 3: Plan Learning Experiences and Instruction** |
| • What themes best support students in reaching the desired language goals/outcomes?<br>• What essential questions will engage students in learning?<br>• What language functions will students use and practice?<br>• What activities will provide opportunities to meet goals using the three communication modes (interpretative, presentational, interpersonal)?<br>• What instructional tasks will provide students with opportunities to use the language to accomplish learning goals?<br>• What vocabulary, language structures, etc. are necessary to reach the desired goals/outcomes?<br>• Are there opportunities for spontaneous language production?<br>• What core and supplementary materials are needed?<br>• Do students have opportunities to interact with authentic sources?<br>• What teaching strategies might work best for each goal/outcome?<br>• Does the use of a variety of teaching methods remove barriers to learning? How is UDL implemented?<br>• How is a language-rich environment provided?<br>• How are students exposed to different variants of the language and the diversity of communities that speak the language?<br>• What opportunities are there for students to engage with the local and global communities beyond the classroom? |

In Stage 3 of the backward design process, when planning learning experiences and instruction, a key consideration is **unit themes**. Thematic units can leverage student motivation to increase

language performance as they reflect student interests, experiences, issues, or problems. They also allow educators to take student needs, background, and identity into account (NADSFL, 2015, p. 9). In addition to being more engaging for the students, thematic units allow educators to weave various curricular elements together. With the balance of the **five Cs** in each unit, students connect with other disciplines; develop and use communication, learning, critical thinking, and technology skills and strategies; as well as learn and use appropriate elements of the target language system and culture (e.g., vocabulary, gestures) to comprehend and convey meaning (ACTFL, 2015, p. 28-32). In other words, a thematic approach emphasizes the use of language and development of proficiency, rather than focusing on traditional grammar-based teaching.

When selecting themes, LEAs should consider already established themes to serve as a starting point. Advanced Placement (AP), the International Baccalaureate (IB), or Global Themes can guide the development of curriculum for all levels in a language program. These themes are listed in Table 12.

Table 12. World Language Themes

| **Advanced Placement (AP)** | **International Baccalaureate (IB)** | **Global Themes (ACTFL)** |
|---|---|---|
| • Families in Different Societies<br>• The Influence of Language and Culture on Identity<br>• Influences of Beauty and Art<br>• How Science and Technology Affect Our Lives<br>• Factors That Impact the Quality of Life<br>• Environmental, Political, and Societal Challenges | • Identities and Relationships<br>• Personal and Cultural Expression<br>• Orientations in Space and Time<br>• Scientific and Technical Innovation<br>• Fairness and Development<br>• Globalization and Sustainability<br><br>* The themes vary based on the curriculum for the elementary, middle years, diploma, or career-related program. | • Identity & Belonging<br>• Challenges<br>• Creativity<br>• Discovery<br>• Exploring Time and Place<br>• Well-being |
| Advanced Placement® (AP) – The College Board | Education programmes - International Baccalaureate® (ibo.org) | Clementi, D., & Terrill, L. (2022). *The Keys to Planning for Learning*. ACTFL |

Many common topics can be used as part of the thematic approach, depending on students' interests, but approaching these topics through themes elevates them to a higher level. For example, rather than focusing a unit on a common topic of clothing, a teacher can instead focus on one of the global themes and its connection to clothing. As such, the Creativity theme would

encourage students to explore clothes from a designer's perspective, the Challenges theme could lead to exploring the topic of clothes via the fast fashion dilemma, and the Identity & Belonging theme could encourage students to look at clothes via the perspective of dress codes in different places and cultures (Ritz, 2021, p. 68-70). This way, instead of simply learning to name the items of clothing, students can engage with this topic in a more interesting way, exploring larger issues and ideas. The use of themes also allows for identifying outcomes and objectives that promote meaningful communication, with a focus on language functions (e.g., describe clothing styles, comparing sustainable to fast fashion production, explaining clothing choices) rather than discrete grammatical features (e.g., formation of plural nouns with clothing items).

Also, this is more conducive to designing outcomes and objectives in the form of Can-Do statements that emphasize student learning at a given performance level. In our example of the topic of clothes and dress codes taught via the theme of Identity, a language objective may state: *I can explain and defend a newly proposed dress code at our school, using a series of sentences*. This type of objective is student-focused (*I can*), names the language functions students will use (*explain and defend*), connects to a content or context (*proposed dress code at our school*), and gives performance level information (*a series of sentences*). Of course, unit level objectives would need to be further broken down into smaller, lesson-based objectives (for more information, please refer to Section 3 Implementing High-Quality Instruction). The NCSSFL-ACTFL Can-Do Statements are an excellent resource when developing outcomes and objectives as part of the curriculum design process.

Once the curriculum is designed and implemented, there is an ongoing need for the review process to refine the curriculum and maintain its relevance. Therefore, later phases in the curriculum materials implementation process (referenced earlier) are also relevant to the LEAs that choose to supplement existing or design their own curricula.

Implementing standards-based programs with high-quality curriculum and materials allows teachers to focus on instruction and assessments, which are the focus of Sections 3 and 4, respectively.

## Part 6: Resources

Table 13 includes a variety of additional resources and tools that are designed to support educators and administrators in implementing the standards, programming, and curriculum.

Table 13. Resources to Support Standards, Programming, and Curriculum

| **Resources to Support Standards** | |
|---|---|
| **Resource** | **Description** |
| World-Readiness Standards for Learning Languages | The eleven *World-Readiness Standards* are organized around the five goals of Communication, Cultures, Connections, Comparisons, and Communities. They are equally applicable to all grade levels and languages and "create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world" (ACTFL 2015, p. 11). |
| NCSSFL-ACTFL Can-Do Statements<br><br>Performance Descriptors for Language Learners<br><br>ACTFL Proficiency Guidelines 2012 | Can-Do Statements, Performance Descriptors, and Proficiency Guidelines, used in conjunction with the *World-Readiness Standards*, provide a tangible guide to both world language teachers and students, allowing them to set learning goals and chart their progress. While the *World-Readiness Standards for Learning Languages* provide the goals of language learning, the Can-Do Statements, Performance Descriptors, and Proficiency Guidelines inform both teacher and student at what level and in what manner the learner performs towards each of the goals. |
| **Resources to Support Programming** | |
| **Resource** | **Description** |
| NADSFL *Principles of Effective World Language Programs*:<br>Program Design, p. 3-6 | This document is intended to guide the development and administration of high quality and effective world language programs. It has been developed by a task force comprised of current and former world language coordinators and members of the National Association of District Supervisors of Foreign Languages (NADSFL). |
| Ritz, C. (2021). *Leading Your World Language Program*. Routledge. | This resource provides research-based guidance on WL programs, curriculum design, assessment and evaluation, and strategic planning. |
| Davin, K. & Heineke, A. | This resource clarifies the intersection of world language |

| | |
|---|---|
| (2022). *Promoting Multilingualism in Schools: A Framework for Implementing the Seal of Biliteracy*. ACTFL. | teaching for both multilingual and monolingual learners. |
| **Resources to Support Curriculum** | |
| **Resource** | **Description** |
| Selecting and Implementing a High-Quality Curriculum In Rhode Island: A Guidance Document | This guidance document outlines the provisions of RIGL§ 16.22.30-33 regarding adopting high quality curriculum and includes a list of approved curricula where applicable. |
| Selecting For Quality: A Guide For Adopting High-Quality Instructional Materials | This step-by-step template, created by EdReports, is intended to guide LEAs through the curriculum adoption process. |
| Additional Review Tools to Support the Selection of a High-Quality Curriculum in RI: A Guidance Document | This document includes guidance on selecting curriculum through the lens of culturally responsive and sustaining education and multilingual learner supports. |
| Instruction Partners Curriculum Support Guide | A workbook designed to be used by teams of educators working together through the selection and implementation journey for their school or LEA. |
| **Guiding Principles for Language Learning**<br>• Plan with Backward Design \| ACTFL<br>• Articulated Sequences in Language Learning \| ACTFL | *Guiding Principles for Language Learning* identify what is effective in language learning and provide guidance to educators and students alike. These statements are not a finite or fixed list but are intended to evolve and continue to grow as new topics emerge and to reflect new realities in the diversity of learners and learning situations. |
| Clementi, D., & Terrill, L. (2022). *The Keys to Planning for Learning* (2nd ed.). ACTFL. | This resource provides clarity as to why and how to integrate the five Cs into curriculum planning with the student at the center. |

| | |
|---|---|
| **Selecting High Quality Curriculum Materials:**<br>• Delaware's High Quality Instructional Materials Review Rubrics for World Languages<br>• Oklahoma: Grades PK-12 World Languages Instructional Materials Evaluation Rubric and World Languages Textbook Evaluation Guide | These resources from Delaware and Oklahoma provide additional information on high-quality instructional materials, as well as additional tools to review instructional materials to determine their degree of quality of alignment and usability. |

## References


200-RICR-20-10-2 Secondary Regulations (2022). Secondary Regulations - 11.16.22 (ri.gov)

ACTFL. (2012). *ACTFL Proficiency Guidelines 2012*. (3rd Edition). https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf

ACTFL. (2012). *Performance Descriptors for Language Learners*. https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors.pdf

Arnett, K. (2013). *Languages for All: How to support and challenge students in a second language classroom*. Pearson Education Canada.

Clementi, D., & Terrill, L. (2022). *The Keys to Planning for Learning* (2nd ed.). ACTFL

Davin, Kristin J. & Heineke, Amy J (2022). *Promoting Multilingualism in Schools: A Framework for Implementing the Seal of Biliteracy*. ACTFL.

Delaware Department of Education. (August 2013). *World Language Learning for All Delaware Students: Ensuring Universal Accessibility to High-Levels of Language Acquisition*. https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/139/WL_Learning_All_Delaware_Students.pdf

Glynn, C., Wesely, P., & Wassel, B. (2018). *Words and Actions: Teaching Language Through*

*the Lens of Social Justice* (2nd ed.). ACTFL

Grover. P. (2021). *Conceptual Models of Disability*. American Academy of Physical Medicine and Rehabilitation. Conceptual Models of Disability | PM&R KnowledgeNow (aapmr.org)

Massachusetts Department of Elementary and Secondary Education. (2017). *Massachusetts Curriculum Frameworks for English Language Arts and Literacy*. https://www.doe.mass.edu/frameworks/current.html

National Association of the District Supervisors of Foreign Languages (NADSFL). (2015). Principles of Effective World Language Programs. *Advance Learning*. https://nadsfl.org/principles-of-effective-world-language-programs/

National Governors Association (NGA) & Center for Best Practices, Council of Chief State School Officers (CCSSO). (2010). *Common Core State Standards Initiative*. http://www.thecorestandards.org/read-the-standards/

NCSSFL-ACTFL. (2017). *Can-Do Statements for Intercultural Communication*. https://www.actfl.org/uploads/files/general/Resources-Publications/Novice-Can-Do_Statements.pdf

Office of College and Career Readiness. (December 2018). *Council Designations: Seal of Biliteracy Criteria*. https://ride.ri.gov/sites/g/files/xkgbur806/files/Portals/0/Uploads/Documents/Diploma-System/Council-Designations/Council-Designations-Seal-of-Biliteracy-RI.pdf

Office of Student, Community, and Academic Supports. (2019). *Introduction and Guidance to Rhode Island Social Emotional Learning Standards: Competencies for School and Life Success Indicators*. https://ride.ri.gov/sites/g/files/xkgbur806/files/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Health-Safety/Social-Emotional-Learning/SEL-Intro-3-15-19.pdf

Oklahoma Education. (2022). *Oklahoma Academic Standards: World Languages*. https://sde.ok.gov/sites/default/files/documents/files/Oklahoma%20Academic%20Standards%20for%20World%20Languages%202022.pdf

Partnership for 21st Century Skills. (2011). 21st Century Skills Map: World Languages.

RIDE, Division of Teaching and Learning. (June 2020; Updated: January 2021). Selecting and Implementing a High-Quality Curriculum in RI: A Guidance Document. https://ride.ri.gov/sites/g/files/xkgbur806/files/Portals/0/Uploads/Documents/Instruction-and-

Assessment-World-Class-Standards/Curriculum/01-HQCM-OverallSelectionGuidance-Final-Jan2021.pdf

Ritz, C. (2021). *Leading Your World Language Program*. Routledge.

The Center on Standards and Assessment Implementation (CSAI). (2018). *CSAI Update: Standards Alignment to Curriculum and Assessment*. https://files.eric.ed.gov/fulltext/ED588503.pdf

The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages* (4th ed.). ACTFL.

The Southern Poverty Law Center, Inc. (2022). *Social Justice Standards: The Learning for Justice Anti-Bias Framework* (2nd ed.). https://www.learningforjustice.org/frameworks/social-justice-standards

Virginia Department of Education. (January 2017). *Supporting World Language Learning for Students with Disabilities*. https://www.doe.virginia.gov/home/showpublisheddocument/32907/638047361553670000

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Association for Supervision and Curriculum Development ASCD.

# Section 3: Implementing High-Quality Instruction

## Part 1: Introduction and Overview

While robust standards and high-quality curriculum materials, described in Sections 1 and 2 of this framework, are essential to providing all students the opportunities to learn what they need for success in college and/or a career of their choosing, high-quality instruction is also needed. Standards define what students should know and be able to do. High-quality curriculum materials that are aligned to the standards provide educators with a roadmap and tools for how students can acquire that knowledge and skill. It is high-quality instruction that makes the curriculum come alive for students and gives all students access and opportunity to acquire the knowledge and skills defined by the standards with a culturally responsive and sustaining approach.

The process of enacting a high-quality curriculum into high-quality instruction involves much more than opening a box and diving in. This is because no single set of materials can be a perfect match for the needs of all the students that educators will be responsible for teaching. Therefore, LEAs and educators must intentionally design an implementation strategy for using high-quality curriculum materials to deliver high-quality instruction. Some key features include:

- Set systemic goals for curriculum implementation and establish a plan to monitor progress,
- Determine expectations for educator use of high-quality curriculum materials,
- Craft meaningful opportunities for curriculum-based embedded professional learning, and
- Factor in the need for collaborative planning and coaching

(Instruction Partners Curriculum Support Guide Executive Summary, page 4).

Thus, with a coherent system in place to support curriculum use, teachers will be well-positioned to attend to the nuances of their methods and make learning relevant and engaging for the diverse interests and needs of their students.

Given this, what constitutes high-quality instruction? In short, high-quality instruction is defined by the practices that research and evidence have demonstrated over time as the most effective in supporting student learning. Therefore, this section provides a synthesis of research- and evidence-based practices that currently characterizes high quality instruction in world languages. This section begins by describing how educators can best incorporate the five goals of the *World-Readiness Standards for Learning Languages* into language instruction (Part 2). Next, the section describes the high-quality instructional practices that apply across all content areas and grades with details and examples that explain what these instructional practices look like in world languages (Part 3A). Then, the section explains specific instructional practices that are at the core of high-quality instruction in world languages specifically (Part 3B). Additionally, the instructional practices articulated in this section are aligned with and guided by best practices for

multilingual learners and differently-abled students, and specific information and resources are provided about how to support all students in their learning while drawing on their individual strengths. These instructional practices also contribute to a multi-tiered system of support (MTSS) through which *all* students have equitable access to strong, effective instruction that supports their academic, behavioral, and social emotional outcomes. Finally, this section concludes with information on professional learning and includes a sample set of additional tools and resources that are relevant to world languages (Part 4), in addition to the resources listed with Parts 2 and 3.

In reviewing this section, use Parts 2 and 3 to understand what high-quality instruction should look like for all students in world languages. Use Part 4 to learn about and identify resources for professional development and for learning more about how to enact high-quality instruction.

## Part 2: Integrating the Five Cs into Language Instruction

Each of the five goal areas of the *World-Readiness Standards for Learning Languages* focuses on a certain aspect of language learning and teaching:

- ***Communication*** on language use in different modes,
- ***Cultures*** on interacting with other cultures competently,
- ***Connections*** on connecting with other disciplines and the wider world,
- ***Comparisons*** on learning about language and culture in relation to one's own, and
- ***Communities*** on participating in local and global communities.

Refer to Section 2 of this framework for an in-depth discussion of these standards.

Even though each goal area has its own focus, they are designed to work best when integrated together throughout lessons and units. Some language educators may prioritize ***Communication*** and ***Cultures*** standards; however, the remaining standards of ***Connections***, ***Comparisons***, and ***Communities*** must not be ignored. A strong relationship among these goal areas, integrating all five regularly into classroom instruction, is key to successful world language programs.

### A. Communication

The *World-Readiness Standards for Learning Languages* explains that "the more learners use the language in meaningful situations, the more rapidly they move to higher levels of language performance" (ACTFL, 2015, p. 46). Most students are interested in learning languages so they can communicate with others. If teachers capitalize on this motivation, combining it with their knowledge of second language acquisition, brain function, and effective instruction, they can help students meet their goals. The shifts from teaching about the language, memorizing words, and conjugating verbs to teaching the three modes of interpersonal, interpretive, and presentational communication with the focus on context and purpose of communication means that teachers must know the reasons behind the tasks they are designing and implementing. For example, if a task is to call a friend about weekend plans (interpersonal), it will require that

students use more social and informal language, but if the task is to give an oral report during a science fair (presentational), students would need to use more academic and formal language. The type of task will also determine the listeners' expectations and tolerance for errors, pauses in speech, body language, and other aspects of communication. This also shows that integrating ***Communication*** into instruction leads to the integration of the other ***four Cs*** since students would use culturally appropriate language (***Cultures*** and ***Comparisons***) to speak to a friend or an audience (***Communities***) about a particular content (***Connections***).

Integrating ***Communication*** into language instruction makes the instruction real, where valuable class time is spent on students *using the language* rather than *talking about the language*. In addition to a comprehension check after reading an article, students may be asked to express their opinion about the article to a classmate or write a letter to the editor (Cutshall, 2012). Such tasks demonstrate the importance of high-quality instructional practices 2, 3, 4, 6 and others (refer to Part 3 for details) since students must feel safe in the classroom environment to use the target language during discourse while engaging with others and working towards a language goal for the lesson. The implementation of communicative tasks (Practice 7) also means a different approach to assessments. Following the principles of backwards design, assessments focus on students demonstrating what they are able to understand and communicate instead of selecting answers to a multiple-choice test. Integrating ***Communication*** into the instruction reflects how students will use the language outside of school and capitalizes on students' interests and motivations.

### B. Cultures

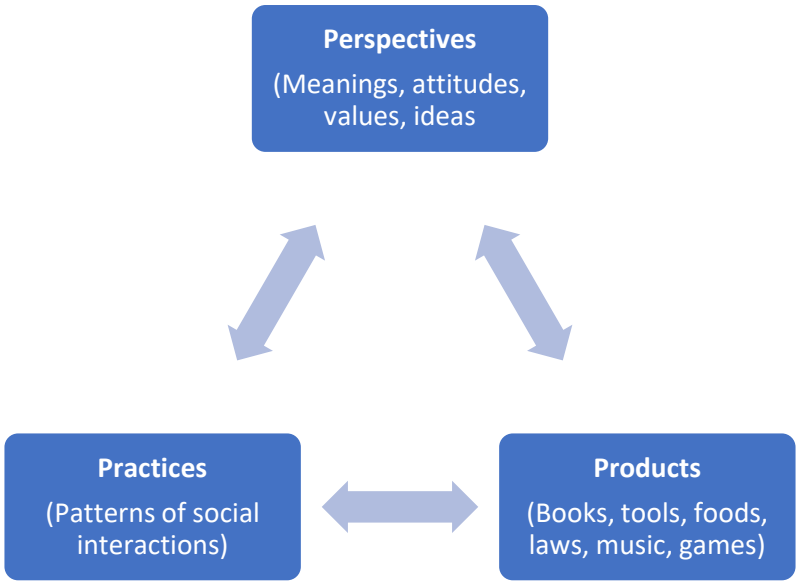
The study of language is inextricably connected to the study of culture, including its *practices, products, and perspectives*. While it is possible to learn some information about a culture without speaking its language, the insights that learning the culture *through* its language offers are unmatched. If a student's primary motivation for studying a language is communication, they will also be very interested in understanding the culture and engaging in culturally appropriate interactions to meet that goal. Thus, cultural knowledge and understanding go hand in hand with students' knowledge of vocabulary and grammar. With each of the three modes of ***Communication*** students can learn a set of "culture" skills:

- knowing what to say to whom is important for interpersonal mode,
- understanding cultural references is key to interpretive mode, and
- being able to choose an audience-appropriate register is a valuable skill for the presentational mode.

The goal area of ***Cultures*** also connects to the other ***Cs*** as students learn about world views, different cultures' contributions to various disciplines, and ways to relate to other communities.

The three Ps of culture: *products*, *practices*, and *perspectives*, are closely related and thus often taught as a "cultural framework" (Figure 10) which allows students to understand the target culture on a deeper level (ACTFL, 2015, p. 70; Cutshall, 2012, p. 33).

Figure 10. Cultures Framework




(Source: *World-Readiness Standards for Learning Languages*, ACTFL, 2015, p. 70)

Planning what to teach and how to teach it is important as it shapes students' views of the world and their attitudes to their own and other cultures. Including images and expanding lessons into the study of culture can be done even with simple topics at the Novice level; for example, during a lesson on routines and how students get to and from school, a teacher could show images of children from the target culture on their way to and from school, engaging their students in thinking about similarities and differences in available transportation and cultural expectations for the level of independence in children (Cutshall, 2012). Of course, there exists a danger of teaching stereotypical information to students; therefore, teachers need to be aware of gaps in their own cultural understanding and knowledge, and perhaps engage with their students in "discovery learning" using authentic texts and materials to arrive at cultural insights together. This is also an opportunity to acknowledge and embrace diversity and variety within every culture, resisting the urge to think of other cultures as monoliths. Asking questions and exploring what we want to know together can give our students tools for developing cultural understanding throughout their lives. In addition to using authentic materials, another way to make culture more real for students is to have them connect and interact with native speakers of the language they are studying. Whether in person or online, this type of connection enhances students' awareness of culture and makes them more sensitive to, for example, what questions are considered appropriate or inappropriate in different situations in different cultures.

## C. Connections

The ***Connections*** standards are critical to engaging students and helping them become lifelong language users. Making connections to other disciplines and information is essential to motivating students and providing a purpose for language learning. Helping students connect with native speakers and authentic materials increases their access to information and insights that may not be available outside the target language and culture. These standards are highly relevant to the 21st-century skills as they encourage language learners to use technology and a variety of literacy skills to connect with other cultures and communities.

The Language Flagship Initiative suggests that there are emerging content areas that are critical to prepare students for the communities in which they will live and work. These content areas include financial, economic, business, and entrepreneurial literacy, civic literacy, health, and wellness awareness. The ***Connections*** standards allow educators to look more intentionally and systematically at these content areas and their relationship to language, getting students to analyze what these areas look like in their own and in the target language countries. For example, if a student is interested in studying engineering, and they speak multiple languages, they can pursue college degrees and careers unavailable to monolingual students. Language educators are uniquely positioned to help build students' awareness and pursue such opportunities.

This approach is particularly apparent within the Advanced Placement (AP) Curriculum Framework with its use of contemporary themes of global challenges, science and technology, and others. Teaching through themes as highlighted in Section 2 of this framework is a way to use language as a vehicle for accessing content. For example, in a unit focusing on travel as part of the global challenges theme, students research modes of transportation available in the target culture and their impact on the environment, then produce a brochure that persuades travelers to choose a more environmentally friendly mode of transportation. Students could make connections to math or science by including information about climate patterns in the region. Additionally, teachers can think about making connections to other areas such as music or art or finding ways to tie in with current events or popular culture (Cutshall, 2012).

Since the content areas and topics language teachers can choose to include in their classroom can vary, it is important to allow for personalization and student choice. Teachers are encouraged to allow students to explore their own interests and connect with topics and issues that have personal meaning for them. This approach empowers students to take ownership of their learning and be more engaged in the material; it also enables them to make more meaningful connections to and with the world around them.

## D. Comparisons

The ***Comparisons*** standards encourage students to compare their own language and culture with those of the language they are studying to gain a deeper understanding of both. The two standards within this area clearly connect to the standards of ***Communication***, ***Cultures***, and

***Communities*** since comparing languages deepens students' understanding of how languages work and improves their communication in each mode, while comparing cultures increases students' ability to empathize and understand self and others, helping them become a more culturally competent participant in various communities. Additionally, being able to hypothesize about and reflect on similarities and differences is a skill students can apply in other classes and beyond the classroom.

One way to implement the ***Comparisons*** standards is for teachers to explicitly point out the similarities and differences between the target language and English or the target language and other languages spoken by students, such as cognates, word order, feminine/masculine word endings, and differences in punctuation and capitalization. However, it is important to go beyond the surface level comparison of vocabulary and grammar and into language concepts such as notions of politeness, use of register or tone, and others. Also, to promote learner independence and help students develop skills for the future, instead of giving explicit comparisons, teachers may guide their students to investigate and reflect on similarities and differences themselves, so students can arrive at their own insights. Such an approach will also allow teachers and students to engage in investigation and reflection between the target language and other languages students speak, regardless of the teacher's own proficiency in these additional languages. Teachers can also broaden their concept of the ***Comparisons*** standards beyond just comparing two languages and cultures in a dualistic manner and compare cultures and languages along a continuum of many cultures and many different languages or language variations. It is worth noting that language teachers do not need to be experts in all languages and cultures, just like for the goal of ***Connections*** they do not need to be experts in other content areas.

Another important consideration when implementing the ***Comparisons*** standards is to go beyond superficial activities when comparing cultures to avoid creating or reinforcing stereotypes. Before comparing cultures, students should first look and identify their own cultural perspective. Such self-reflection can serve as an anchor piece and help to avoid relying on stereotypes and overgeneralizations and to maintain a positive and open approach to the target language and culture. In-depth lessons that help students understand the underlying perspective of a culture are crucial and can help students develop a more global mindset since they support students in using critical thinking to understand different languages and cultures rather than focusing on absolute knowledge or a rigid dichotomy.

The integration of ***Comparisons*** standards into instruction can have real-world value in preparing students for a diverse college campus or workplace. Developing skills in thinking, accepting, and exploring other languages and cultures can lead to improved attitudes and stronger relationships with others, benefiting students in the long term.

## E. Communities

The ***Communities*** standards, despite sometimes receiving the least attention in language programs, can prove to be the ultimate goal of language education. While ***Communication***, ***Cultures***, and ***Connections*** standards give the students the HOW and WHAT of language communication, ultimately students need community members to communicate WITH. The ***Communities*** standards combine elements from each of the other goal areas and emphasize applied learning and personal enrichment. Therefore, creating opportunities for students to use the language in and out of the classroom is vital.

Some ways to integrate the ***Communities*** standards into language instruction include both inviting the community into the classroom and taking students into the community. This can be achieved through such activities as service-learning projects, guest speaker visits, field trips, visits to local events, volunteering with local community organizations, partnering with a recently arrived immigrant student or a foreign exchange student, e-pals, virtual tours, and many others. If going outside of the classroom is not feasible, a simpler way to integrate ***Communities*** standards is to encourage students to explore art or music or to learn to play a sport or game from the target culture (Cutshall, 2012). Such discoveries help students to begin to meet the ***Communities*** standard of lifelong learning to use language for enjoyment or enrichment. Despite logistical and other obstacles, language educators can encourage students to pursue different possibilities that interest them, as well as strive to provide their students with experiences that allow them to use the language in its natural context and develop a deeper understanding of the culture and communities where the language is spoken (ACTFL, 2015; Cutshall, 2012).

Technology also helps teachers integrate the ***Communities*** standards into their lessons. Tools like video conferencing platforms, blogs, podcasts, wikis, and social media can help to facilitate interaction and communication between students and target-language communities. Such tools allow for synchronous and asynchronous communication, real-time connections, increased accessibility, and collaborative work. Additionally, creating something for an authentic audience - beyond the teacher and classmates - can significantly enhance language learning. While educators need to consider the security of online sources and platforms, the Internet can potentially connect students with a worldwide audience. Ultimately, the ***Communities*** standards further help to motivate and engage students in language learning and to show them how it opens the door to the world for them.

In summary, by emphasizing meaningful ***communication*** in authentic situations, teachers can help students progress rapidly in their language performance. Connecting language learning with ***culture*** deepens students' understanding and allows for culturally appropriate interactions. Making ***connections*** to other disciplines and real-world contexts motivates students and prepares them for future opportunities. ***Comparing*** languages and cultures enhances students' linguistic and cultural competence, while engaging with ***communities*** through various activities and technology enables students to use the language in natural contexts and develop a lifelong

appreciation for language learning. Integrating the **five Cs** and making them a part of daily instruction empowers students, fosters their engagement, and expands their horizons beyond the classroom.

Table 14 lists sample resources to learn more about and to start integrating the **five Cs** into instruction.

Table 14. Integrating 5 Cs into Instruction

| Resource | Description |
|---|---|
| More Than a Decade of Standards:<br>a) Integrating "Communication" in Your Language Instruction<br>b) Integrating "Cultures" in Your Language Instruction<br>c) Integrating "Connections" in Your Language Instruction<br>d) Integrating "Comparisons" in Your Language Instruction<br>e) Integrating "Communities" in Your Language Instruction | **Five articles** from The Language Educator magazine on integrating communication, cultures, connections, comparisons, and communities into your language instruction. |
| STARTALK | **Infographics, articles, and videos** on implementing a standards-based and thematically organized curriculum and integrating culture, content, and language. |
| Teaching Foreign Languages K-12: A Library of Classroom Practices | **This video library** illustrates effective instruction and assessment strategies for the teaching of world languages in grades K-12, including lessons in Arabic, Chinese, French, German, Japanese, Italian, Latin, Russian, and Spanish. The videos model teaching of the 3 modes of communication and integration of culture, comparisons, connections, and communities. |
| High Noon: 20 Global Issues, 20 Years to Solve Them by J.F. Rischard | **A book** offering an overview of twenty most important global problems. It can be used as a source for community projects. |

| Resource | Description |
|---|---|
| The Language Flagship | **An initiative** of the Defense Language and National Security Education Office, offering higher education programs where students graduate with a variety of academic degrees coupled with superior level of proficiency in a world language. |
| ePals | **An online community** where learners connect with classrooms around the world. |
| Cultura | **An intercultural project** that connects groups of students online to help them understand each other's culture. A *Cultura* exchange is typically based in a language class and involves two partner teachers and two groups of students from two different cultures. |
| Flat Connections | Flat Connections provides unique approaches to online global collaboration. They assist classrooms in becoming a global learning environment of the future. |
| The World Factbook - The World Factbook (cia.gov) | This website provides basic information on the history, people, government, economy, energy, geography, environment, communications, transportation, and other topics for 266 world entities. |

## Part 3: High-Quality Instructional Practices

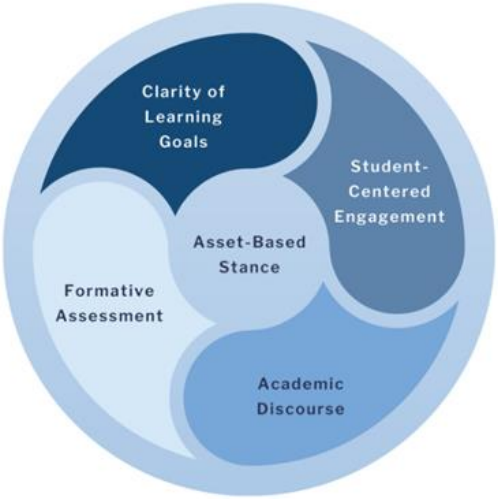
To effectively implement high-quality curriculum materials, as well as ensure that all students have equitable opportunities to learn, it is essential that teachers are familiar with and routinely use instructional practices and methods that are research- and evidenced-based. The first set of instructional practices are those common across all disciplines and curriculum frameworks, whereas the second set includes the instructional practices specific to world language. For additional guidance, there are also descriptions and references to instructional practices that support specific student groups, such as multilingual learners and differently-abled students.

## A. High-Quality Instruction in All Disciplines

To promote equity and coherence in student learning across disciplines, RIDE has identified five research-based practices that are essential to the effective implementation of standards and high-quality curriculum in all content areas (Figure 11). These five practices are:

1. Assets-Based Stance
2. Clear Learning Goals
3. Student-Centered Engagement
4. Academic Discourse
5. Formative Assessment

Figure 11. High-Quality Instructional Practices for All Content Areas




Together, they form Rhode Island's High-Quality Instructional Practices (HQIPs). They are central to high-quality instruction, are emphasized across all the curriculum frameworks, and are supported by the design of the high-quality curriculum materials. They also strongly align with the High-Quality Instructional Framework for MLLs to Thrive, the High-Leverage Practices (HLPs) for Students with Disabilities, and RIDE's teacher evaluation system. Next is a brief description of each practice and what it looks like in world language.

### *1. Assets-Based Stance*

Teachers routinely leverage students' strengths and assets by activating prior knowledge and connecting new learning to the culturally and linguistically diverse experiences of students while also respecting their individual differences.

### What this looks like in World Language

An asset-based stance acknowledges that students bring a wealth of knowledge, experiences, and backgrounds to the world language classroom, and recognizes these as valuable resources for

language learning. Getting to know students and their families, learning about their linguistic and cultural backgrounds and experiences, and incorporating these into the curriculum and instruction is especially helpful for world language educators as they introduce students to new aspects of the target language and target culture(s) and help students connect new learning to their prior knowledge. World language teachers can use students' personal experiences and interests as a basis for selection of supplementary authentic materials, design of lesson activities, planning student groupings, and other instructional decisions. Additionally, actively seeking to understand and appreciate students' backgrounds allows educators to build stronger relationships with students and their families and to build a safer classroom environment that encourages students to share their knowledge and perspectives with peers and to take risks using the new language.

An asset-based stance also involves creating an inclusive classroom environment that values diversity and promotes positive identity development for all students. This can be especially true in world language classes that teach a language used in more than one country and/or culture. In other words, if a district offers courses in a language used in different countries and cultures, an asset-based stance encourages the teacher and students in each course to acknowledge and value varieties of that language. For example, in a French course, students may encounter French vocabulary, grammar, cultural expectations for body language, holiday traditions, etc. that vary based on whether a text they are reading or a podcast they are listening to comes from Quebec, Gabon, Côte d'Ivoire, Senegal, or France, thus capturing the rich ways languages are used across the world.

Figure 11 illustrates that an asset-oriented approach is at the center of instruction and transcends all other practices. By adopting an asset-based stance, language teachers create a more engaging and empowering learning environment and help students to develop a positive attitude towards other cultures, towards language learning itself, and towards local and global social justice issues. A specific example is making connections to the cultural and linguistic experiences of students when communicating learning goals to effectively establish why students are learning the content or skill in question. Similar connections must be made when selecting and introducing high-interest topics to secure sustained student engagement and elicit student-driven discourse.

While asset-based stance is applicable to all *World-Readiness Standards for Learning Languages*, it is particularly evident in the ***Comparisons*** standards, where students investigate, explain, and reflect on the nature of language and on the concept of culture through comparisons of the language studied and their own. This gives students an opportunity to appreciate and develop insights into their own language and culture while learning to interact with others.

### What this looks like in relation to Universal Design for Learning (UDL)

UDL is the use of a variety of teaching methods to remove any barriers to learning. It is about building flexibility that can be adjusted for all students' strengths and needs. It is proactive with the goal of adjusting the how, based on understanding learner assets and needs, so students may achieve maximum academic growth. Both UDL and differentiation provide access for each student, with multiple options for learning and expression without changing what is being taught. High-quality curriculum and instruction implemented through UDL and differentiation give students access to the curriculum as part of Tier 1 of a multi-tiered system of support (MTSS).

### What this looks like for Multilingual Learners (MLLs)

Multilingual learners bring a multitude of assets to world language education: they may be able to share experiences and ideas that other students have not had an opportunity to encounter; be familiar with and able to engage in different ways of communicating, thinking, and perceiving the world; be able to access and use cognates to accelerate their vocabulary acquisition; be more aware of or more comfortable with differences in body language or facial expressions between cultures; and others. Such knowledge and experience accelerate these students' own language learning ability and contribute to other students' experiences, making the classroom learning richer and more engaging.

It is worth reiterating that multilingual learners may be learning a world language that is new to them (e.g., a native speaker of Amharic taking a Chinese I class), continuing to learn a world language they started learning in their home country (e.g., a native speaker of Polish who studied German in Poland and now continues to do so in the U.S.), or continuing to develop their home language (e.g., a native speaker of Japanese taking advanced Japanese classes to further their oracy and literacy skills). In the case of this last example and as previously explained in Section 2, multilingual learners who continue to learn their home language in world language courses are referred to as heritage learners in this framework.

In addition to incorporating multilingual and heritage learners' linguistic, cultural, and other assets into classroom instruction, LEAs and world language educators can empower MLLs by supporting them in obtaining the Seal of Biliteracy, which honors the skills these students already possess. Additionally, rather than placing heritage learners in unsuitable levels of traditional world language courses, LEAs can play a role in not only sustaining but also further developing students' linguistic traditions by providing opportunities for formal education. Many heritage learners maintain enough of their heritage language to communicate with their families; however, LEAs play a role in not only sustaining but also further developing heritage learners' linguistic traditions by providing opportunities for formal education. Offering courses with a curriculum that meets and builds upon the heritage learners' home language proficiency, as well as their academic and personal lived experiences, empowers and supports students in the continuation of learning their home language and reflects the needs and practices of the students

and their communities. With adequate resources and supports, many heritage speakers can continue to develop their heritage language side by side English (Zamora, 2013).

### What this looks like for Differently-Abled Students (DAS)

Implementation of the High Leverage Practice 3 (HLP3): *Collaborate with Families to Support Student Learning and Secure Needed Services* promotes an assets-based stance for differently-abled students. Effective collaboration between educators and families is built on positive interactions in which families and students are treated with dignity. Educators affirm student strengths and honor cultural diversity by maintaining open lines of communication with phone calls or other media to build on students' assets and discuss supports or resources. Trust is established with communication for a variety of purposes and not just for formal reasons such as report cards, discipline reports, or parent conferences. In world language classes, this could mean learning from communication with the families that one student enjoys reading or listening to non-fiction text while another student thrives when writing creatively and then using this information to plan or adjust instructional activities. These areas of strength create bridges to areas of needed support for DAS. It is also worth noting that different disabilities may or may not have an impact on world language learning. For example, English-speaking students with dyslexia may need different, if any, supports when studying languages with a different writing system, such as Chinese or Korean. Students with developmental disabilities or autism can learn more than one language as additional language learning brings benefits to DAS without negatively impacting their development or education (Gonzalez-Barrero & Nadig, 2018; Ward & Sanoudaki, 2021).

As previously discussed, it is important to look beyond accommodations and establish a classroom environment in which all students can fully participate. The social model of disability emphasizes the principles of Universal Design for Learning: While accommodations may help a single student in isolation, structural changes can increase accessibility for all and make learning more inclusive.

Table 15 lists sample resources to learn more about the high-quality instructional practice of Asset-based Stance.

Table 15. Asset-based Stance Resources

| Resource | Description |
|---|---|
| **World Language:** | |
| Universal Design for Learning (UDL) in World Languages | **A 7-episode podcast series** on Universal Design for Learning (UDL) in World Languages from the National Foreign Language Resource Center. Each |

| Resource | Description |
|---|---|
| | episode features interviews with world language professionals who share their insights and experience in relation to UDL for the world language classroom. Each episode comes with a list of resources and references. |
| Five Ways to Build an Asset-Based Mindset in Education Partnerships | **An article** on developing an asset-based partnership with classrooms across the globe. |
| Languages for All: How to Support and Challenge Students in a Second-Language Classroom by K. Arnett (2012) | **A book** about student learning needs and inclusive education in second language classrooms. Informed by current research and theory, the range of practical strategies in this book show how to support students' diverse learning needs. |
| **Multilingual/Heritage Learners:** | |
| **Heritage Learners:**<br>• ACTFL \| Heritage Learners<br>• ACTFL \| Language Learning for Heritage and Native Speakers<br>• UCLA National Heritage Language Resource Center<br>• Heritage Learners \| Language Connects Foundation | **A compilation of resources** to support the development of world language courses for heritage speakers. |
| UDL for Language Learners | This **book** shows teachers how to plan for the variability in language learners' academic and cultural backgrounds and anticipate special challenges. It includes detailed vignettes illustrating how teachers can apply UDL in the classroom. The authors share strategies and design processes relevant to specific grades and content or skill areas. |
| Culturally Responsive Teaching for Multilingual Learners: Tools for Equity | **Videos** to support culturally responsive and sustaining teaching that showcase strategies, such as activating background knowledge and partnering with MLL families. |

| Resource | Description |
|---|---|
| How to Use Culturally Responsive Teaching in the Classroom (understood.org) | **A guide** to putting culturally responsive teaching into practice. |
| **Differently-Abled Students:** | |
| HLP #3: Collaborate with Families to Support Student Learning and Secure Needed Services | **Leadership Guide** for HLP #3: Collaborate with Families to Support Student Learning and Secure Needed Services. |
| Beyond IEPs and 504 Plans: Why You Should Consider Asset-Based Accommodations | **An article** on how asset-based accommodations beyond IEPs and 504s can be effective tools for supporting academic achievement and future success. |
| TIES TIPS \| Foundations of Inclusion \| TIP #6: Using the Least Dangerous Assumption in Educational Decisions \| Institute on Community Integration Publications (umn.edu) | **An article** on how the least dangerous assumption pushes educators to consider all students as capable. The challenge is to replace a deficit mindset and consider what can educators do to support students in how they access, engage in, and respond not only to both academic and life skills content. |
| Stories from the Classroom: Focusing on Strengths within Assessment and Instruction \| Progress Center (promotingprogress.org) | **A video** from Progress Center on including students in examining their data and setting ambitious goals by focusing on their assets. |
| MTSS for All: Including Students with the Most Significant Cognitive Disabilities \| Progress Center (promotingprogress.org) | **A brief** from the TIES Center that provides suggestions for ways in which MTSS can include students with the most significant cognitive disabilities. |
| **Additional Resources:** | |
| 3 Steps to Developing an Asset-Based Approach to Teaching \| Edutopia | **An article** on how to build upon what your students bring to the classroom. |

| Resource | Description |
|---|---|
| Understanding by Design | **A library** of UbD books, resources, and sample units. Authentic Education is an organization providing practical staff development, specializing in design and teaching for understanding and effective assessment. |
| Classroom Supports: Universal Design for Learning, Differentiated Instruction (CTE Series 3) - NTACT:C (transitionta.org) | **A webinar** on the CAST framework of UDL and explanations for how one district incorporates UDL into their CTE programs. |
| Intro to UDL (mtssri.org) | This self-paced BRIDGE-RI **course module** is designed to help you start your journey towards understanding what UDL is, why it is important, and how to approach planning with UDL to ensure every student, regardless of variability, can access the content and engage in meaningful learning. |

### *2. Clear Learning Goals*

Teachers routinely use a variety of strategies to ensure that students understand the following:

1. What they are learning (and what proficient work looks like);
2. Why they are learning it (how it connects to their own learning goals, what they have already learned, and what they will learn); and,
3. How they will know when they have learned it.

### What this looks like in World Language

In world language education, clear language learning goals are essential for students to understand what they are expected to learn and what they need to do to achieve the next level of performance in the target language. Utilizing key concepts of backward design, LEAs set performance targets for world language programs and for each course within a program. Then, working with the program and course goals, world language educators establish goals for instructional units and daily lessons. All language goals, whether for programs, courses, units, or lessons, are informed by the *World-Readiness Standards for Learning Languages*, *ACTFL Performance Descriptors for Language Learners*, the *NCSSFL-ACTFL Can-Do Statements*, and the *ACTFL Proficiency Guidelines*. The three modes of communication (interpersonal, interpretive, and presentational) are also embedded in the learning goals.

It is recommended that teachers design learning goals in the form of Can-Do statements that are student friendly and emphasize learning at a given performance level. In Section 2 of this framework, we included an example of a learning goal from a unit on dress codes. The example goal stated, *I can explain and defend a newly proposed dress code at our school, using a series of sentences*. This type of language goal is student-focused (*I can*), names the language functions students will use (*explain and defend*), connects to a content or context (*proposed dress code at our school*), and gives performance level information (*a series of sentences*). Of course, this unit goal needs to be further broken down into smaller, lesson-level goals, such as identifying key information about dress codes in a text or video, outlining a dress code proposal, preparing arguments to defend the proposal, etc., each with appropriate linguistic forms or features students need to learn. With proficiency-based instruction, Can-Do statements focus on what students can do with the language rather than focusing on what they know about the language as language functions take priority over the linguistic forms and features. In the example, the focus is on explaining and defending an opinion about a dress code, and the grammar serves to make the explanation clearer, but it is not the primary focus of the lesson.

Another example to illustrate the focus on functions and the use of language is a learning goal stating, *I can compare living in the country vs. living in the city using comparative adjectives in a series of connected sentences*. In this example, students will focus on the language function of comparing two places to live as their primary goal for communication. They will still learn and use comparative adjectives, but it will be with the purpose of communicating their comparisons rather than for the purpose of just showing their understanding of forming comparative adjectives. Once themes of interest and relevance to our students are selected, the focus on language functions will make language learning more engaging and realistic, helping students become more effective communicators in real-life situations.

Following the remaining steps of backwards design, once the desired goals for each lesson within the unit are established, teachers then determine acceptable evidence (that is, assessment), and plan learning experiences and instruction that leads students towards meeting the goals.

### What this looks like for Multilingual Learners (MLLs)

For MLLs enrolled in heritage language courses, educators will design clear learning goals that build on the students' current proficiency level, cultural knowledge, and linguistic skills. The unit and lesson goals in the heritage courses must reflect the fact that the needs of heritage speakers are often significantly different from non-heritage speakers who are not exposed to the target language at home.

### What this looks like for Differently-Abled Students (DAS)

High Leverage Practice 14 (HLP 14): *Teach Cognitive and Metacognitive Strategies to Support Learning and Independence* supports the high-quality instruction practice of Clear Learning

Goals. Through task analysis, educators support DAS by determining the steps they need to take to accomplish goals, then create and teach a procedure to help the student meet the goals. The educator uses explicit instruction (HLP 16) to teach the student self-regulation strategies such as self-monitoring, self-talk, goal-setting, etc. Clear, step-by-step modeling with ample opportunities for practice and prompt feedback coupled with positive reinforcement (HLP 22) in different contexts over time ensure that DAS become fluent users of metacognitive strategies toward understanding and achieving learning goals. For example, when writing in a world language classroom, the Self-Regulated Strategy Development approach can support DAS to achieve content area writing goals.

Table 16 lists sample resources to learn more about the high-quality instructional practice of Clear Learning Goals.

Table 16. Clear Learning Goals Resources

| Resource | Description |
|---|---|
| **World Language:** | |
| NCSSFL-ACTFL Can-Do Statements | **A guide** to using the Can-Do Statements to write language learning goals, through the Novice, Intermediate, Advanced, Superior, and Distinguished levels, while addressing the interpretive, interpersonal, and presentational modes of communication. |
| ACTFL Performance Descriptors for Language Learners | **A roadmap** for what learners should be able to do as they learn a language through explicit instruction. |
| ACTFL Guiding Principle: Plan with Backward Design | **A guide** to using backward design for effective world language instruction with a focus on identifying desired results (unit outcomes), determining acceptable evidence, and planning instruction. |
| Teacher Effectiveness for Language Learning Project: Learning Targets | A guide to developing learning targets and their role in the language classroom. |
| **Multilingual/Heritage Learners:** | |
| Culturally Responsive Teaching for Multilingual Learners: Tools for | **Videos** to support culturally responsive and sustaining teaching that showcase strategies, such |

| Resource | Description |
|---|---|
| Equity \| Online Resources (corwin.com) | as activating background knowledge and partnering with MLL families. |
| **Differently-Abled Students:** | |
| High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children | **Leadership Guides** for the following HLPs:<br>#11: Identify and Prioritize Long- and Short-Term Learning Goals<br>#12: Systematically Design Instruction Toward Learning Goals<br>#13: Adapt Curriculum Materials and Tasks<br>#14: Teach Cognitive and Metacognitive Strategies to Support Learning and Independence<br>#16: Use Explicit Instruction<br>#22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (academic |
| High-Leverage Practice Videos for HLP #11 and HLP #16 | **Videos** highlighting **HLP #11** (identify and prioritize long- and short-term learning goals) and **HLP #16** (use explicit instruction) found under "**Access Videos**." |
| Stories from the Classroom: Focusing on Strengths within Assessment and Instruction \| Progress Center (promotingprogress.org) | **A video** from Progress Center on including students in examining their data and setting ambitious goals |
| **Additional Resources:** | |
| Features of Explicit Instruction: Training Modules \| NCII (intensiveintervention.org) | **Course content** to support educators in providing explicit instruction in whole groups or small groups. |
| Writing with SRSD – Overview (mttssr.org) | This self-paced online course module on Self-Regulated Strategies Development (SRSD) for writing will introduce participants to this highly effective, evidence-based approach for teaching writing. A brief overview of the SRSD process will |

| Resource | Description |
|---|---|
| | be provided alongside data and reports from local educators explaining both its effectiveness and ease of implementation. |

### *3. Student-Centered Engagement*

Teachers routinely use techniques that are student-centered and foster high levels of engagement through individual and collaborative sense-making activities that promote practice, application in increasingly sophisticated settings and contexts, and metacognitive reflection.

### What this looks like in World Languages

Today's world language classroom should be a vibrant space in which students take charge of their learning, think deeply, and communicate and collaborate with their peers. Ensuring that students are active participants is key since practicing and applying language skills is the only way to reach the next level of performance and proficiency. To foster high levels of engagement and promote the use of the target language, language teachers give students ***opportunities to process language*** in interpretive mode. This can be achieved by providing comprehensible input while using relevant stories, articles, podcasts, videos, and other textbook and authentic materials. Language teachers also provide students with ***opportunities to produce language*** (with appropriate supports) in interpersonal and presentational modes. This may involve interactive and communicative activities, such as discussions, role-plays, debates, and presentations. Varying the activities for processing and producing language allows students to practice different linguistic skills in all domains of listening, speaking, signing, viewing, reading, and writing. Teachers may also use project-based learning or inquiry-based learning approaches that provide students with ***opportunities to investigate cultural products, practices, and perspectives*** of the target language and culture (refer to Practice 10 in Part 3B). Interwoven throughout should be ***opportunities to interact*** with others, using the target language in authentic and meaningful ways for a real-world purpose. Some successful strategies for promoting interactions include Think-Pair-Share, Turn and Talk, Gallery Walks, Four Corners, Jigsaw activities, and others (refer to Table 17).

Additional examples of student-centered engagement within world languages instruction include but are not limited to:

- Selecting themes and topics based on student interests
- Using multimedia and multiple modalities (visual, auditory, and kinesthetic/tactile)
- Using authentic materials from countries and cultures of the target language
- Activating students' prior knowledge and making connections to prior learning

- Offering student choice in opportunities for reading, writing, viewing, signing, speaking, and listening with peers and other audiences
- Providing multiple exposures to texts and audio materials
- Pairing texts with other modes of communication (e.g., audiobooks, newscasts, podcasts)

Engaging students is key as teachers work with their high-quality instructional materials and is a critical component to ensuring student success in achieving the learning goals.

### What this looks like for Multilingual Learners (MLLs)

Educators teaching a heritage language class should promote student-centered engagement by providing opportunities for students to build on their funds of knowledge, i.e., their linguistic and cultural resources, as springboards for new learning (High-Quality Instructional Framework for MLLs To Thrive, 2021, p. 7). This means selecting themes and topics that are relevant to the students, yet challenging enough that they promote further language development, particularly promoting the development of academic language with its functions, forms, and features that are not necessarily present in the social language students are more often exposed to in a home setting. Incorporating ideas relevant to the world language in general but with topics and materials at appropriately high linguistic levels can be particularly powerful in promoting student-centered engagement with heritage language learners. Additionally, teachers of heritage learners are in a unique position to support their students not only with their biliteracy, but also in mediating across cultures and building a sense of identity and belonging, thus creating higher levels of student-centered engagement.

### What this looks like for Differently-Abled Students (DAS)

Student-centered engagement is maximized when educators implement High Leverage Practice 7: *Establish a Consistent, Organized, and Respectful Learning Environment*. DAS benefit from educators who explicitly teach consistent classroom procedures and expected behaviors while considering student input. Viewing behavior as communication, re-teaching expectations and procedures across different school environments, and helping students understand the rationale for the rules and procedures as part of HLP 7 implementation will enhance student-centered engagement for DAS. In any content area, this may mean providing additional opportunities for DAS to learn and practice routines that some peers might already have mastered. In world language, it may mean opportunities to engage in discussions, roleplays, debates, presentations, etc. Some IEPs may call for self-monitoring checklists and visual schedules to support students in active participation in learning activities. Individual DAS will need specific supports unique to their learning profiles to engage in project-based or inquiry-based learning approaches. Educators can implement HLP 7 in conjunction with HLP 18: *Use Strategies to Promote Active Student Engagement*, and HLP 8: *Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior*, for individualized student supports.

Table 17 lists sample resources to learn more about the high-quality instructional practice of Student-Centered Engagement.

Table 17 Student-Centered Engagement Resources

| Resource | Description |
|---|---|
| **World Language:** | |
| Design Communicative Tasks | **A guide** to oral interpersonal communication tasks that engage students for the purpose of exchanging information and ideas, meeting one's needs, and expressing and supporting opinions through speaking and listening or signing with others. |
| STARTALK | **A collection of resources** for world language educators on facilitating a learner-centered classroom. |
| Facilitate Target Language Use | **A guide** on the use of the target language in the classroom, with the production and reception of language at its core. |
| Use Authentic Texts | **A guide** on the use of authentic materials and their role in increasing student interest and engagement. |
| **Multilingual/Heritage Learners:** | |
| Including Voice in Education: Addressing Equity Through Student and Family Voice in Classroom Learning | **An infographic** on incorporating student voice and/or family voice into student learning, a promising strategy for teachers striving to foster culturally responsive and sustaining classrooms to enhance education access, opportunity, and success for students who are historically marginalized within the pre-kindergarten to grade 12 education systems. |
| **Differently-Abled Students:** | |
| High-Leverage Practice 7 | **A guide** highlighting how a consistent, organized, and respectful learning environment can lead to higher student-centered engagement. |

| Resource | Description |
|---|---|
| High-Leverage Practices Video: Use Strategies to Promote Active Student Engagement | **A video** highlighting HLP #18 which focuses on strategies to promote active student engagement. |
| Leadership Guide for HLP #17: Use Flexible Groupings | **A guide** for school leaders with look-fors, tips, and reflection questions to use with teachers. |
| **Additional Resources:** | |
| 9 Strategies for Getting More Students to Talk | **An article** sharing techniques for increasing the number of students who talk and share their ideas in class. |
| How-To: The Jigsaw Method, Revisited | **A video** on a cooperative learning strategy. |
| Social and Emotional Learning | **RIDE resources** on Social Emotional Learning. |
| Classroom Communities (mtssri.org) | This self-paced BRIDGE-RI **course module** explores what it takes to build classroom communities that support ALL students, providing practical tools to plan, or improve your classroom. |

### *4. Academic Discourse*

Teachers routinely facilitate and encourage student use of academic discourse through effective and purposeful questioning and techniques that foster rich peer-to-peer interactions and the integration of all modes and domains of language into classroom instruction.

### What this looks like in World Languages

For the purposes of world language education, discourse is defined as any sustained unit of spoken, signed, or written interaction between two or more students that requires students to utilize various language domains (speaking, listening, viewing, signing, reading, and/or writing) and that encourages student engagement. While all *World-Readiness Standards for Learning Languages* require language use, the standards of ***Communication***, ***Cultures***, and ***Communities*** offer extensive opportunities to engage in discourse and truly cannot be accomplished without such engagement. ***Communication*** standards aim for students to be able to "communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes;" the ***Cultures*** standards focus on students being able to "interact with cultural competence and understanding;" and ***Communities*** standards aim for the students to be able to

"communicate and interact (…) in multilingual communities at home and around the world" (refer to Section 2 for more details). As a result, in a world language classroom, students engage in interpersonal, interpretive, and presentational communication, all of which require them, among other things:

- to interact with others, negotiate and interpret meaning, and analyze and share information;
- to communicate for the variety of language purposes and functions (such as asking for information, explaining, persuading, etc.); and
- to adapt to various audiences with cultural competency.

It is worth noting that to meet all the *World-Readiness Standards for Learning Languages*, a world language student needs to learn how to engage in both social and academic discourse with both formal and informal registers, to participate in interpersonal, interpretive, and presentational communication that is culturally competent. For example, a student at the Advanced level would be able to explain culinary customs from the target culture in extended discourse using both social and academic vocabulary and structures as well as be able to order food at a restaurant using appropriate social language. Therefore, discourse in a world language class will encompass both social and academic language and both formal and informal registers, with the use of situation- and audience-appropriate language functions, vocabulary, grammar, organization, tone, body language, etc., thus making students effective communicators in both academic and non-academic interactions and settings.

The very nature of the world language content area requires students to engage in discourse on a regular basis to practice the language they are learning and to continue to progress to the next level of proficiency. *ACTFL Proficiency Guidelines* delineate what types of discourse are associated with each level of Novice, Intermediate, Advanced, Superior, and Distinguished proficiency. Table 18 illustrates the sample types of discourse Intermediate Mid vs. Distinguished level speakers or signers can engage in.

Table 18. Comparison of Sample Discourse Types

| Level | Intermediate Mid | Distinguished |
|---|---|---|
| Discourse: Type and Amount | • can engage in exchanges necessary for survival (such as information related to self, family, home, daily activities, food, etc.)<br>• can converse in predictable and concrete exchanges<br>• can produce sentence-level language, ranging from discrete | • can use persuasive and hypothetical discourse for representational purposes<br>• can advocate a point of view that is not necessarily their own<br>• can tailor language to a variety of audiences by adapting their speech and register |

| | | |
|---|---|---|
| | sentences to strings of sentences, typically in the present tense | • can produce highly sophisticated and tightly organized extended discourse |

(Source: ACTFL Proficiency Guidelines, 2012, p. 4)

These samples in Table 18 illustrate how the level and type of discourse world language students engage in when speaking expands as they move to higher levels of proficiency. Similar differences between levels exist with listening, reading, and writing skills to show how the amount and type of discourse a student can comprehend and produce increases as they use different language domains and as they progress through the levels of language performance and proficiency.

Encouraging expanded discourse builds "a classroom discourse community" (Glisan, 2017, p. 41), which is a process in which the teacher's actions have a high impact. Teachers can focus on questions and reactions that either promote or stall meaningful communication. Eliciting pre-determined answers and evaluating or praising student responses for grammatical accuracy leads to "mechanical" exchanges that do not have a chance to expand into a longer conversation and do not support students with communication outside of the classroom (e.g., Teacher: *What's for lunch today?* Student: *It's chicken sandwiches and fruit*. Teacher: *Good job using a complete sentence.*). On the other hand, focusing on meaningful communication and using responses that elicit further exchange leads to promoting discourse to express ideas, opinions, feelings, etc. (e.g., Teacher: *What's for lunch today*? Student: *It's chicken sandwiches and fruit*. Teacher: *Again? Wouldn't you rather have something different?* Student: *Not really, I like this option a lot. How about you, Ms. B? What would you rather eat?*) This type of discourse produces students who can "initiate, participate in, and sustain interactions in the target language" (Glisan, 2017, p. 43).

In addition to teacher talk and its impact on classroom discourse, another consideration is the types of tasks educators ask students to engage in when collaborating with partners or in small groups. While students need to engage in both interpersonal and presentational communication, some tasks that are seen as interpersonal are actually presentational and do not necessarily lead to meaningful oral discourse. For example, asking a pair of students to orally deliver a dialog that has been pre-written is presentational in nature and not interpersonal. However, asking students to interview a partner about their travel preferences without having the dialog prewritten allows for more natural flow of the conversation and gives students an opportunity to practice the type of discourse they are likely to encounter outside of the classroom. It would be even more beneficial if students completed a follow-up task based on the conversation (e.g., creating a promotional travel brochure geared towards the preferences discovered during the interview), which would encourage students to truly focus on the original conversation and getting to know their partner's preferences. Teachers can still "set the scene" (Glisan, 2017) and help prepare

students for the more realistic interpersonal tasks by reviewing or teaching the language they will need ahead of time. In our example, it could be modeling ways to formulate questions, providing supports (such as a travel vocabulary word bank), and offering insights into cultural knowledge (such as culturally appropriate ways to express preferences or modes of transportation available in a given country). Once students begin their conversations, rather than offering corrective feedback on the spot, the teacher's role is to facilitate communication, offer help with verbal mediation when breakdown in communication occurs, or collect information for formative feedback to be provided later.

Explicit instruction, modeling, teacher and peer feedback, practice with peers, and use of authentic texts among other strategies all support students in advancing from simple to extended discourse and learning when and with whom to use formal and informal registers in the target language. By developing both social and academic discourse skills, world language students are better equipped to succeed in a variety of contexts and are better prepared to participate in multilingual communities at home and around the world.

### What this looks like in relation to Social Emotional Learning

The five core competencies of Rhode Island's Social Emotional Learning standards and indicators support academic discourse across the content areas, including world languages.

- *Self-Awareness*: Identifying one's strengths and weaknesses while working within a group, staying motivated and engaged throughout the work.
- *Self-Management*: Controlling one's emotions, responding calmly to comments, questions, and nonverbal communication.
- *Social-Awareness*: Understanding others' perspectives and cultures, compromising with peers when the situation calls for it, accepting feedback from peers and teachers, and listening to the opinions of others and taking them into consideration.
- *Relationship Skills*: Expressing one's perspective clearly, following agreed upon rules of the group and carrying out assigned role(s), gaining peers' attention in an appropriate manner, asking questions of group members, limiting the amount of information shared with others, and actively listening to peers when they speak.
- *Responsible Decision Making*: Coming to the group prepared, demonstrating independence with work tasks, dividing labor to achieve the overall group goal efficiently.

Social and emotional skills are implicitly embedded in the content standards, and students must learn many social and emotional competencies to successfully progress academically. Refer to Section 2 of this framework for more information on the connection between world language and social and emotional learning.

### What this looks like for Multilingual Learners (MLLs)

Heritage learners often have different skills and needs from non-heritage learners when it comes to engaging in discourse. Many heritage learners are well versed in social discourse and the use of informal register in their home language. Some also have a level of familiarity with academic discourse and formal register, depending on the amount of schooling they completed in their home country. Therefore, it is especially important to assess heritage learners' levels of proficiency in all language domains of the target language and place them in courses specifically designed to build on their existing knowledge while further developing their academic language skills. Additionally, world language educators teaching heritage courses need to consider language variations their students may use and avoid promoting one variation as more desirable than others. The language variations students know are assets that can be leveraged when the whole class is working towards cultural competency in communicating with people from around the world.

### What this looks like for Differently-Abled Students (DAS)

While each student's accommodations will be unique and world language teachers should refer to each student' IEP, some universal strategies for working with DAS on discourse include but are not limited to the use of communicative rather than grammar-oriented lessons, use of routines in the target language, frequent review and repetition, opportunities to interact with others in a low-stress environment, providing language supports and feedback as needed, use of text-recognition technology, and maintaining realistic proficiency-level expectations (examples adapted from World Language Learning for All Delaware Students: Ensuring Universal Accessibility to High-Levels of Language Acquisition, 2013).

World language educators may find it particularly useful to plan mixed small groups to increase DAS engagement in both social and academic discourse through a variety of cooperative learning structures consistent with HLP 17: *Use Flexible Groupings*. Effective groupings are monitored for learning and student interactions to meet various academic, behavioral, and interpersonal instructional objectives. DAS may require varied group sizes and types based upon specific IEP goals and accommodations. A student engaging in intensive instruction of a language skill may do so in a supplemental homogenous group of only 2-3 peers while also having regular opportunities to engage in heterogeneous collaborative groups during core instruction with scaffolded supports.

Table 19 lists sample resources to learn more about the high-quality instructional practice of Academic Discourse.

Table 19. Academic Discourse Resources

| Resource | Description |
|---|---|
| **World Language:** | |
| ACTFL Proficiency Guidelines | **A description** of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. It delineates the amount and types of discourse associated with each level of proficiency. |
| ACTFL Performance Descriptors for Language Learners | **These descriptors** are designed to describe language performance in the three modes of communication, that is the result of explicit instruction in an instructional setting. They help language educators create performance tasks targeted to the appropriate performance range while challenging learners to also use strategies from the next higher range. |
| Activities to Boost Target Language Vocabulary Acquisition | **An article** on how to give students repeated exposure to relevant vocabulary.<br><br>*Also refer to ACTFL.org for Virtual Learning Modules on vocabulary and other topics |
| Design Communicative Tasks | **A guide** to oral interpersonal communication tasks that engage students for the purpose of exchanging information and ideas, meeting one's needs, and expressing and supporting opinions through speaking and listening or signing with others. |
| Facilitate Target Language Use | **A guide** on the use of the target language in the classroom, with the production and reception of language at its core. |
| **Differently-Abled Students:** | |
| High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children | **Leadership Guides** for the following HLPs:<br>#15: Provide Scaffolded Supports<br>#17: Use Flexible Groupings |

| Resource | Description |
|---|---|
| Accommodations: Instructional and Testing Supports for Students with Disabilities | This online module explains how accommodations differ from other kinds of instructional adaptations, defines the four categories of accommodations, and describes how to implement accommodations and evaluate their effectiveness for individual students. |
| **Additional Resources:** | |
| Social and Emotional Learning | **RIDE resources** on Social Emotional Learning. |
| Intro to SEL (mtssri.org) | In this self-paced BRIDGE-RI **course** you will learn about Social and Emotional Learning, (SEL) including how and why these skills are so important for our students to achieve success in school and adult life. In addition, resources and strategies will be shared that can be used immediately with your students. The content is intended to spark other new ideas on how SEL skills can enhance the instruction taking place in your classroom. |
| Literacy in Language Learning | **A guide** on the impact of literacy on other aspects of language development, including discourse. |
| Effective Questioning Strategies | **An article** on planning effective questioning sessions. |

### *5. Formative Assessment*

Teachers routinely use qualitative and quantitative assessment data (including student self-assessments) to analyze their teaching and student learning to provide timely and useful feedback to students and make necessary adjustments (e.g., adding or removing scaffolding and/or assistive technologies, identifying the need to provide intensive instruction) that improve student outcomes.

### What this looks like in World Languages

Within the world language classrooms, teachers and students focus on clear learning goals in the form of Can-Do statements, and teachers provide feedback that is relevant to these learning goals based on a learner's current level while aiming towards the targeted level of performance. It is crucial that teachers identify ways for collecting formative assessment data and use it in leveraging student progress towards the learning goals and towards the next level of performance

without negatively impacting student engagement and willingness to participate. Feedback on formative assessment is positive and constructive when it avoids words like "should, but, however" and includes statements that highlight what students did appropriately followed by a question (*what is another way?*) or a suggestion (*try adding or continuing with*).

In a world language class, formative assessment incorporates the three modes of communication (interpersonal, interpretive, and presentational) as well as the knowledge of culture, while focusing on real-world applications. Additionally, teachers should note each student's development of the language domains of listening, speaking, signing, viewing, reading, and writing, since each domain may develop at a different pace and the development of one language domain supports the development of others. The *NCSSFL-ACTFL Can-Do Statements* provide examples and scenarios that illustrate how students show their linguistic and cultural competency in all modes and domains. They also illustrate the role linguistic supports, such as sentence stems, play in both language practice and language assessment.

Across the performance levels of world language instruction, formative assessments take many oral and written forms including but not limited to:

- Short responses (with or without supports, oral or written)
- Do-Nows and Exit tickets
- Visual representations to show comprehension, such as drawings, diagram, or timelines
- Targeted questions
- Low-stakes quizzes
- Think-Pair-Share
- Partner, group, and/or classroom discussions or other discourse
- Checklists
- Rubrics
- One-on-one conferences
- Student reflections
- Self- and peer-assessments
- Writing samples (with or without supports)
- Video or audio recordings and
- Portfolios (e.g., LinguaFolio®)

An important aspect of formative assessment in a world language classroom is the role of corrective oral feedback that teachers routinely provide to improve students' performance in using the target language to interact with others. With oral feedback, world language teachers must carefully consider when error correction may be demotivating versus when it is needed or expected by their students during the classroom discourse.

Language acquisition research tells us that errors are an integral part of language learning; thus, teachers cannot expect error-free production from their students. Additionally, teachers cannot expect to correct all mistakes they hear their students make since overcorrection can be demotivating and detrimental to language production and student participation. When deciding to offer oral feedback, teachers should consider the goal of the feedback, how it is delivered, whether it is responsive to students' current level and sensitivity to corrections, and, most importantly, whether it has potential to lead to uptake by students and thus result in improvement in their performance.

Most often three types of errors require attention from the teacher via corrective oral feedback:

- errors that interfere with meaning and lead to a breakdown in communication,
- errors related to the linguistic target of the lesson, and
- errors that are frequently made by many students in the class.

Once an error for correction is identified, teachers must also decide how to provide corrective feedback since it can be delivered in a variety of ways. Oral feedback can, for example, be delivered via reformulations (corrected restatements of student utterances, such as recasts) or via prompts (eliciting self-repair from students, such as clarification request). It can also be considered explicit or implicit depending on the type of feedback the teacher chooses to use (Glisan, 2017, p. 142-143). Teachers can also utilize technology when providing oral feedback, such as delayed feedback via audio recordings.

Another important aspect of assessment in world languages is involving students in the process by having them participate in goal setting so they monitor and self-assess their own progress within the language classroom. This adds to their motivation for learning languages and promotes more autonomy, which is important for the student to continue using and learning the language beyond the classroom. Studies have also shown that this process of self-evaluation contributes to increased metacognitive and metalinguistic awareness, language achievement, and overall academic success (*NCSSFL-ACTFL Can-Do Statements*, 2017; *High-Quality Instructional Framework for MLLs to Thrive*, 2021).

### What this looks like for Multilingual Learners (MLLs)

For world language educators teaching heritage language courses, formative assessment practices should include similar considerations and techniques, but at appropriate levels of linguistic complexity and cultural competency. Depending on the students and the course curriculum, the assessments for heritage learners focus more on academic rather than social discourse and formal rather than informal registers. Collecting language samples and utilizing a variety of assessment practices will give educators the data needed to provide heritage learners with language-focused feedback aligned to their language goals and leading towards a higher level of proficiency.

### What this looks like for Differently-Abled Students (DAS)

High Leverage Practice 4: *Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs* describes assessment as a collaborative process that includes informal assessments to plan instruction that is responsive to individual needs. DAS participation in formative assessments may require accommodations specified in IEPs. Implemented in conjunction with HLP 22: *Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior*, DAS will receive immediate and specific feedback on their performance that is goal-directed and thoughtful in considering the specific learner profile. A diagram or image can also support DAS to understand feedback and their progress on formative assessments.

Table 20 lists sample resources to learn more about the high-quality instructional practice of Formative Assessment.

Table 20. Formative Assessment Resources

| Resource | Description |
|---|---|
| **World Language:** | |
| Corrective Feedback in Second Language Acquisition<br>Academic Commons (columbia.edu) | **This literature review** focuses on the role played by corrective feedback in Second Language Acquisition. While corrective feedback relates to both oral and written discourse, the focus of this review centers on oral production, due to the preponderance of research on this aspect of feedback. |
| ACTFL \| Provide Effective Feedback | **A guide** to what, why and how of providing effective feedback that is constructive and useful. It includes additional references and resources on types of feedback. |
| STARTALK | **Resources** on conducting performance-based assessments, monitoring student progress, and using formative assessments to provide feedback and adjust instruction. |
| Designing Meaningful Assessments in World Language Classes | **An article** on meaningful world language assessments that focus on authentic, real-life |

| Resource | Description |
|---|---|
| | scenarios with practical and realistic use of the language. |
| **Differently-Abled Students:** | |
| High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children | **Leadership Guides** for the following HLPs:<br>#4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs<br><br>#6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes<br><br>#8: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (SEL)<br><br>#22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (academic) |
| High-Leverage Practices Video: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior | **A video** highlighting HLPs #8 and #22 on providing positive and constructive feedback to guide students' learning and behavior. This resource supports both SEL and academic domains. |
| **Additional Resources:** | |
| Revising the Definition of Formative Assessment | **This resource** provides an overview of the FAST SCASS's revised definition on formative assessment. The revised definition includes an overview of the attributes of effective formative assessment and emphasizes new areas emerging from current research, theory, and practice. |

### B. High-Quality Instruction in World Languages

Since the focus in world languages has moved from teaching and learning *about* the language to teaching and learning to *use* the language, the instructional practices have shifted as well to support students in achieving the **five Cs** of the *World-Readiness Standards for Learning Languages*. High-quality instruction in world languages also reflects research- and evidence-based practices, but these practices are not a teaching method or approach themselves (ACTFL, 2015; Glisan & Donato, 2017; Glisan & Donato, 2021; Grahn & McAlpine, 2017). Rather they

are core practices that are complementary to any type of teaching method and/or approach, such as communicative approach, task-based learning, genre-based approach, and others. These practices are adaptable to various teaching methods, styles, and contexts, as well as to various grade and proficiency levels of students[5].

In addition to the five practices common among all content areas discussed in Part 3A, the high-quality instructional practices specific to world languages assist teachers in creating an effective language learning environment for their students. These practices are:

6. Using Target Language with Comprehensible Input and Output
7. Focusing on Communicative Tasks
8. Using Authentic Materials
9. Teaching Grammar in Context
10. Focusing on Cultural Products, Practices, and Perspectives

Next is a brief description of each practice.

### *6. Using Target Language with Comprehensible Input and Output*

Teachers and students routinely use the target language at all levels of instruction for 90% or more of the classroom time. The target language use is sustained with comprehensible input and output strategies that support students in both reception (listening, viewing, and reading) and production (speaking, signing, and writing) of language.

To progress through proficiency levels and become effective communicators, students need as much exposure to and active engagement with the language as possible during class time, particularly if students have a limited access to the language they are studying outside of the classroom. Thus, classrooms should provide a language-rich environment with authentic language experiences and materials, large amounts of oral input that is interesting but slightly above the students' current level of competence, and activities that allow students to engage in meaning-making with others (Krashen, 1982; Vygotsky, 1986; Swain, 1995). To achieve this while avoiding frustration or demotivation, it is key that educators use *comprehensible input* and *output* strategies. Comprehensible input focuses on strategies and techniques that allow students to make meaning of the language they see or hear. These include, but are not limited to, building on and connecting to students' backgrounds, controlling teacher talk, implementing comprehension checks, and implementing a variety of supports, such as visual supports (images, graphics, realia, etc.), verbal cues (paraphrasing, repetition, inflection, etc.), and nonverbal supports (gestures, facial expressions, routines, etc.). Educators must also understand that students may not have total comprehension of everything they hear, see, and read, but need to understand enough to engage meaningfully in the lesson. While comprehensible input strategies

[5] Due to the nature of the framework, this document presupposes a base of professional knowledge regarding second language acquisition and language teaching methods and approaches.

support students in understanding the language they see or hear, comprehensible output includes supports that allow students to produce language, such as word banks or word walls, visuals, sentence stems, paragraph frames, models and exemplars, guided and independent practice, partner work, and others.

When it is appropriate, world language teachers can use English strategically in their classes. This includes student safety and well-being, setting and reflecting on goals and progress, clarifying assessment prompts, co-construction or clarification of grammar rules, and a few others. Use of English should be strategic and should not be the default even for some of the examples listed here (with the exception of safety) since students may be able to comprehend these in the target language, so using English instead, when not truly needed, affects their ability to feel comfortable in situations that require them to "make meaning" out of what they see, hear, or read. It is important to note that in situations concerning safety and health, it may be safer and more efficient for heritage learners and/or multilingual learners of English to use students' home language rather than English.

It is important that over time teachers increase the fluency, accuracy, and complexity of language students are exposed to as well as the language students are expected to produce, and thus adjust the comprehensible input and output supports to match the students' expanding language performance and proficiency.

Table 21 lists sample resources to learn more about the high-quality instructional practice of Using Target Language with Comprehensible Input and Output.

Table 21. Using Target Language with Comprehensible Input and Output Resources

| Resource | Description |
|---|---|
| ACTFL: Facilitate Target Language Use | **A guide** to what, why and how of using target language for 90% or more of classroom time. It also includes additional references on this topic. |
| STARTALK: Using the Target Language and Providing Comprehensive Input for Instruction | **A collection of resources** for world language educators on using the target language and providing comprehensible input. |
| Core Practices of Effective Language Learning (ACTFL) | **This professional learning module** explores and deconstructs research-based strategies for effectively developing students' language proficiency. Teachers can gain practical knowledge |

| Resource | Description |
| --- | --- |
| | for designing real-world tasks for the classroom. One of the courses in this module focuses on using the target language as the vehicle for instruction. |

### *7. Focusing on Communicative Tasks*

Teachers routinely engage students in communicative tasks that involve students in the exchange of ideas, information, and opinions through oral interpersonal communication.

Oral communication is a crucial component of language learning, as it provides learners with the opportunity to practice and develop their language skills in a realistic and interactive context. By engaging in oral interpersonal communication tasks, students enhance their ability to communicate effectively in a variety of real-life situations, such as social interactions, interviews, and presentations. These types of tasks provide students with a sense of purpose for partner and group interactions since they see how these are applicable outside of the classroom. By engaging in authentic and meaningful scenarios, students develop their language skills in a low-stakes environment, which then increases their confidence and motivation to continue learning. These tasks also enable students to build relationships and develop intercultural competence by exposing them to different cultural perspectives and norms. In addition, oral communication tasks allow students to connect their personal experiences to those of the target culture, thereby facilitating deeper and more meaningful language learning.

Some of the considerations for implementing communicative tasks include the use of the backwards design process (refer to Section 2 for more information), with tasks based on both students' current levels and intended learning goals. Such design of tasks promotes language growth over time to the next performance level. Depending on the students' current level and language skills, teachers may choose to use a variety of both performance and proficiency-based tasks (refer to Section 2 for more information on performance versus proficiency). Both contribute to language development since the structure and supports used with performance tasks may lead to improved speech during spontaneously produced language in proficiency-based tasks. Another consideration is simulating authentic interactions through pair, small group, and whole class tasks that are based on natural language functions (e.g., planning an event, giving recommendations, or asking for help) and address elements of culture that convey meaning (e.g., gestures or idioms). Considering students' interests and their needs or wants for communicating outside of the classroom will also make the communicative tasks more engaging for them, increasing their participation and motivation.

Overall, oral communicative tasks are an essential part of language learning, as they provide students with the opportunity to engage with language in a dynamic and interactive way, while also developing their intercultural competence and connecting with the target culture.

Table 22 lists sample resources to learn more about the high-quality instructional practice of Focusing on Communicative Tasks.

Table 22. Focusing on Communicative Tasks Resources

| Resource | Description |
|---|---|
| ACTFL: Design Communicative Tasks | **A guide** to what, why and how of designing communicative tasks. |
| Grahn, L., & McAlpine, D. (2017) *THE KEYS to Strategies for Language Instruction*. ACTFL. | **A book** focusing on creating language- and culture-rich environments. |
| Core Practices of Effective Language Learning (ACTFL) | **This professional learning module** explores and deconstructs research-based strategies for effectively developing students' language proficiency. Teachers can gain practical knowledge for designing real-world tasks for the classroom. One of the courses in this module focuses on interpersonal communicative tasks. |

### *8. Using Authentic Materials*

To supplement their curriculum, teachers routinely use authentic materials to engage students in interactive tasks that promote the use of target language in the three modes of communication (interpersonal, interpretive, and presentational) and in all language domains (speaking, listening, viewing, signing, reading, and writing).

Authentic materials are those produced by individuals belonging to a particular language and culture group for others within that same group (Galloway, 1998, as cited in Glisan & Donato, 2017). They include written texts (such as books, articles, short stories, poems, fables, and blog posts), audio sources (such as audio books, podcasts, songs, and radio programs), visual sources (such as news, music videos, films, and series), and many others (such as menus, recipes, social media posts, advertisements, sport event broadcasts, maps, posters, and street signs). These materials serve as real-life examples of the target language as it is used in the target culture, create more engagement for students as they are more up-to-date than some textbook materials, and provide information about and insight into the target culture. With appropriate scaffolding,

authentic materials can be a source of comprehensible input and a model for student output (refer to Practice 6). When used as a basis for interpretation and discussion, authentic materials help students work towards all three ***Communication*** standards of interpersonal, interpretive, and presentational communication, as well as the ***Cultures*** standards of relating cultural practices and products to perspectives.

Some considerations when selecting authentic materials include topic and context and their connection to the theme and goals of the unit, students' interests, age appropriateness, linguistic level, presence of contextual cues, connections to students' background knowledge, and ability to tailor tasks to use alongside the materials. For more information on the considerations for materials selection and implementation, refer to Section 2 Implementing a High-Quality Curriculum.

Table 23 lists sample resources to learn more about the high-quality instructional practice of Using Authentic Materials.

Table 23. Using Authentic Materials Resources

| Resource | Description |
|---|---|
| ACTFL: Use Authentic Texts | **A guide** to what, why and how of using authentic texts and materials in a world language classroom. It includes additional references and resources. |
| STARTALK: Adapting and Using Age-Appropriate Authentic Materials | **A collection of resources** for world language educators on adapting and using age-appropriate authentic materials. |
| Core Practices of Effective Language Learning (ACTFL) | **This professional learning module** explores and deconstructs research-based strategies for effectively developing students' language proficiency. Teachers can gain practical knowledge for designing real-world tasks for the classroom. One of the courses in this module focuses on authentic cultural texts. |

### *9. Teaching Grammar in Context*

Teachers address grammar within meaningful communicative contexts as one of many elements of language proficiency. They guide students to understand how language structures serve a larger communicative purpose, so students learn to strategically select grammatical forms to engage in linguistically and culturally competent communication.

Rather than memorizing or rehearsing set phrases or sentences, students need to understand the purpose of using a specific grammatical form in each context. For example, when a student needs help, they could use a command (*Help me!*), a question (*Could you help me, please?*), a simple statement (*I need help*.), or a complex conditional statement (*If you have time this weekend, would you be able to help me?*). Knowing when and with whom to use each option makes a student a more proficient and culturally competent communicator who uses grammar to express their meaning.

There are different ways of approaching grammar instruction in a language class. The deductive approach teaches a grammatical rule up front before offering practice, while the inductive approach expects students to figure out the rule by providing multiple examples of a structure. Both have advantages and limitations, and language teachers often use a combination of both depending on the lesson and student needs. One of the ways to combine these approaches is to use an authentic, interesting text and call students' attention to a particular form used several times in it (Glisan & Donato, 2017). Students and teachers can then co-construct the explanation of the form and use it in interpretative and interpersonal communication about the text. This allows teachers to consider both comprehensible input and output and tie this practice to Practice 6 *Using Target Language with Comprehensible Input and Output* and to Practice 7 *Focusing on Communicative Tasks*. Therefore, the focus always remains on communication, so the linguistic forms students are learning (e.g., types of adjectives or a grammatical tense) support the language functions they engage in (e.g., describing a person or planning an event).

Furthermore, using Practices 6, 7, and 9 in conjunction allows teachers to not only teach grammar in context, but also to adjust the complexity and accuracy of grammatical structures students use over time to promote their language growth towards the next level.

Table 24 lists sample resources to learn more about the high-quality instructional practice of Teaching Grammar in Context.

Table 24. Teaching Grammar in Context Resources

| Resource | Description |
|---|---|
| ACTFL: Teach Grammar as a Concept in Context | **A guide** to what, why and how of teaching grammar as a concept in context. It includes additional references and resources. |
| Core Practices of Effective Language Learning (ACTFL) | **This professional learning module** explores and deconstructs research-based strategies for effectively developing students' language |

| Resource | Description |
|---|---|
| | proficiency. Teachers can gain practical knowledge for designing real-world tasks for the classroom. One of the courses in this module focuses on teaching grammar as a concept. |
| Adair-Hauck, B., & Donato, R. (2002). The PACE Model: A Story-Based Approach to Meaning and Form for Standards-Based Language Learning. *The French Review*, 76(2), 265-276. www.jstor.org/stable/3132708 | **This article** discusses how a Vygotskian psycholinguistic approach can be applied to grammar instruction. |
| Ellis, R. (2002). *New perspectives on grammar teaching in second language classrooms.* Routledge. | **This book** brings together various approaches to the contextualized teaching of grammar and communicative skills as integrated components of second language instruction. |

### *10. Focusing on Cultural Products, Practices, and Perspectives*

Teachers routinely connect language learning to culture, encouraging and leading students towards the ability to participate in local and global multilingual communities with cultural competence and understanding. Students investigate and reflect on the culture or cultures of the target language and are exposed to opportunities that help them develop cultural competence and empathy.

Learning a language is more than just acquiring a new set of vocabulary, grammatical structures, and phonology. It also involves semantics (addressing meaning at the level of words, phrases, sentences, and larger units of discourse) and pragmatics (addressing how context contributes to meaning), both of which are strongly connected to culture since language and the society that uses it influence each other. Therefore, learning a language also involves learning the culture, values, and customs of the people who speak that language, as emphasized by the second goal area of ***Cultures*** in the *World-Readiness Standards for Learning Languages* with its focus on cultural practices and products and their relation to cultural perspectives, as well as the goal of students being able to "interact with cultural competence and understanding." Furthermore, using the *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* for goal setting and planning for learning is an important step to developing students' intercultural communicative competence. The *Can-Do Statements* and the accompanying *Reflection Tool for Learners* provide

a set of examples and scenarios that show how learners use the target language and knowledge of culture to demonstrate their Intercultural Communicative Competence.

Teachers should use cultural products and practices as an entry point for exploration and interpretation of deeper meanings of culture, moving away from teaching isolated cultural facts and rather leading students in observing and interpreting their own and other cultures, and developing insights while acquiring new information and experiences. Teachers can expect their students to progress through the stages of developing cultural understanding that can range from resistance or bias towards a culture, to openness and understanding, and eventually to multi- or biculturalism where a student can adjust their language and actions to the culture(s) they are participating in.

Incorporating cultural images, artifacts, and authentic materials throughout a unit is one example of including culture in world language instruction. The *IMAGE Model for Exploring Cultural Perspectives* (Glisan & Donato, 2017) is an example of such an approach. It allows for building students' background knowledge, tapping into students' interests, making connections between values and behaviors they observe, or identifying what is shared and what is different across cultures with concepts such as family or gender roles, politeness, nature of friendship, attitudes towards age, and many others. Embedding culture into instruction ensures that students will learn and use new language for investigation, reflection, interaction, and other communicative purposes (ACTFL, 2015; Glisan & Donato, 2017).

Table 25 lists sample resources to learn more about the high-quality instructional practice of Focusing on Cultural Products, Practices, and Perspectives.

Table 25. Focusing on Cultural Products, Practices, and Perspectives Resources

| Resource | Description |
|---|---|
| Can-Do Statements for Intercultural Communication.pdf (actfl.org) | **This document** is aligned with the ACTFL *Proficiency Guidelines* 2012 and the ACTFL *Performance Descriptors* for *Language Learners.* It reflects the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels. |
| Intercultural-Can-Dos Reflection Tool with Scenarios.pdf (actfl.org) | **This tool** provides a set of examples and scenarios that show how learners use the target language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC). |

| Resource | Description |
|---|---|
| ACTFL: Cultural Attitudes and Beliefs | **A collection of resources** on the topic of cultures, attitudes, and language learning. |
| We Teach Languages Podcast | This podcast focuses on language teaching from diverse perspectives of real teachers. It includes a searchable database of episodes, some focusing on incorporating culture in a language classroom. |

### C. High-Quality Instruction for Multilingual Learners (MLLs)

The development of an additional language and/or the maintenance of a home language is a lifelong process. To ensure all students have meaningful access to world language instructional programs, we need to articulate what high-quality instruction looks like for MLLs.

Multilingual learners enrolled in courses in a language other than their home language will benefit from the same curriculum and instructions as the monolingual English speakers enrolled in the same course. However, MLLs possess a linguistic and cultural repertoire that is broader than that of a monolingual student. Students who are already multi- or bilingual access a range of cognates and thus build their vocabulary in a new language faster; they often already understand that languages use different writing and phonemic systems and through comparisons can more easily grasp the nuances of the new language; they also already live within two or more cultures and so will be able to recognize and potentially adjust to another set of new cultural expectations. They will have background knowledge and experiences different from the monolingual English speakers taking the same class. These are all assets for learning an additional language that must be used by world language teachers to foster their students' multi- or bilingualism.

For multilingual learners enrolled in heritage language courses, the best instruction happens when these courses have curricula tailored to the heritage learners' proficiency levels and needs. While all the instructional practices described above are highly appropriate for heritage learners, they will be much more effective if the course they are enrolled in (with learning goals, materials, and units) is specifically designed with the heritage learners in mind. Simply placing a heritage learner in a world language class designed for learners new to that language is not sufficient. For more information on heritage learner education, please refer to resources listed Part 3A above, Table 26 below, and to Section 2 of this framework.

Table 26. Multilingual Learners in World Language Education

| Resource | Description |
|---|---|
| • ACTFL \| Heritage Learners<br>• ACTFL \| Language Learning for Heritage and Native Speakers<br>• UCLA National Heritage Language Resource Center<br>• Heritage Learners \| Language Connects Foundation | **A compilation of resources** to support the development of world language courses for heritage speakers. |
| Quick Reference Guide: World Language Learning for Heritage Speakers/Signers (MA DESE)<br><br>Heritage Language Learners (Ohio Department of Education) | **A selection of guides** on teaching world languages to heritage language learners. |
| Designing & Refining Heritage Language Programs | **A presentation** on heritage language program fundamentals, stages of heritage language program development, and teaching and learning heritage languages. |
| Alliance for the Advancement of Heritage Languages | **A variety of research and resources** focused on promoting the maintenance and development of heritage languages for the benefit of individuals, communities, and society. |
| Culturally Responsive Teaching Innovation Configuration (CEEDAR) | **A rubric** that guides the implementation of culturally responsive and sustaining education; part of the MLL/EL Toolkit. |

### D. High-Quality Instruction for Differently-Abled Students (DAS)

Equity requires participation and a sense of belonging. To ensure that all students participate meaningfully in world language instruction teachers need a continuum of proactive strategies that increase opportunities for student engagement. Students with Individualized Education Plans (IEPs) or 504 plans access the curriculum through the support of high-quality instruction, as described in the preceding sections, which utilizes data on learner characteristics to differentiate and scaffold. Accommodations determined by an IEP or a 504 plan complement the differentiation and scaffolds to ensure that accessibility needs specific to the individual student are met. General education and content area teachers, including world language teachers, are

responsible for providing instruction that is differentiated, scaffolded, and where appropriate for individual students includes accommodations. Some students will also require instructional modifications as determined by the IEP team. Collaborative planning with special educators and related service providers will support world language educators in developing their repertoire of rigorous and accessible instructional practices.

The resources referenced throughout this section and in Table 27 include tips for school leaders to support teachers; questions to prompt discussion, self-reflection, and observer feedback; observable behaviors for teachers implementing the HLPs; and references and additional resources on each HLP.

Table 27. Differently-Abled Students in World Language Education

| Resource | Description |
|---|---|
| Supporting World Language Learning for Students with Disabilities (Virginia Department of Education)<br><br>Supporting World Language Learning for Students with Disabilities: Teacher Toolkit (Virginia Department of Education)<br><br>WL_Learning_All_Delaware_Students.pdf (doe.k12.de.us) (Delaware Department of Education) | **A selection of guides** from other states on teaching world languages to differently abled students, including universal strategies for working with students with IEPs and 504 plans and specific strategies for working with students with particular disabilities, such as students with attention deficit/hyperactivity disorder, autism, cognitive intellectual disabilities, speech impairments, and others. |
| High-Leverage Practices for Students with Disabilities \| CEEDAR (ufl.edu) | **A collection** of supplemental resources to help assist the spread and implementation of the HLPs for special education. |
| High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children | **Leadership Guides** for the following HLPs:<br>#1: Collaborate with Professionals to Increase Student Success<br><br>#5: Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs<br><br>#14: Teach Cognitive and Metacognitive Strategies to Support Learning and Independence |

| Resource | Description |
|---|---|
| At-Risk Students and the Study of Foreign Language in School (International Dyslexia Association) | **An article** focusing on key questions such as *What might the foreign language teacher do to assist students with mild to moderate foreign language learning difficulties*? and *What additional adaptations might the teacher make that will benefit the student with severe language learning difficulties*? |
| Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction | **An article** describing the differences between specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction. |
| IEP Tip Sheet: What are Supplementary Aids & Services? | **A tip sheet** from Progress Center on accommodations for instruction and assessment, modifications, and other aids and services. |
| IEP Tip Sheet: What are Program Modifications & Supports? | **A tip sheet** from Progress Center on program modifications and supports that promote access to and progress in general education programming and shares tips for implementation. |
| TIES Center: Inclusive Instruction: Resources on Inclusive Instruction | **Resources on Inclusive Instruction:**<br>TIES Brief #4: Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities<br>TIES Brief #5: The General Education Curriculum- Not an Alternative Curriculum!<br>Lessons for All: The 5-15-45 Tool |
| TIES Center: TIES TIPS: Foundation of Inclusion TIPS | **TIES Inclusive Practice Series TIPS**<br>#15 Turn and Talk in the Inclusive Classroom<br>#16 Making Inferences in the Inclusive Classroom |

| Resource | Description |
|---|---|
| | #19 Creating Accessible Grade-level Texts for Students with Cognitive Disabilities in Inclusive Classrooms |
| Evidence-based practices for children, youth, and young adults with Autism | **Report** on evidence-based practice including a fact sheet for each that provides a longer description, information about participant ages and positive outcomes, and a full reference list. |

## Part 4: Professional Learning

Enacting the high-quality instructional practices described above is an essential yet complex task for teachers. Thus, ensuring high-quality instruction for all students in school often requires a team effort involving grade-level/proficiency-level teachers, educators working with multilingual learners and differently-abled students, and administrators, leaders, and coaches who support all educators. In addition, effective professional learning that helps teachers enhance their knowledge and application of high-quality instructional practices should strategically integrate multiple types of professional learning, as described in this section.

First, as mentioned in earlier sections of this framework, high-quality instruction begins with a deep understanding of the standards since they provide the foundation for instruction by defining what students need to know and be able to do. Professional learning suggestions and guidance for deepening the understanding of standards can be found in Section 2 of this framework.

Professional learning for high-quality instruction must also focus on developing a solid understanding of the high-quality instructional practices listed in Part 3 of this section. Readers are encouraged to review the resources listed with each instructional practice and to establish "book study" groups with colleagues to read, review, and discuss any of the resources shared in this section of the framework.

### A. Professional Learning through Phases of the Instructional Cycle

In addition, supporting effective professional learning requires supporting teachers' application of the practices described above. As with any complex skill, when supporting the application of high-quality instructional practices, the key ingredient is timely and targeted feedback. For feedback to be provided in a targeted and timely fashion, practices must be made visible so that the application of instructional practices can be observed. Once observed, feedback can then be generated. Most professional learning tools designed to provide feedback align with three key phases of the instructional cycle where it is very helpful for teachers to receive feedback about their instruction:

- Phase 1 occurs during lesson planning, before instruction takes place.
- Phase 2 is the actual instruction where teachers can be coached and/or observed engaging with students.
- Phase 3, the final phase, occurs after teaching has taken place. It focuses on the review of student work and evidence of learning to inform future instruction.

Table 28 includes a variety of tools and resources that are designed to provide teachers with feedback during these three phases. They are organized into the following three categories: Planning Tools, Observation Tools, and Evidence of Learning Tools. These tools come from a variety of sources, but all are intended to guide coaches, professional learning providers, and other leaders in offering support to teachers in this work.

Table 28. Tools for the Three Phases of the Instructional Cycle

| Resource | Description |
|---|---|
| **Phase 1: Planning Tools** | |
| 30-Minute Tuning Protocol | **A protocol** designed to be used within collaborative teacher teams. It can be used to provide teachers with feedback on any artifact of their teaching and is a great tool to solicit feedback about lessons. |
| UDL Tip for Designing Learning | **A tip sheet** with teacher questions, examples, and further resources to help anticipate learner variability and make instruction flexible and useful for all learners. |
| CAST \| Key Questions to Consider When Planning Lessons | **A one-pager** of question prompts for teacher to improve lesson accessibility. |
| Whole-Group Response Strategies to Promote Student Engagement in Inclusive Classrooms | **An article** on whole-group response systems paired with formative assessment charts to provide instruction that actively engages students in the learning process. |
| **Phase 2: Observation Tools** | |
| 30-Minute Atlas Protocol | **A protocol** describing a collaborative process for examining students' performance data to inform next steps in teaching |

| Resource | Description |
|---|---|
| Explicit Instruction Rubrics | **Rubric, webinar, manual**, and related resources focused on explicit instruction. |
| **Phase 3: Evidence of Learning Tools** | |
| Student Work Analysis Protocol | **A protocol** describing a process that groups of educators can use to discuss and analyze student work. It is intended to be applicable across subjects and grades. |
| Instructional Rounds / Atlas Protocol | **A protocol** describing a process for conducting 8-minute instructional rounds in groups. |
| Calibration Protocol for Scoring Student Work | **A protocol** describing a process that groups of educators can use to discuss student work to reach consensus about how to score it based on rubric/scoring criteria. It is intended to be applicable across subjects and grades. Examples of student work that can be used as practice for calibration are included as appendices. |
| **Additional Tools and Resources** | |
| School Reform Initiative (SRI) | **A website** with a wide range of protocols that support teaching and learning. The mission of the School Reform Initiative is to create transformational learning communities that are fiercely committed to educational equity and excellence. |
| National School Reform Faculty (NSRF) | **A website** with a wide range of protocols that can be used in collaborative settings, such as PLCs and Critical Friends groups, to enhance teaching and learning. |
| CASEL School Guide: Integration of SEL and Instruction | **A document** drawing on CASEL reviewed evidence-based programs to identify and describe some of the most common strategies used to promote student SEL. |

| Resource | Description |
|---|---|
| Questioning strategies to engage all learners | **A guide** to questioning strategies for teachers. Teachers strategically vary the types of questions they ask to generate meaningful dialog that supports the development of higher-order thinking skills. |

### B. Professional Learning for World Language Educators

Discipline-specific and curriculum-specific professional development is required for teachers to build skills, collect resources, and develop strategies to meet student needs within the context of their curriculum. The *Rhode Island Professional Learning Standards* specify that high-quality professional learning is relevant and relates directly to the educator's professional context (i.e., grade level, content area, and role) through which the learning is applied. Professional learning focused on content should be rooted in the curriculum educators use to teach that content, and thus, rooted in the *World-Readiness Standards for Learning Languages*.

World language educators may be a part of a larger world language department in their school or LEA but may also be singletons within their school community. Regardless of the specific context, world language teachers should use the overarching structures of the *World-Readiness Standards for Learning Languages* and this framework to identify opportunities for and engage in professional learning with their departments and/or other world language educators outside their local school or LEA community. When curriculum and instruction are rooted in the standards, educators can all "speak the same language" to collaborate across the state or nation. World language specific professional organizations and online learning experiences provide many resources to support world language educators.

Tables 29 through 32 below include a variety of organizations, resources, and tools that are designed to provide world language teachers with professional learning opportunities. These resources are intended to guide WL teachers in continued professional development, and to assist department heads, coaches, professional learning providers, and other leaders in offering support to teachers in this work.

Table 29. Local World Language Organizations

| Organization | Description |
|---|---|
| Rhode Island Foreign Language Association (RIFLA) | A professional organization promoting and supporting the teaching and study of world languages, literatures, and cultures in Rhode Island. It offers an annual conference as well as frequent webinars and other PD sessions. |
| Coalition for a Multilingual RI | A coalition of organizations and community members dedicated to creating a culturally sustaining educational environment where all Rhode Island students learn in multiple languages from Pre-K to college. |
| Rhode Island Chapter of the American Association of Teachers of French (AATF) | AATF's Rhode Island Chapter serves the interests and needs of teachers and students of French in Rhode Island at all levels of instruction, in both public and private schools, stimulates professional growth, and fosters the interest in the French language and French-speaking literatures and cultures in the public. |
| Northeast Conference on the Teaching of Foreign Languages (NECTFL) | NECTFL serves educators in all languages (including classical, less commonly taught, and ENL), at all levels from kindergarten through university, in both public and private settings. It offers an annual conference, usually taking place in New York. |

Table 30. National World Language Organizations

| Organizations |
| --- |
| • American Council on the Teaching of Foreign Languages<br>• National Foreign Language Center<br>• American Classical League<br>• American Sign Language Teachers Association<br>• American Association of Teachers of Arabic<br>• American Association of Teachers of French (AATF)<br>• American Association of Teachers of German<br>• American Association of Teachers of Italian<br>• American Association for Teachers of Japanese<br>• American Association of Teachers of Korean<br>• American Association of Teachers of Slavic and East European Languages<br>• American Councils of Teachers of Russian<br>• Chinese Language Teachers Association<br>• Chinese Language Teachers Association of Secondary-Elementary Schools<br>• National Association of Hebrew Teachers |

Table 31. World Language Professional Learning: Sample Online Opportunities & Supports

| Resource | Description |
| --- | --- |
| Teacher Effectiveness for Language Learning (TELL Project) | TELL Project, a project of the National Foreign Language Center, is a collection of products and processes that can be used to enhance the effectiveness of world language teachers. TELL synthesizes work from the general education arena regarding those things that effective teachers do and make that information specific to the work of language teachers. The heart of the TELL Project is the Teacher Effectiveness for Language Learning Framework, which is supported by a variety of tools and resources. |
| ACTFL Webinars | **On-demand courses** (at cost) on a variety of topics, such as culturally responsive education, formative and summative assessments, literacy development through world language, maintaining target language use, and many others. |

| Resource | Description |
|---|---|
| Core Practices of Effective Language Learning (actfl.org) | **A series of courses** from ACTFL (at cost) on the following topics:<br>• Using the Target Language as the Vehicle for Instruction<br>• Interpersonal Communicative Tasks<br>• Presentational Communication<br>• Lesson Design<br>• Teacher Grammar as a Concept<br>• Authentic Cultural Text<br>• Providing Appropriate Feedback |
| Building Your Core: Effective Practices for Language Learners and Educators | **A presentation** from ACTFL on high-leverage teaching practices in world language. |
| AP World Languages and Cultures Webinars | **Online sessions and webinars** for Chinese, French, German, Italian, Japanese, Spanish Language, Spanish Literature, and Latin. |
| Center for Applied Linguistics (CAL) | A non-profit organization that contributes to the fields of bilingual and dual language education, English as a second language, world languages education, language policy, assessment, immigrant and refugee integration, literacy, dialect studies, and the education of linguistically and culturally diverse adults and children. |
| National Board for Professional Teaching Standards | Contains information and resources to obtain National Board Certification in World Languages. |
| National Foreign Language Resource Centers | National Foreign Language Resource Centers includes 16 resources centers around the United States focusing on language learning and teaching materials, professional development, and research on language learning. |
| STARTALK | A federal grant program managed and funded by the National Security Agency. STARTALK grants fund innovative programs with strong language learning outcomes for K-16 students in support of |

| Resource | Description |
|---|---|
| | the STARTALK goals. STARTALK grants currently support programs offered in the following critical need languages: Arabic, Chinese, Korean, Persian, and Russian. |
| Professionals in Education Advancing Research and Language Learning (PEARLL) | PEARLL is one of sixteen National Foreign Language Resource Centers (LRCs) that work to increase the nation's capacity for language teaching and learning. |
| Avant MORE Learning | Avant MORE Learning is language proficiency professional development and training provider. They support World Language, Dual Language Immersion, Heritage, and Bilingual education programs. |

Table 32. World Language Professional Development: Sample Books and Articles

| Resource | Description |
|---|---|
| Glisan, E. & Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Volume 1). ACTFL. | This **book** presents an approach to professional development that emphasizes carefully deconstructing fundamental instructional practices. It will assist teachers in learning how to enact specific practices, deemed essential to foreign language teaching and situated in theory and research. Six practices presented are:<br>• Facilitating Target Language Comprehensibility<br>• Building a Classroom Discourse Community<br>• Guiding Learners to Interpret and Discuss Authentic Texts<br>• Focusing on Form in Dialogic Context through PACE<br>• Focusing on Cultural Products, Practices, and Perspectives in a Dialogic Context |

| Resource | Description |
|---|---|
| | • Providing Oral Corrective Feedback to Improve Learner Performance |
| Glisan, E. & Donato, R. (2021). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Volume 2). ACTFL. | The second volume of the **book** *Enacting the Work of Language Instruction* continues the discussion on high-leverage teaching practices from volume 1. Four additional practices are discussed:<br>• Establishing a Meaningful and Purposeful Context for Language Instruction<br>• Planning for Instruction Using an Iterative Process for Backward Design<br>• Engaging Learners in Purposeful Written Communication<br>• Developing Contextualized Performance Assessments |
| Baldwin, L. (2019). *The Keys to the Classroom: A basic manual to help new language teachers find their way* (2nd ed.). ACTFL. | **A guide** for new language educators that provides basic practical information, suggestions, and templates. This second edition of The Keys to the Classroom captures the changes and additions that meet the needs of language educators in today's rapidly changing environment. This is the first book in the Keys Series. |
| Sandrock, P. (2015.) *The Keys to Assessing Language Performance: A teacher's manual for measuring student progress.* ACTFL. | This **manual,** and the second book in the Keys Series, clarifies precisely what language educators need to understand to successfully assess student performance. Relevant to new teachers and seasoned professionals alike, it provides step-by-step guidance on how to design assessments, illuminates the process of designing rubrics that focus on proficiency and helps educators create assessments that motivate students to offer language samples that accomplish authentic purposes. School administrators will also benefit from the section that focuses on the impact of performance assessment on instruction and program design. |

| Resource | Description |
|---|---|
| Clementi, D. & Terrill, L. (2022). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* (2nd ed., revised). ACTFL. | **Third** in the Keys Series, this **book** introduces current research and thinking related to curriculum design. The information presented in this second edition also captures insights and suggestions from classroom teachers who are developing and implementing thematic units in their classrooms. The intent is to focus the discussion on how teachers might do things differently given the need to support learners as they acquire the skills needed for 21st Century Literacy and Global Competence. |
| Grahn, L. & McAlpine, D. (2017). *The Keys to Strategies for Language Instruction: Engagement, Relevance, Critical Thinking, Collaboration.* ACTFL. | **Fourth** in the Keys Series, this **book** underscores the importance of the teacher in the learning equation. With an emphasis on the need for instructors to possess a wide variety of strategies, substantial time is devoted to modeling the kind of thinking that skillful instructors employ to decide how learning can best be facilitated. Each chapter includes the opportunity for readers to analyze sample challenging scenarios and think about different ways of addressing them. With a focus on strategies backed by the most current research, this book gives educators powerful ideas to make language instruction meaningful and purposeful. |
| Glynn, C., Wesely, P., & Wassell, B. (2014). *Words and Actions: Teaching Languages Through the Lens of Social Justice* (2nd ed.). ACTFL. | This **book** features an expanded framework, a variety of new unit, lesson, and activity examples from different languages and levels, and additional content on how social justice education fits within the context of contemporary approaches to language instruction. The revised text provides concrete examples to help readers navigate the opportunities and challenges inherent in adopting a social justice lens, such as the differences between a good cultural lesson and a social justice lesson. Expanded chapters also provide support for adapting curriculum in different contexts, including those that emphasize immersion, comprehensible |

| Resource | Description |
|---|---|
| | input, Teaching Proficiency through Reading and Storytelling (TPRS), and content-based instruction. New educator voices and examples from both commonly and less commonly taught language classrooms provide an authentic picture of social justice work taking place in classrooms across the United States. A new chapter about critical moments in the classroom has also been added to provide a clear guide and explicit tools to help teachers address complex events and challenging moments in the classroom. |
| *For additional books and articles, please refer to resources mentioned throughout each section and to the references at the end of each section of this framework. | |

## References


Baldwin, L. (2019). *The keys to the classroom* (2nd ed.). ACTFL.

Council for Exceptional Children. (2021). *High leverage practices for students with disabilities: Collaboration*. https://highleveragepractices.org/four-areas-practice-k-12/collaboration

Council for Exceptional Children. (2021). *High leverage practices for students with disabilities: Instruction*. https://highleveragepractices.org/four-areas-practice-k-12/instruction

Cutshall, S. (2012). More than a decade of standards. *The Language Educator*. ACTFL.

El Tatawy, M. (2002). *Corrective feedback in second language acquisition*. Columbia: Academic Commons. https://academiccommons.columbia.edu/doi/10.7916/D8M90858

Foxworth, L.L., Hashey, A.I., Dexter, C., Rasnitsyn, S., & Beck, R. (2021). Approaching explicit instruction within a universal design for learning framework. *TEACHING Exceptional Children*, 1-8. DOI: 10.1177/004005992110101

Glisan, E., & Donato, R. (2017). *Enacting the work of language instruction: High-leverage teaching practices* (Volume 1). ACTFL.

Glisan, E., & Donato, R. (2021). *Enacting the work of language instruction: High-leverage teaching practices* (Volume 2). ACTFL.

Gonzalez-Barrero, A.M., & Nadi, A. (2018). Bilingual children with autism spectrum disorders: The impact of amount of language exposure on vocabulary and morphological skills at school age. *Autism Research*. https://doi.org/10.1002/aur.2023

Grahn, L., & McAlpine, D. (2017). *The keys to strategies for language instruction*. ACTFL.

Instruction Partners. (2019). *Curriculum support guide: Executive summary*. https://curriculumsupport.org/wp-content/uploads/2019/02/Executive-Summary-1.pdf

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon.

Language Magazine. (January 2019). *Bilingualism no problem for children with Down Syndrome*. https://www.languagemagazine.com/2019/01/21/bilingualism-no-problem-for-children-with-down-syndrome/

Long, M. (1981). Input, interaction, and second-language acquisition. *Annals of the New York Academy of Sciences*, 379, 259-278.

Polio, C. G., & Duff, P. A. (1994). Teachers' language use in university foreign language classrooms: A qualitative analysis of English and target language alternation. *The Modern Language Journal*, 78(3), 313-326.

Rhode Island Department of Education. (2021). *Social and Emotional Learning* (SEL). https://www.ride.ri.gov/StudentsFamilies/HealthSafety/SocialEmotionalLearning.aspx#31941087-core-sel-competencies

Schulz, R.A. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*, 40(1), 9-26.

Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics: Studies in honour of H. G. Widdowson* (pp. 125-144). Oxford University Press.

Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual review of applied linguistics*, 22, 204-218.

Vygotsky, L. S. (1986). *Thought and language, Revised edition*. Alex Kozulin, Ed. The Massachusetts Institute of Technology Press.

Ward, R., & Sanoudaki, E. (2021). Language profiles of Welsh-English bilingual children with Down syndrome. *Journal of communication disorders*, *93*, 106126. https://doi.org/10.1016/j.jcomdis.2021.106126

# Section 4: High-Quality Learning Through Assessment

## Part 1: Introduction

As described in Sections 1 and 2, the curriculum frameworks are built upon the foundation of rigorous standards and high-quality curriculum materials. Section 3 discussed how this foundation informs high-quality instruction. This section focuses on how it should also ensure high-quality learning through assessment. When properly designed and implemented, a comprehensive assessment system provides multiple perspectives and sources of data to help educators understand the full range of student learning and achievement. Assessment information may be used to evaluate educational programs and practices and make informed decisions related to curriculum, instruction, intervention, professional learning, and the allocation of resources to better meet students' needs.

Assessment also informs educators and families on student performance and their relationship to ongoing instructional practice. Various types of assessments are required because they provide different types of information regarding performance. A comprehensive assessment system must be appropriate for the student population and address the assessment needs of students at all grade and language proficiency levels, including those who speak languages other than English, are differently-abled, who struggle, or who excel.

Student learning is maximized with an aligned system of standards, curriculum, instruction, and assessment. When assessment is aligned with instruction, both students and teachers benefit. Students are more likely to learn because instruction is focused and because they are assessed on what they are taught. Teachers are also able to be more focused and strategic in their instruction, making the best use of their time to support and improve student learning.

When establishing a plan for a comprehensive assessment system, a world language program should consider the five assessment principles developed by the National Association of District Supervisors of Foreign Languages (Principles of Effective World Language Programs, 2015, p. 11-13), which include:

1. Using assessment to leverage student motivation,
2. Taking a balanced assessment approach to increase student proficiency,
3. Using feedback to increase student proficiency,
4. Monitoring and documenting student growth through performance assessment, and
5. Using student growth data to drive programmatic decision-making.

These five principles help establish a comprehensive and balanced approach that offers multiple ongoing formative assessment opportunities, appropriate summative assessments, and others.

Assessment also inspires educators to ask these hard questions:

- "Are we teaching what we think we are teaching?"
- "Are students learning what we want them to learn?"
- "Is there a way to teach the subject and student better, thereby promoting better learning?"

Section 4 addresses the purposes and types of assessment, the concepts of validity, reliability, and fairness in assessment, factors to consider when selecting or developing assessments, assessing differently-abled students or heritage and multilingual learners, and other considerations. While there are many types and formats of assessments world language teachers select from, create, and administer as part of their instructional approaches, the types and examples of assessments selectively highlighted throughout Section 4 connect well with curriculum considerations discussed in Section 2, such as the backward design process, and with high-quality instructional practices discussed in Section 3, such as clear learning goals, use of target language, focus on communicative tasks, and others.

## Part 2: Purposes and Types of Assessment

### A. Overview

Assessment has an important and varied role in public education. Assessments are used to inform parents about their children's progress and overall achievement. Educators use assessment to make decisions about instruction, assign grades, and determine eligibility for special services and program placement. Students use assessments to understand their own strengths and challenges to reflect on improvements they need to make. Evaluators use assessments to measure program and instructional effectiveness. When it comes to assessment of student learning, the *why* should precede the *how* because assessments should be designed and administered with the purpose in mind. The vast majority of assessments are used for one of three general purposes: to inform and improve instruction, to screen/identify (for interventions or other purposes), and to measure outcomes.

When assessments are used *to inform instruction*, the data typically remain internal to the classroom, although it can also be shared with the department, particularly in the case of common assessments used across courses at the same level in the same world language. These assessments are used to provide specific and ongoing information on a student's progress, strengths, and weaknesses, which can be used by teachers to plan and/or differentiate daily instruction. This daily process is most typically referred to as formative assessment. However, interim and summative assessments can also be used to impact instructional decision-making, though not in the short-cycle timeline that characterizes formative assessments. Assessments such as unit tests and even state assessment data can also be used to reflect on and inform future instructional decisions.

When assessments are used *to screen/identify*, the data typically remain internal to the school or LEA. Assessments that are used primarily to screen are administered to the total population of students and generally assess key skills that are indicators of students' larger skill set, rather than an in-depth analysis of the standards. They should be relatively quick to administer and easy to score. Assessments used for screening purposes can inform decisions about the placement of students within an academic program structure. In a world language education such assessment may be used for world language course placement decisions for students new to the district, students transitioning between middle and high school, or students transitioning between types of world language programs such as Dual Language students transitioning from K-8 program into high school that offers advanced language courses without a Dual Language Program extension. The results of other screening assessments, such as diagnostics or interim assessments, should be taken into consideration when determining student placement in world language courses, particularly for differently-abled students or for heritage learners who may have highly developed oral language skills but are still working on developing their literacy skills. Assessments used for screening purposes can, to some degree, inform programmatic or curriculum decisions; for example, in world languages, if a significant number of students score at the Intermediate High level of proficiency in the same language during a screening process, a school may consider offering a higher-level course in that language if it is not currently offered. One other aspect of screening/identifying is to implement interim assessments to monitor student progress across the school year to check their progress towards readiness for the next-level class in proficiency-based world language programs.

Finally, when assessments are used *to measure outcomes*, data are communicated to parties external to the classroom. Whether it is a unit test that is entered into a grade book and communicated to parents or a standardized test that is reported to the state. Assessments used to measure outcomes attempt to measure what has been learned so that it can be quantified and reported. No single type of assessment, and certainly no single assessment, can serve all purposes.

From informal questioning to final exams, there are countless ways teachers may determine what students know, understand, and are able to do. The instruction cycle generally follows a pattern of determining where students are with respect to the standards being taught before instruction begins, monitoring their progress as the instruction unfolds, and then determining what knowledge and skills have been learned as a result of instruction. Assessments, based on when they are administered relative to instruction, can be categorized as *formative, summative,* or *interim*.

The primary purpose of **formative assessment** is to inform instruction. As an instructional practice, it is described more fully in Section 3 of this framework (refer to Practice 5). The Chief

Council of State School Officers (CCSSO, 2018) updated its definition of formative assessment in 2021 and defines formative assessment in the following way:

*Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.*

*Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:*

- *Clarifying learning goals and success criteria within a broader progression of learning;*
- *Eliciting and analyzing evidence of student thinking;*
- *Engaging in self-assessment and peer feedback;*
- *Providing actionable feedback; and*
- *Using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.*

Additionally, formative assessment is integrated throughout instruction with the purpose of gathering evidence to adjust teaching, often in real time, to address student needs (Black & William, 2010), and capitalize on student strengths. There is ample evidence to support that this process produces "significant and often substantial learning gains" (Black & William, 2010) and these gains are often most pronounced for low-achieving students. Eliciting evidence of student thinking as part of the formative assessment process should take varied forms. Examples of strategies for gathering evidence of learning during the formative assessment process include exit slips, student checklists, one-sentence summaries, misconception checks (Alber, 2014), targeted questioning sequence, conferences, and observations. More world language specific examples can be found in Part B below.

Formative assessment becomes particularly powerful when it involves a component that allows for student self-assessment. When teachers clearly articulate learning goals, provide criteria for proficiency in meeting those goals, and orchestrate a classroom dialogue that unveils student understandings, students are then positioned to monitor their own learning. This self-knowledge, coupled with teacher support based on formative assessment data, can result in substantive learning gains (Black & William, 2010). Learner involvement in monitoring progress on their goals strengthens engagement for all students but is especially important for differently-abled students. Specific feedback comparing the students' achievement against the standard — rather than against other students — increases personal performance. With specific feedback, students should then have the opportunity to resubmit some items in response. Opportunities for students to monitor their own progress and make improvements based on specific feedback connect to the

Social Emotional Learning competencies of ***self-management*** and ***self-awareness***. Self-management is learning to manage and express emotions appropriately, controlling impulses, overcoming challenges, setting goals, and persevering. Self-awareness allows students to identify when help is needed and who can provide it. It also means students understand their areas of strength as well as areas of need. These skills are strengthened as students monitor their own progress. By incorporating Universal Design for Learning guidelines, assessment feedback that is relevant, constructive, accessible, specific, and timely with a focus on moving the student toward mastery is more productive in promoting engagement. The assessment process creates a continuous feedback loop, which systematically checks for progress and identifies strengths and weaknesses to improve learning gains during instruction.

**Summative assessments** are formal assessments that are given after a substantial block of instructional time, for example at the end of a unit, term course, or academic year. **Interim assessments** are administered during instruction and depending on the type of interim assessment can be used to screen students, inform instruction, or measure outcomes. By design and purpose, high-quality summative and interim assessments are less nimble in responding to student strengths and needs than formative assessments. They provide an overall picture of achievement and can be useful in predicting student outcomes/supports or evaluating the need for pedagogical or programmatic changes. These assessments should be designed to include a variety of item types (e.g., oral response, extended written response, performance tasks) and represent the full scale of Webb's Depth of Knowledge (DOK) (How to Use Norman Webb's Depth of Knowledge, 2023). To maximize the potential for gathering concrete evidence of student learning as facilitated by curriculum and instruction, educators should routinely draw upon the assessments provided within their high-quality curriculum materials (RIDE, 2012).

State assessments are summative assessments that are given annually and provide a valuable "snapshot" to educators and families and help us see how we are doing compared with other districts, compared with the state, and compared against several other high-performing states. State assessments only account for about 1 percent of most student's instructional time. Results from state assessments that are part of a comprehensive assessment system keep families and the public at large informed about school, district, and state achievement and progress; however, there are no state-wide assessments in Rhode Island that assess world language standards.

**Interim assessments** include screeners and diagnostic assessments, although these are not typically used with world languages. Screening assessments are a type of interim assessment used as a first alert or indication of specific instructional need and are typically quick and easy to administer to a large number of students and easy to score. Assessments used for screening purposes can inform curriculum decisions about instruction for groups of students and for individual student's academic supports. Schools and districts often use interim assessments to screen and monitor student progress across the school year.

Although most screening assessments focus on the English language, world language teachers can use data from these assessments to plan for supports that may be needed for students in any language or when English is used strategically in a world language classroom. Examples of these assessments used in schools and districts include STAR, i-Ready, NWEA, IXL, and Aimsweb. Some of these screening tools also have progress monitoring capability to track a student's response to intervention at a more frequent interval. Progress monitoring tools may be general outcome measures or mastery measures. While general outcome measures (GOMs) measure global skill automaticity, mastery measurement closely looks at one aspect or specific skill. When needed, screening assessments can be followed by more intensive diagnostic assessments to determine if targeted interventions are necessary. Diagnostic assessments are often individually administered to students who have been identified through the screening process. The diagnostic assessments help to provide greater detail of the student's knowledge and skill.

**Performance assessments** can be an effective way to assess students' learning of the standards within a high-quality curriculum. Performance assessments require students to apply understanding to complete a demonstration performance or product that can be judged on performance criteria (RIDE, 2012). Performance assessments can be designed to be formative, interim, or summative assessments of learning. They also allow for richer and more authentic assessment of learning. Educators can integrate performance assessments into instruction to provide additional learning experiences for students. Performance assessments are uniquely well-suited to assess world language learning because they, like the standards themselves, are focused on students working towards "real-world" applications of language. Refer to Part B Purposes and Types of Assessment in World Languages below for more information.

Table 33. Intersections between Purposes and Types of Assessment

| | Inform Instruction | Screen/Identify | Measure Outcomes |
|---|---|---|---|
| **Summative** | Generally not used as the primary source of data to inform instruction. May be useful in examining program effectiveness. | Generally not used as the primary source of data to screen/identify students. May be one of multiple sources used. | Primary purpose is to measure outcomes (at classroom, school, LEA, or state level). Can be used for accountability, school improvement planning, evaluation, and research. |
| **Formative** | Primary purpose is to inform instruction. | Generally, not used to screen/identify students. | Generally, not used to measure long term outcomes; rather, it is used to measure whether students learned what was just taught |

| | Inform Instruction | Screen/Identify | Measure Outcomes |
|---|---|---|---|
| | | | before moving on to instructional "next steps." Evidence gathered as part of the formative assessment process may inform a referral to special education and may be used to help measure short-term objectives on IEPs. |
| **Interim** | May be used to inform instruction. | May be used to screen/identify students. | May be used to measure outcomes in a longer instructional sequence (e.g., end of a quarter, semester, MTSS intervention goal, IEP goal). May be part of a special education referral. |

(Source: Comprehensive Assessment System: Rhode Island Criteria & Guidance, 2012, p. 7)

### B. Purposes and Types of Assessment in World Languages

With the focus on proficiency as a goal in world language instruction, there came a shift in world language assessments. Basing curriculum on the *World-Readiness Standards for Learning Languages* and implementing proficiency-based instruction means students learn to use the language for communicative purposes. Since assessments should mirror instruction, students need to be assessed on what they *can do* in the language rather than on what they know *about* the language. Therefore, implementing performance-based assessments, rather than assessing for isolated vocabulary words or grammatical structures, goes side by side with instruction for communicative purposes.

It may be helpful here to revisit the difference between performance and proficiency (discussed in Section 2 of this framework).

Table 34. Proficiency versus Performance

| Proficiency | Performance |
|---|---|
| • What a student can do with the language in general, beyond the classroom<br>• Using language with broad, unfamiliar contexts and topics<br>• Using spontaneous and unrehearsed language | • What a student can do with the language they learned and practiced in the classroom<br>• Using language in familiar contexts and topics<br>• Using rehearsed vocabulary and functions |

**Proficiency assessments** are independent of specific instruction and curriculum, include a variety of topics students may or may not have encountered before, and require that the student demonstrate consistent patterns of comprehension and production at a given level of proficiency. These assessments give a broad understanding of a student's language level, such as Novice, Intermediate, or Advanced. They can be used by LEAs to award the Seal of Biliteracy, measure student growth from year to year, or assess their world language program quality; by LEAs or higher education institutions to screen students to support course placement decisions; or by employers during a hiring process to determine job eligibility. Examples of proficiency assessments include the ACTFL Assessment of Performance toward Proficiency in Languages® (AAPPL), Avant Standards-based Measurement of Proficiency (STAMP), ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT), American Sign Language Proficiency Interview (ASLPI), and others. For a complete list of assessments approved for the Rhode Island Seal of Biliteracy and for Secondary Regulations guidelines pertaining to World Languages graduation requirements, course placement, and course credits, refer to RIDE's Diploma System & Graduation Requirements website.

**Performance assessments**, on the other hand, are based on instruction students have received in their classroom and include contexts, topics, vocabulary, and functions students have become familiar with during classroom activities. They focus on the target language production in all three modes of communication (interpersonal, interpretive, and presentational) within real-life situations; however, they are much smaller in scale than proficiency assessment since they concentrate on a particular language task (e.g., interviewing a classmate) at a particular performance level (e.g., Novice High) or at adjacent levels (e.g., Novice Mid and Novice High), and are often accompanied by scaffolds (e.g., question stems). Performance assessments also often include rubrics designed by the teacher, with levels describing specific criteria and varying degrees of success in completing the task (e.g., exceeding, meeting, or approaching expectations). Such rubrics can be used throughout the unit for self- or peer-assessment to help students understand their current performance and what they need to practice in order to reach the "meets expectations" or "exceeds expectations" level on the rubric. Table 35 summarizes the differences between proficiency and performance assessments.

Table 35. Assessing Proficiency versus Performance in World Language

| Assessing Proficiency | Assessing Performance |
|---|---|
| • Independent of specific instruction or curriculum<br>• Spontaneous and non-rehearsed<br>• Broad content and context<br>• Sustained performance across all the tasks and contexts for the level<br>• Formal<br>• Summative or interim | • Based on instruction<br>• Practiced and rehearsed, though may be applied to similar tasks within familiar contexts<br>• Familiar content and context<br>• Demonstrated performance within a range<br>• Formal or informal<br>• Formative or summative |

(Adapted from *ACTFL Performance Descriptors for Language Learners*, 2012)

While assessments of proficiency tend to be administered at certain points in the educational cycle in a formal manner, performance assessments happen much more frequently in the classroom, both formally and informally. There are countless ways teachers determine what students know, understand, and are able to do. The instruction cycle determines students' current understanding of standard expectations before instruction begins, monitors student progress, and then determines what knowledge and skills have been learned as a result of instruction. As such performance assessments take place before, during, and after instruction, depending on if they are used for formative or summative purposes.

Therefore, world language teachers need to consider the use of formative versus summative assessments and data they provide. Formative assessments are assessment *for* learning, while summative assessments are assessment *of* learning (Sandrock, 2015; Baldwin, 2019).

Table 36. Formative versus Summative Assessment

| Formative Assessment | Summative Assessment |
|---|---|
| *For* learning | *Of* learning |
| Throughout lessons and units | End of unit/semester/year |
| Timely feedback leading to increased learning | Timely feedback related to overall progress |
| Data used to inform daily instruction & planning | Data used for long-term planning |

(Adapted from Baldwin, 2019, p. 10)

Part of formative assessment is providing feedback to students, which as an instructional practice is described more fully in Section 3 of this framework (Practice 5). Formative assessments should also help prepare students for the summative assessment. Both formative and summative assessments in world language education should be designed to reflect the **five Cs** and the three modes of interpersonal, interpretive, and presentational communication and include a variety of assessment types appropriate to the student's age and current performance level, for example, performance tasks, projects, or end-of-unit tests with selected, constructed, or extended responses. To maximize the potential for gathering concrete evidence of student learning as facilitated by curriculum and instruction, educators can draw upon the assessments provided within their curriculum materials while appropriately augmenting them to reflect any authentic materials and real-life situations used as part of instruction to supplement the curriculum materials (refer to Practice 8 in Section 3). Students still need to receive feedback on summative assessments but typically won't use it to improve that aspect of learning. Instead, this feedback can be used for students to understand their overall progress and for teachers to inform long-term planning.

It is worth mentioning that some types and formats of assessments can be used as either formative or summative. One such example in a world language classroom is performance-based

assessment. Performance assessments or tasks can be an effective way to assess students' learning of the standards and of their progress with the three modes of communication. They also allow for richer and more authentic assessment of learning. Educators should integrate performance assessments into instruction to provide additional learning experiences for students. Performance assessments are further discussed in Part 3 Selecting and Developing Assessments.

### C. Validity, Reliability, and Fairness

Assessments must be designed and implemented to accurately collect student information. To do this they should all possess an optimal degree of

- *Validity* (the degree to which the assessment measures what it is supposed to measure — i.e., what is defined by the standards),
- *Reliability* (the consistency with which an assessment provides a picture of what a student knows and is able to do), and
- *Fairness* (lacks bias, is accessible, and is administered with equity) (RIDE, 2012).

In other words, within an assessment, the items must measure the standards and/or content. It is also critical that the assessment provides information that demonstrates an accurate reflection of student learning. Ensuring fairness is equally important within the assessment, particularly for differently-abled students, because lack of accessibility can impact validity. For example, an assessment may not measure what it was designed to measure if students cannot access the assessment items or stimuli due to inattention to demonstrated learning needs.

The validity, reliability, and fairness of assessments must be considered by LEAs and world language programs when determining which assessments to use for screening purposes, particularly when determining student placement into different levels of world language courses, and for interim assessments that might determine student readiness to move to the next-level class at the end of a semester or year. When evaluating an assessment currently being used or being considered, educators should consider using the *Interim and Summative Assessments Prompts* chart in Appendix B of the Comprehensive Assessment System: Rhode Island Criteria & Guidance (RIDE, 2012, p. 32-34).

While the technical process to determine validity and reliability is not necessarily available for classroom assessments, educators should use their professional judgement and ensure their classroom assessments are consistent in terms of results they produce (e.g., a make-up test is similar in difficulty to the original test, a project includes a rubric with clear descriptions for each criterion) and that they measure what was intended to be measured (e.g., a multiple-choice comprehension quiz can be used to measure interpretive communication but not oral interpersonal skills). They can also ensure fairness by making their classroom assessments accessible to all students. Accessible assessment practices may include offering assessments and

allowing students to respond in different modalities or providing additional accommodations and accessibility features for students, such as extended time or alternate location.

To further support differently-abled students (DAS) and multilingual learners (MLLs), some accessibility features are already embedded into many proficiency assessments (e.g., AAPPL, STAMP), while access to others may require LEAs to file a request ahead of the test date. Such accommodations may refer to changes in setting, timing (including scheduling), presentation format, or response format that do not alter in any significant way what the test measures, or the comparability of the results. For example, an oral interpreter may assist a multilingual learner with directions for a task if the student is taking a test in Spanish, but directions are given in English, while a differently-abled student may need an extended testing time per their IEP. Please note that many accommodations implemented for multilingual learners in other content areas do not necessarily apply in world language classes when the primary language of instruction and assessments is a language other than English. When used properly, accessibility features and appropriate test accommodations remove barriers to participation in the assessment and provide students with diverse learning needs an equitable opportunity to demonstrate their knowledge and skills. For additional information about accessibility features, please refer to RIDE's Accommodations and Accessibility Features Manual.

Another component for ensuring fairness is making sure assessments do not include bias in content. In world language courses where the studied language may have different varieties used in different countries and cultures (such as Spanish varieties spoken in Cuba, Mexico, Ecuador, Spain, and others; or Arabic-speaking cultures of Africa and the Middle East), teachers should help students recognize the differences, avoid making assumptions or using stereotypes, and develop sensitivity to perspectives, practices, and products of others. Teachers model these behaviors not only during instruction but also on assessments, for example welcoming a range of vocabulary uses, accents, or writing styles. This is also important to consider when teaching heritage learners who might all be enrolled in the same course but come from different cultures speaking a variety of the same language.

Even with valid, reliable, and fair assessments, it is important for educators to consider multiple data points to ensure that they have a comprehensive understanding of student strengths and needs, especially when supporting DAS. In addition to interim and diagnostic assessments, sources of data may include observations, work samples, and curriculum-based measurement to functional behavioral assessments and parent input. These data points should be gathered by all educators, including world language teachers, rather than only by those providing specialized services, because data should guide daily decisions about instruction in all content areas, including the world language classroom. Multiple sources of information help educators collaborate to develop a comprehensive learner profile of strengths and needs. Educators analyze

the learning environment along with the student profile to identify necessary scaffolds and accommodations to remove barriers for DAS.

For additional information on assessment considerations for multilingual/heritage learners and differently-abled students, please refer to Part 4 Assessment Considerations for MLLs and DAS.

## Part 3: Selecting and Developing Assessments

Building or refining an LEA's comprehensive assessment system begins by agreeing upon the purposes of the assessments to administer. One assessment cannot answer every question about student learning. Each type of assessment has a role in a comprehensive assessment system. The goal is not to have some — or enough — of each type; rather it is to understand that each type of assessment has a purpose and, when used effectively, provides important information to further student learning. Some questions educator teams should ask themselves as part of any discussion of purpose include:

- "What do we want to know about student learning of the standards?"
- "What do we want to learn about students' skills and knowledge?"
- "What data do we need to answer those questions?"

Once claims and needs are identified, the appropriate assessments are selected to fulfill those data needs by asking: "Which assessment best serves our purpose?" For example, if a teacher wants to know if students learned the material just taught and identify where they may be struggling, the teacher may give a short quiz which asks students a few questions targeting a specific skill, listen to a conversation between two students, or administer an oral exit ticket to hear individual student responses. This assessment would then allow the teacher to appropriately adjust the next day's instruction. Whereas, if the teacher wants to know if the students are proficient with the content taught during the first semester, the teacher may ask students to complete a longer test or a performance task where students apply their past learning, thus measuring multiple standards and skills.

In addition to considering what purpose an assessment will serve, attention must be paid to the alignment of the assessment with the curriculum being used by the LEA. Commercially available curriculum materials may embed assessments as part of the package provided to educators. In turn, educators must consider whether the assessments included meet the breadth of purposes and types needed for an assessment system that informs instruction and provides outcome information about student learning. It is recommended to review what assessments are available within the instructional materials, identify gaps and weaknesses, and develop a plan for which additional assessments may need to be purchased or developed locally (Instruction Partners, 2018). These same considerations are applicable if the LEA implements curriculum and materials designed by their own world language department. When evaluating assessments

included with published curriculum or assessments designed locally, the review needs to ensure alignment to the standards and universal design guidelines.

Assessments that are not adequately aligned with standards, curriculum, and universal design principles are not accurate indicators of student learning. This is especially important when assessment data are used in decision-making, such as student placement in courses. When curriculum, instruction, and assessment are carefully aligned and working together, student learning is maximized.

Finally, when selecting or developing assessments, knowing whether an assessment is a good fit requires a basic understanding of item types and assessment methods, as well as their respective features, advantages, and disadvantages.

### A. Selecting and Developing Assessments in World Languages

Though this is certainly not an exhaustive list, Table 37 provides examples of assessment types and formats often used in world language instruction.

Table 37. Sample Types and Formats of World Language Assessments

| World Language Assessments<br>Sample Formats | | | |
|---|---|---|---|
| Performance | Product | Process | Other Task Types |
| • Oral performance task<br>• On-demand presentational task<br>• Polished presentational task<br>• Interpretive task<br>• Integrated performance task | • Visual representation<br>• Concept map, chart, etc.<br>• Paragraph<br>• Essay<br>• Report<br>• Research paper<br>• Model<br>• Portfolio | • 1-1 conference<br>• Oral questioning<br>• Interview<br>• Observation checklist<br>• Debate | • Multiple choice<br>• True/False<br>• Matching<br>• Fill in the blank<br>• Cloze<br>• Labeling a visual<br>• Checklist<br>• Think-Pair-Share |

(Adapted from Comprehensive Assessment System: Rhode Island Criteria & Guidance, 2012)

While the *World-Readiness Standards for Language Learning* guide the general curriculum design and implementation, teachers and administrators can access additional resources that are available to guide the selection and/or design of assessments. These include ACTFL Proficiency Guidelines, ACTFL Performance Descriptors for Language Learners, and NCSSFL-ACTFL Can-Do Statements.

***ACTFL Proficiency Guidelines*** provide a detailed explanation of what language users can and cannot do at each proficiency level, regardless of where or how the language was learned. These

guidelines show a pathway of growth in communication skills as students move along the five levels of proficiency, from Novice to Superior, increasing the number of topics students can discuss and increasing the complexity of language they can understand and use. These guidelines can be used to help determine student initial placement in courses based on a screening or placement test, student readiness for progression to the next level course for next semester or school year, student readiness for the Seal of Biliteracy assessment, program evaluation, and others. World language educators should be involved in selecting commercially available proficiency assessments to support such LEA, school, or departmental decisions. The selection process must take many factors into consideration. For example:

- Does the assessment meet all the requirements for its purpose, such as assessing required language domains for the Seal of Biliteracy?
- What is the time and space requirement to administer the assessment for screening and placement purposes?
- How frequently is the assessment offered if students need to retake it?
- What is the availability of proctors?
- What training do proctors need to complete?
- Do students need to travel to a testing center?
- What are the associated costs?

LEAs and world language departments are encouraged to develop local policies and procedures for selecting proficiency assessments based on their purpose within the LEA's context.

***ACTFL Performance Descriptors for Language Learners*** are a companion document to the *ACTFL Proficiency Guidelines*, providing more detailed and more granular information about language learners. They also provide additional guidance in identifying criteria for assessing performance: *parameters of performance* and *qualities of performance*.

The parameters of performance include:

- Functions: types of communication purposes students use language for (e.g., comparing places, describing people, expressing an opinion)
- Contexts and Content: situations within which the student can function (e.g., in the classroom, over video conferencing, in a new city) and topics that the student can understand and discuss (e.g., food, hobbies, global issues)
- Text Type: the amount of text a student can understand and produce (e.g., phrases, complex sentences, paragraphs)

The qualities of performance include:

- Language Control: level of detail a student can understand and level of accuracy a student can produce at (e.g., grammar, pronunciation, word choice)

- Vocabulary: quantity and quality of words a student can understand and produce (e.g., a variety of topics, general vs. technical vocabulary)
- Communication Strategies: strategies a student can employ to understand the language and to move conversations forward (e.g., asking for clarification, rephrasing, use of nonverbal cues)
- Cultural Awareness: use of the target language culture to communicate (e.g., proximity to the speaker, choice of register, use of expressions).

The broad design of the *ACTFL Performance Descriptors for Language Learners* allows teachers to adjust learning goals, activities, and assessment types to students' age and unit topics. Since these Performance Descriptors are organized by levels and the three modes of communication, during the backwards design process their parameters and qualities can be used to further refine learning goals and expectations for student performance during units and lessons. This informs the design of assessments and instructional practice activities that will support students in meeting the goals.

***NCSFFL-ACTFL Can-Do Statements*** also align with the *ACTFL Proficiency Guidelines* but are more accessible to students to show them what they are expected to understand and produce in the language they are learning at each level of proficiency. They can be used to set realistic learning goals for units and lessons and to help students' set their personal goals. As already discussed in Section 2 of this framework, world language teachers implement backward design when planning instruction. They begin by identifying standards students are working towards in each unit and determining the unit learning goals, using Can-Do Statements. Next, teachers develop appropriate assessment(s) and plan instructional activities. This method of planning helps teachers emphasize what students can do with what they know in a communicative situation rather than focusing simply on what students know (i.e., vocabulary or a grammar structure). This also allows the daily lessons and formative assessments to build up towards the unit assessments, and in turn towards the end-of-course assessments. During the backwards design process, the Can-Do Statements can be customized by teachers to reflect the age of the students and the theme of the unit they are studying.

Table 38. Customizing Can-Do Statements in Interpretive Mode at Novice High Level

| Example | General Customization | Specific Customization |
|---|---|---|
| I can understand familiar questions and statements from simple sentences in conversations.<br><br>(NCSSFL-ACTFL Can-Do Statements, 2017, p. 2) | I can understand questions about someone's social schedule. | I can understand when Japanese teenagers ask each other about their daily routines in Japan.<br><br>(Adapted from Clementi & Terrill, 2022, p. 70) |

Once customized goals are established, they are then used to assess student performance throughout the unit. It is important to note that students would need multiple exposures and multiple opportunities to practice skills required for the learning goal, and they should not be assessed or graded on one single performance.

While world language proficiency assessments are most often developed, administered, and scored commercially, performance assessments, being more closely tied to daily instruction, are often department- and teacher-developed. The following highlights the key types and characteristics of performance-based assessments.

### Performance Assessments

Performance assessments focus on the use of authentic tasks that require students to use the language they are studying beyond a particular discrete grammar point. In other words, instead of a traditional test of filling in the blanks to show their knowledge of a past tense, students may be asked to have a conversation with their partner about their last weekend, recent news, or a historical event, which would still elicit the use of past tense from the student, in addition to other linguistic features and skills, but in a more natural way that is applicable to using the language outside of class. Research shows that this type of assessment has a positive impact on student motivation and shows a washback effect on instruction (Sandrock, 2015; Glisan, 2021). Performance assessments can be used for one of the three modes of communication (interpersonal speaking, signing, and writing; interpretive listening, reading, and viewing; presentational speaking, signing, and writing) or can integrate all three modes into one extended assessment.

The **Oral Interpersonal Performance Assessment** is an example of a performance-based assessment that focuses on oral communication in the interpersonal mode (a standard in the **Communication** goal area of the *World-Readiness Standards for Language Learning*). It assesses a student's ability to listen to and speak with another person to share information, feelings, opinions, etc. This type of assessment connects to the high-quality instructional practices 4, 6 and 7, which are, respectively, Academic Discourse, Using Target Language with Comprehensible Input and Output, and Focusing on Communicative Tasks (discussed in Section 3). It begins with the need for classroom language practice in open-ended, rather than scripted, situations that give students opportunities to engage in communicative tasks that involve social and/or academic discourse.

The assessment itself can be implemented *implicitly* or *explicitly* (Glisan, 2021). In the *implicit* mode, students may not always be aware they are being assessed, particularly when a teacher is providing them with corrective feedback in an informal manner during partner or group work (refer to the high-quality instructional practice 5 Formative Assessment in Section 3). A teacher will also assess students' comprehension during the lesson and adjust their scaffolding

accordingly following the high-quality instructional practice 6 of Using Target Language with Comprehensible Input and Output (refer to Section 3). Implicit assessment is formative in nature and can lead to changes in instructional strategies, such as modeling or providing scaffolds in the moment and in future lessons. In the *explicit* mode, students are aware that they are being assessed since the assessment is formal in nature and can be either formative or summative. The teacher may listen to a conversation between two students and assess them on a rubric or a checklist. This type of assessment reflects what students have learned and experienced in terms of listening and speaking practice in the classroom. The use of rubrics is particularly important, so students and teachers have a common understanding of the expectations for each level of performance. Feedback can be given efficiently and consistently and can be used by students to adjust their learning and by teachers to adjust their teaching.

Table 39. Examples of Oral Interpersonal Performance Assessment Tasks

| Level | Oral Interpersonal Task |
|---|---|
| Novice | Introduce yourself to a partner and share basic personal information. |
| Intermediate | Share with a partner what you learned about a cultural celebration from a target culture. Share your insights about what is similar and different compared to your own family experiences. |
| Advanced | Discuss in a small group what makes a good friend, and why some friendships last while others do not. Discuss cultural differences in styles of friendships between the US, target culture(s), and other cultures you are familiar with. Discuss if there are any ways that you can be a better friend. |

**Presentational Assessments** are another example of a performance-based task teachers may choose to implement in their classroom. They allow teachers to assess students' growth towards the Presentational standard from the **Communication** goal area of the *World-Readiness Standards for Learning Languages*. Presentational tasks focus on students presenting information, concepts, or ideas to an audience of listeners, readers, or viewers using appropriate language mode and media. Clementi and Terrill (2022) differentiate between "polished" and "on-demand" presentational assessment tasks. For example, for a polished presentational assessment, students may work in a small group to create a public service announcement on preventing food waste in their school cafeteria and share this PSA on the cafeteria screen, via the class YouTube channel, or other means appropriate to their school setting. For an on-demand presentational assessment, students may be asked to explain orally or in writing as part of their exit ticket how lunch is served in US schools versus in target-culture schools and perceptions of food waste in both cultures. The polished tasks require preparation, drafting, revising, rehearsing, and publishing and often take more than one class session to complete, whereas the on-demand tasks are completed without rehearsing and thus are most often completed within a portion of one class session. Each type of task may also require skills that the other does not; for example,

the polished presentational task done in a small group requires the ability and language skills for working collaboratively with others, while the individual on-demand task may require a student to be able to write quietly by themselves. Both, however, require the use of clear assessment criteria that students are familiar with, such as rubrics, although the rubrics would look quite different in these scenarios since one may be assessing a multimedia product, while the other assesses a written explanation in a paragraph form not accompanied by any visuals. For sample rubrics for these types of assessments, please refer to "The Keys to Planning for Learning" (Clementi & Terrill, 2022) and other resources listed in Sections 3 and 4.

Table 40. Examples of Presentational Performance Assessment Tasks

| Level | Presentational Task |
|---|---|
| Novice | Write a description of yourself accompanied by a photo or a drawing. |
| Intermediate Low | Design a brochure for a person from the target culture visiting your city/town for the first time. |
| Intermediate High | Write an essay discussing the positive and negative aspects of fame. Give examples of people from the target culture(s). |
| Advanced | Deliver an oral presentation (accompanied by a poster, PowerPoint, or another visual) about the target culture's education system. Compare and contrast with the US or another educational system. Highlight what you would like to see implemented in the US based on what you learned about the target culture's education. |

(Adapted from Sandrock, 2015)

**Interpretive Performance Assessment Tasks** allow teachers to assess the remaining standard of the **Communication** goal area and focus on students' ability to understand, interpret, and analyze what they hear, read, or view. For example, a student may be asked to:

- read someone's schedule and answer questions about their day,
- read a short story and summarize key plot events,
- read a letter to the editor in a newspaper and analyze writer's point of view,
- listen to a podcast and identify key information, or
- watch a TV commercial and discuss if the same commercial would be effective for the US audience versus the target-culture audience.

Since the information acquired from interpretive tasks can contribute to the completion of presentational or interpersonal tasks, these assessments do not need to wait for the end of the unit but rather should be administered at a logical mid-point in the unit. Prior to using a specific task

for an assessment, students would need to be able to practice with similar material. In the case of summarizing a short story, students could read one story together as a class, discuss key events, and practice writing the summary with the teacher modeling how to paraphrase, sequence, and connect ideas together in a paragraph. Students could then have an opportunity to practice with another short story and summarize it with a partner or use teacher-provided scaffolds; the teacher could use this as an opportunity for formative assessment to check students' comprehension of the story and ability to summarize it in writing. Only then should students be given a new story to summarize independently as a summative assessment.

Like interpersonal and presentational assessments, interpretive performance assessments can be scored using a rubric or a scoring guide designed specifically for the task with a caveat that they assess the actual interpretive skills and not presentational skills. In the example of summarizing a short story, the rubric or the scoring guide needs to focus on the interpretive skills of reading comprehension rather than on the writing skills of the summary itself.

Table 41. Examples of Interpretive Performance Assessment Tasks

| Level | Interpretive Task |
|---|---|
| Novice | • Read a person's schedule and answer questions about their day.<br>• Listen to a dialog and match key information to each speaker. |
| Intermediate | • Read a short story and organize key plot events in chronological order.<br>• Listen to a voice mail and relay the message to a partner. |
| Advanced | • Watch a TV commercial and discuss if the same commercial would be effective for the US audience versus the target-culture audience.<br>• Compare how a news event is portrayed by news outlets in different countries (Mexico versus Guatemala) and/or in different media types (newspaper versus TV). |

**Integrated Performance Assessment**s (IPAs) integrate assessments with instruction, use all three modes of communication, and blend the standards of **Communication** with the standards from the other four goal areas of **Cultures**, **Connections**, **Comparisons**, and **Communities** (Sandrock, 2015; Glisan, 2021; Troyan et al., 2023). They are a summative demonstration of what students can do on their own in an authentic context.

As such, IPAs:

- have tasks that are aligned to the learning outcomes of the unit or topic of instruction,
- do not assess discrete grammar and vocabulary points, and
- are used in conjunction with performance or proficiency rubrics to evaluate results.

IPAs also integrate tasks logically across a thematic intercultural focus (e.g., travel, food, careers), including:

1. an interpretive reading, listening, or viewing task that is based on an authentic resource (i.e., a text or media source that was created by native speakers for native speakers of the target language or culture, not for non-native language learners),
2. an interpersonal written, spoken, or signed conversation that is built upon the previous interpretive task, and
3. a presentational written, spoken, or signed task that is built upon the previous interpersonal task.

The order of these three types of tasks may vary, depending on the theme and unit progression (*Assessments and Rubrics for World Languages*, Ohio Department of Education, 2022).

IPAs can be performance- or proficiency-based. Table 42 highlights the key differences.

Table 42. Key Differences Between Performance- and Proficiency-Based IPAs

| **Performance-Based IPA** | **Proficiency-Based IPA** |
|---|---|
| • Is administered as a summative assessment *at the end of an instructional unit* to determine student achievement relative to the concepts that were taught.<br>• Contains tasks that are based on material from that unit.<br>• Contains tasks that are based on a central theme across the three modes of communication.<br>• Does not assess discrete grammar and vocabulary points. | • Is administered as a summative assessment *at the end of an extended period of time* to determine a student's proficiency in a non-rehearsed context.<br>• Can be used as a pre/post-assessment for evaluative purposes, as a semester/final exam or as a comprehensive assessment in general.<br>• Contains tasks that are spontaneous and not prepared for ahead of time.<br>• Contains tasks that are based on a central theme across the three modes of communication.<br>• Allows students to draw on any language they have acquired in order to accomplish communicative tasks.<br>• Does not assess discrete grammar and vocabulary points |

(Adapted from *Assessment and Rubrics for World Languages*, Ohio Department of Education, 2022)

**Examples of Integrated Performance Assessment Tasks**

Please note these examples do not include full directions or descriptions of the tasks and the unit these tasks are a part of. When a language has not been specified, it is understood that activities, tasks, and materials would be delivered in the world language being studied. Also note that specific tasks may be in different order depending on the skills students are learning and how each type of task builds on previous ones. For example, in the Novice sample (Table 43), the presentational task comes before the interpersonal one, but in the Intermediate example (Table 44) that order is reversed due to the nature and progression of the tasks.

Table 43

| **Level** | **Grade Level** | **Theme** |
|---|---|---|
| Novice Mid | Upper Elementary | Who am I? Who are you? |
| **Interpretive Task** | **Presentational Task** | **Interpersonal Task** |
| Watch a video of students introducing themselves. Fill in the information chart about one of the students in the video. | Write an introduction/short description of yourself. This will be shared with a host family you are staying with during a trip abroad. | With a partner, practice introducing yourself to the host family. Ask and answer questions about your likes and dislikes. |

(Adapted from Sandrock, 2015)

Table 44

| **Level** | **Grade Level** | **Theme** |
|---|---|---|
| Intermediate High | High school | Taking a Gap Year & Moving to a New Country |
| **Interpretive Task** | **Interpersonal Task** | **Presentational Task** |
| You are taking a gap year and moving to a city in the target culture. Read advertisements for apartments. Answer guiding questions about the details. Then select the best one for you based on your criteria. | You will need to share this apartment with a friend. Describe its features to your friend. Then listen to the description of their apartment. Compare and contrast, and decide which apartment is best for the two of you. | You have arrived but the apartment is not what you expected. Write a complaint to the owner describing the differences and stating how you want the issue to be resolved. |

(Adapted from Troyan et al., 2023)

Table 45

| Level | Grade | Theme |
|---|---|---|
| Advanced | High School | Social Issues Affecting Youth |
| **Interpretive Task** | **Interpersonal Task** | **Presentational Task** |
| To learn more about prevalent social issues in a target culture/country, read the article about "youth unemployment" and its causes, and answer questions in the comprehension guide. Discuss your takeaways with a partner. | Based on your learning, design a set of questions you will use to interview a peer from that country. Interview the person and take notes of their responses. | Using the information from the reading, from the interview, and from additional research, write an article to be published on a social justice website with the focus on helping other advocates to be more informed. |

(Adapted from Troyan et al., 2023)

### Other World Language Assessments

Integrated performance assessments are key in preparing students to be ready and confident in using the language they studied in class for interactions within the target culture. However, they are not the only assessments a world language teacher may utilize in class as indicated earlier in Table 37: Assessing Student Learning in the World Language Classroom. Other assessments, such as quizzes, Think-Pair-Share exchanges, cloze activities, and many others can be used to help students improve and assess their discrete skills (e.g., skimming a text), vocabulary, grammar, and other aspects of language.

One such example is **portfolios**, which can be a very useful tool for longer term assessment progression in world languages. Portfolios allow for students and teachers to set appropriate learning goals and to monitor progress across a semester, a year, or even multiple years of study. One example of a language portfolio is LinguaFolio®, an online tool based on the NCSSFL-ACTFL Can-Do Statements. Other options for portfolios include simple binders or electronic folders where students collect their responses to interpretive tasks, writing samples with rubrics, speech recordings, and others. This collection of work samples allows students and teachers to see progress from the first to the last unit in a semester or year, to see the progress in writing, or to hear the difference in the quantity and quality of speech students are able to produce. Another reason to utilize portfolios is to document student growth in intercultural communication, knowledge of products, practices, and perspectives of the target language culture(s), ability to investigate, compare, and reflect on one's own and other languages and cultures, knowledge of historical and current relationships among countries, and other aspects of the **five Cs** (Schulz, 2007; Clementi & Terrill, 2022).

While this framework does not address in detail all possible types of assessments, overall, a variety should be incorporated in world language classes.

## Additional Considerations

### Assessments Included with Curriculum Materials

While many newly developed curriculum materials include high quality assessments, educators are encouraged to look critically at these assessments to ensure they address all **five Cs** of the *World-Readiness Standards*, include components of interpersonal, interpretive, and presentational communication, and align with authentic supplemental materials added to each unit.

### Oral Assessments in Large Classes

Some considerations for implementing oral assessments in large classes include both logistics and use of instructional time. First, it is important to emphasize that assessments are an integral part of instruction, so they are worth dedicating time to with attention to planning for place and time. If students complete the assessment in pairs with the teacher supervising each pair, then it may require spreading the assessment over several class periods instead of one, utilizing a language lab, online applications, or even a different physical location. If teachers opt for student pairs to record their conversations, they will need to consider the time it will take them to listen to and score each recording. In addition to the logistics of the assessment itself, teachers must also consider the use of instructional time for the rest of the class. Students need to be familiar with expectations for independent work, so it is worth spending time practicing and implementing some independent tasks prior to administering any oral assessments. It is also important for independent work to consist of meaningful tasks that connect to the current unit, so students realize their importance.

### Standards-Based and Traditional Grading

World language administrators and teachers are encouraged to implement a standards-based grading system to reflect the **five Cs** of the *World-Readiness Standards*. While a traditional grading system (with weights for tests, quizzes, classwork, etc.) may be more familiar and easier to manage at first in terms of logistics, it poses a challenge of potentially penalizing students for practice tasks, such as classwork or homework, if these are included within the system. On the other hand, a standards-based system would include categories pertaining to the **five Cs**, such as Interpersonal Communication, Interpretive Communication, and others, rather than categories of assignment types such as tests or homework. Such a grading system may better reflect students' current knowledge and skills as well as show their growth across the standards.

### Rubrics and Grading

Many of the performance- and proficiency-based tasks in a world language class are best assessed using a standards-aligned rubric. Rubrics give both teachers and students clear expectations for the performance on each criterion, indicating varying degrees of success in completing the task at each level of performance. Rubrics can be single-point with space for student self-reflection and/or teacher feedback and can be used to score the assessment quickly, noting areas of strength and improvement. Analytic rubrics with specific criteria and

expectations for meeting them can be used for more detailed scoring. Specific examples of rubrics can be found in many world language resources, such as *The Integrated Performance Assessment* by Troyan et al. (2023), *The KEYS to Assessing Language Performance* by P. Sandrock (2015), *Rubrics for World Languages* from Ohio Department of Education, and others (Table 47). Teachers should work with their departments to arrive at consistent rubric design and terminology to avoid confusion among students.

While rubrics give both teachers and students clarity on expectations, teachers need to be cautious when calculating and assigning letter grades from rubrics, if at all. This may be addressed in already established LEA, school, and/or department grading policies, but it is worth emphasizing that simply assigning a point value to each level on the rubric, adding up the points, and dividing by the number of criteria will not result in scores representative of students' actual skill level. Therefore, part of the work of assessment design and selection requires consistent rubric design and criteria weighting that aligns with local grading practices. Well-designed holistic and analytic rubrics can effectively help students, teachers, and other stakeholders understand the relationship between student work, success criteria rooted in the standards, and grading. This will support high school world language programs to satisfy the secondary regulations' stipulation that "the awarding of credit is earned by demonstrating competency as established by applicable standards."

Table 46 includes a variety of resources and tools on world language assessments.

Table 46. World Language Assessment Resources

| Resource | Description |
|---|---|
| ACTFL Proficiency Guidelines 2012 | **A description** of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context, on the continuum of proficiency from Novice, Intermediate, Advanced, Superior, to Distinguished level. |
| NCSSFL-ACTFL Can-Do Statements | **Can-Do Statements** are organized according to the interpretive, interpersonal, and presentational modes of communication. They can be used to identify and set learning goals, chart progress towards language and intercultural proficiency, and clarify how well learners at different stages can communicate. |

| Resource | Description |
|---|---|
| ACTFL Performance Descriptors for Language Learners | **This resource** is designed to describe language performance that is the result of explicit instruction in an instructional setting. Performance Descriptors describe the language performance of language learners in standards-based, performance-oriented learning environments and provide descriptive performance outcomes adaptable to fit differences in languages and learners. |
| Principles of Effective World Language Programming | **A guide** describing four interconnected facets of world language programming: Program Design, Curriculum, Assessment, and Teacher Effectiveness. |
| Rhode Island Seal of Biliteracy (RIDE)<br><br>(*under tab "Seal of Biliteracy") | **Information** on earning a Seal of Biliteracy. |
| Sandrock, P. (2015) *The Keys to Assessing Language Performance: A teacher's manual for measuring student progress*. ACTFL. | This **manual,** and the second book in the Keys Series, clarifies precisely what language educators need to understand to successfully assess student performance. Relevant to new teachers and seasoned professionals alike, it provides step-by-step guidance on how to design assessments, illuminates the process of designing rubrics that focus on proficiency and helps educators create assessments that motivate students to offer language samples that accomplish authentic purposes. School administrators will also benefit from the section that focuses on the impact of performance assessment on instruction and program design. |
| Troyan, F.J., Adair-Hauck, B., & Glisan, E.W. (2023). *The Integrated Performance Assessment. Twenty Years and Counting*. ACTFL. | The third edition of the **IPA Manual** is informed by the findings of research conducted on the IPA since 2013. This edition describes the potential of the IPA as a vehicle for enacting instruction and assessment for diversity, equity, and inclusion in the world |

| Resource | Description |
|---|---|
| | language classroom at all levels of instruction. It includes model IPAs and revised rubrics with accompanying tools meant to assist world language teachers in designing IPAs and in rating learner performance across the three modes of communication. |
| Glisan, E., & Donato, R. (2021). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Volume 2). ACTFL. | **A book** in which Chapter 4 discusses a high-leverage teaching practice of developing contextualized performance assessments. |
| Clementi, D., & Terrill, L. (2022). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* (2nd edition, revised). ACTFL. | **A book** in which Chapter 4 focuses on documenting and assessing learning. |
| Baldwin, L. (2019). *The Keys to the Classroom: A basic manual to help new language teachers find their way* (2nd edition). ACTFL. | **A book** that includes an introduction to and overview of assessments for novice world language teachers. |

## Part 4: Assessment Considerations for MLLs and DAS

In addition to selecting and designing appropriate assessments, it is critical that educators use sound assessment practices to support multilingual learners (MLLs) and differently-abled students (DAS) during instruction. Assessments offer valuable insight into MLL and DAS learning, and educators should use this data to plan and implement high-quality instruction.

### Assessment to Support MLLs in World Languages

As previously discussed in Sections 2 and 3, multilingual learners may be studying a new language in addition to English and their home language or studying their home language in heritage language classes. These two contexts affect assessment considerations for these students.

Multilingual learners enrolled in courses in a language other than their home language will benefit from the same curriculum, instruction, and assessments as the monolingual English speakers enrolled in the same course. However, teachers need to consider if the assessments used

validate and consider students' linguistic and cultural identities as part of culturally responsive teaching.

For multilingual learners enrolled in heritage language courses, all the assessment purposes and types described above are highly appropriate, as long as the course and its curriculum are designed and tailored to the heritage learners' proficiency levels and needs. For more information on heritage learner education, please refer to the resources listed in Sections 2 and 3.

For all MLLs, world language teachers need to consider their students' English language proficiency level, particularly when any portions of an assessment task, such as directions, are given in English. The 2020 Edition of the *WIDA ELD Standards Framework* is helpful for world language educators to draw on the WIDA proficiency level descriptors to support their understanding of MLLs' English-language development and how it may impact a student's ability to understand directions or clarifications. However, this may not be necessary if the world language MLLs are studying is the primary language of instruction and is used 90% or more of class time.

Table 47. Sample Assessment Resources for MLLs

| Resource | Description |
|---|---|
| WIDA English Language Development (ELD) 2020 Standards Edition | **A resource** for planning and implementing language curriculum, instruction, and assessment for multilingual learners. |
| Culturally Responsive Teaching Innovation Configuration (CEEDAR) | **A rubric** that guides the implementation of culturally responsive and sustaining education; part of the MLL/EL Toolkit. |
| • ACTFL \| Heritage Learners<br>• ACTFL \| Language Learning for Heritage and Native Speakers<br>• UCLA National Heritage Language Resource Center<br>• Heritage Learners \| Language Connects Foundation | **A compilation of resources** to support the development of world language courses for heritage speakers. |
| Focusing Formative Assessment on the Needs of English Language Learners | This **paper** examines how formative assessment can enhance the teaching and learning of ELL students. |

### Assessment to Support DAS in World Languages

Assessments offer valuable insight into DAS learning, and educators should use this data to plan and implement high-quality instruction. Differently-abled students are best supported when world language and special educators use Universal Design for Learning to collaboratively design and plan assessments aligned to clear learning goals to ensure they measure the intended goals of the learning experience. Flexibility in assessment options will support students in demonstrating their knowledge and skills.

All students can benefit from practice assessments, review guides, flexible timing, assistive technologies, or support resources that help reduce the barriers without changing the learning goals being measured. In addition to improving access, flexible assessment options may decrease perceived threats or distractions so that students can demonstrate their skills and knowledge. For example, a student with specific support needs for fine motor skills may be more able to participate in demonstrating listening comprehension with a task of labeling a map or other type of visual when given an opportunity to drag and drop labels in a technology tool rather than having to write the labels using a pencil on paper or a marker on a whiteboard.

For DAS, assessment accommodations should reflect instructional accommodations used on a regular basis with a student. Educators evaluate the effectiveness of accommodations through data collection and the consideration of the following questions:

1. Did the student use the accommodation consistently?
2. Did the accommodation allow the student to access or demonstrate learning as well as their peers?
3. Did the accommodation allow the student to feel like a member of the class?
4. Did the student like using the accommodation?

Educators can use high-leverage practices (HLPs) to leverage student learning across the content areas, grade levels, and various learner abilities. The HLPs contain specific evidence-based practices in four domains: Instruction, Assessment, Collaboration, and SEL. High-leverage practice 6, on the use of student assessment data to analyze instructional practices and make necessary adjustments that improve student outcomes, highlights the importance of ongoing collaboration between world language educators and special educators in this practice (McLeskey et al., 2017). Information from functional skills assessments, such as those provided by an occupational therapist or speech language therapist, can provide critical information for world language educators to use when designing accessible assessments or discussing necessary accommodations to classroom and district assessments.

When differently-abled students are not making the level of progress anticipated, the data-based individualization (DBI) process is a diagnostic method that can help to improve the instructional experience and promote progress in the world language curriculum through a tiered continuum

of interventions. DBI is an iterative, problem-solving process that involves the analysis of progress-monitoring and diagnostic assessment data, completed in collaboration with a student's special educator and/or related service provider(s). Diagnostic data from tools such as standardized measures, error analysis of progress monitoring data and work samples, or functional behavioral assessments (FBA) are collected and analyzed to identify the specific skill deficits that need to be targeted. The results of the diagnostic assessment, in combination with the teacher's analysis of what features of instruction need to be adjusted to better support the student, help staff determine how to individualize the student's instructional program to meet the individual student's unique needs and promote progress in the world language education. The diagnostic process allows teachers to identify a student's specific area(s) of difficulty when lack of progress is evident and can inform decisions about how to adapt the classroom intervention (National Center on Intensive Intervention, 2013).

Through formative assessments, educators of world languages play an important role in providing feedback to DAS on progress towards IEP goals. The integration of evidence-based assessment practices for DAS is needed within the general education curriculum. Seventy percent of RI students with IEPs are in general education settings at least 80% of their day. IEP goals are meant to measure and improve student progress *within* the general education curriculum. The specially-designed instruction does not typically happen separately or in a silo but in connection with the classroom instruction and curriculum. The world language educator and special educator work in consultation to use classroom data to measure progress on an IEP goal along with any additional measures indicated in the IEP. In world languages, DAS performance in small group activities may inform SEL or behavioral goals, and participation in conversation activities may provide data for a communication goal in the IEP.

Most students with IEPs participate in regular statewide assessments with accommodations as outlined in their IEP. IEP team members collaborate to select accommodations based on educational needs demonstrated by current data, not based on placement or disability category. In world language education, students with IEPs may choose to take assessments leading to the Seal of Biliteracy and would receive appropriate accommodations, if applicable. Educators should engage students and families in decisions about appropriate testing accommodations or participation in alternate assessments.

IDEA also speaks to accommodations on district assessments. According to IDEA Sec. 300.320(a)(6), each child's individualized education program (IEP) must include: a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state **and districtwide assessments** consistent with section 612(a)(16) of the Act. When determining accommodations for district assessments, IEP teams, including the world language educator, must consider the difference between target skills (the knowledge or skills being assessed) and access skills (needed to

complete the assessment, but not specifically being measured) along with data on the strengths and needs of the individual student.

Table 48. Sample Assessment Resources for DAS

| Resource | Description |
|---|---|
| K-12 Test Accommodations (languagetesting.com) | Instructions on requesting accommodations for AAPPL assessments. |
| Learn About Avant's Testing Accommodations \| Avant Assessment | List of and directions on how to request accommodations available for Avant's language assessments. |
| High Leverage Practices Assessment Overview | Assessment plays a foundational role in special education. Students with disabilities are complex learners who have unique needs that exist alongside their strengths. This **overview** includes a summary of each HLP for assessment. |
| High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children | **Leadership Guides** for the following HLPs:<br>#4 Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs<br>#5 Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs<br>#6 Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes<br>#10 Conduct Functional Behavioral Assessments (FBAs) |
| Participate in Assessment IEP (promotingprogress.org) | This **tip sheet** provides information about participation in assessment and accommodations for assessments. It includes a brief summary of federal regulations and tips for implementation. |
| Accessibility and Accommodations for General Assessments \| NCEO | This **online FAQ** includes common questions and answers with hyperlinks to various resources on accessibility, accommodations, and modifications. |

| Resource | Description |
|---|---|
| CAST \| UDL Tips for Assessment | This **resource** provides quick tips and reflection questions to promote accessible assessment. |
| Universal Design of Assessments FAQ | NCEO **online resource** highlights seven elements of universally designed assessments based on a review of the literature on universal design, assessment, and instructional design. |
| IRIS \| Page 3: Instructional Versus Testing Accommodations (vanderbilt.edu) | This online learning resource is a portion of an IRIS module that clarifies different types of accommodations. |
| DLM Assessments - Assessment - Instruction & Assessment World-Class - Rhode Island Department of Education (RIDE) | These documents and professional development modules, along with other relevant general education curriculum materials, may be used to inform instructional planning and goal-setting for students with significant cognitive impairments. |
| Impact \| Winter 2018/19 Volume 31, Number 2 \| Together We Are Better! Collaborative Teaming to Support Authentic Inclusion of Students with Complex Support Needs Cheryl Jorgensen How-To (umn.edu) | In this article, figure 2 gives examples of using student work on a weekly basis to improve instruction and inclusion and monitor progress for a student with complex and intensive needs. Figures 3-4 provide specific support examples for the math case study. |

Table 49. Additional Formative Assessment Resources

| Resource | Description |
|---|---|
| Why Formative Assessments Matter | Introduction to the importance of formative assessments. |
| The Impact of Formative Assessment and Learning Intentions on Student Achievement | Summary of findings on formative assessment and student achievement. |
| CCSSO Revising the Definition of Formative Assessment | This resource provides an overview of the FAST SCASS's revised definition on formative assessment, originally published in 2006. The revised definition |

| Resource | Description |
|---|---|
| | includes an overview of the attributes of effective formative assessment and emphasizes new areas emerging from current research, theory, and practice. |
| Formative_Assessment_10_Key_Questions.pdf (wi.gov) | Consider using this document as one of a variety of resources to support educators' assessment literacy to build student-teacher relationships that improves student outcomes. |
| Formative_Assessment_for_Students_with_Disabilities.pdf (ccsso.org) | This report provides both special education and general education teachers with an introduction to the knowledge and skills they need to implement formative assessment confidently and successfully for students with disabilities in their classrooms through text and video examples. The strategies described in this paper are not limited to use with differently-abled students and work for all students, including those with unfinished learning. |

## References


ACTFL. (2012). *ACTFL Proficiency Guidelines 2012*. (3rd Edition). https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf

ACTFL. (2012). *Performance Descriptors for Language Learners*. https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors.pdf

Alber, R. (2014). Why formative assessments matter. *Edutopia*. https://www.edutopia.org/blog/formative-assessments-importance-of-rebecca-alber

Baldwin, L. (2019). *The keys to the classroom* (2nd ed.). ACTFL.

Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. 92(1), 81–90. https://www.michigan.gov/-/media/Project/Websites/mde/Year/2017/09/18/Inside_The_Black_Box_-_Black_and_William.pdf?rev=53f86985ad70408ea3b45ae4ce1ce923

CAST. (2018). *Universal Design for learning guidelines* (Version 2.2). http://udlguidelines.cast.org

Chief Council of State School Officers. (2018, 2021). *Revising the definition of formative assessment*. https://ccsso.org/resource-library/revising-definition-formative-assessment

Clementi, D., & Terrill, L. (2022). *The keys to planning for learning. Effective curriculum, unit, and lesson design* (2nd ed., revised). ACTFL.

CSAI Update. (March 2018). *Valid and reliable assessments*. The Center on Standards and Assessment Implementation. https://files.eric.ed.gov/fulltext/ED588476.pdf

Glisan, E., & Donato, R. (2021). *Enacting the work of language instruction: High-leverage teaching practices* (Volume 2). ACTFL.

Instruction Partners. (2018). *Curriculum support guide: Workbook*. InstructionPartners-Workbook.pdf (live-curriculum-support.pantheonsite.io)

Kearns, D. M. (2016). *Student progress monitoring tool for data collection and graphing [computer software]*. U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention.

McLeskey, J., Barringer, M D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. Council for Exceptional Children and CEEDAR Center.

National Association of District Supervisors of Foreign Languages. (November 2015). *Principles of effective world language programming*. https://nadsfl.org/principles-of-effective-world-language-programs/

National Center on Intensive Intervention. (2013). *Data-based individualization: A framework for intensive intervention.* Office of Special Education Programs, U.S. Department of Education.

NCSSFL-ACTFL. (2017). *Can-Do Statements for Intercultural Communication*. https://www.actfl.org/uploads/files/general/Resources-Publications/Novice-Can-Do_Statements.pdf

Ohio Department of Education. (November 2022). *Assessment and rubrics for world languages*. https://education.ohio.gov/Topics/Learning-in-Ohio/World-Languages-and-Cultures/Model-Curriculum-for-World-Languages-and-Cultures/Instruction-and-Assessment/Rubrics-for-World-Languages

Olinghouse, N.G. (2009). Writing assessment for struggling learners. *Perspectives in Language and Literacy*. Summer, 15–18.

Rhode Island Department of Elementary and Secondary Education. (2012). *Comprehensive assessment system: Rhode Island criteria and guidance.* https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Assessment/CAS/CAS-Criteria-Guidance-and-Appendices-FINAL.pdf

Schulz, R.A. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*, 40(1), 9-26.

Sandrock, P. (2015). *The keys to assessing language performance. A teacher's manual for measuring student progress* (2nd ed.). ACTFL.

The National Council of Teachers of English (NTCE). (2014). *Writing assessment: A position statement*. https://ncte.org/statement/writingassessment/

Troyan, F.J., Adair-Hauck, B., & Glisan, E.W. (2023). *The Integrated Performance Assessment. Twenty Years and Counting*. ACTFL

Webb, N., Christopherson, S., & Morelan, B. (2023). *An Inside Look at Webb's Depth of Knowledge*. Edutopia. https://www.edutopia.org/article/how-use-norman-webb-depth-of-knowledge

# Acknowledgements

We thank the members of the World Languages Workgroup for their contributions and support in the development of Rhode Island's World Languages Curriculum Framework. We would also like to recognize the Region 2 Comprehensive Cetner for its support in facilitating the development process.

**Development Team:**
- J. David Sienko, Director, Office of Student, Community & Academic Supports, RIDE
- Agnieszka Bourret, Multilingual Learner Specialist, Office of Student, Community & Academic Supports, RIDE

**WL Workgroup Members:**
- Yamil Baez, World Language Teacher, Bristol Warren Regional School District & Adjunct Faculty, World Languages Education, Rhode Island College
- Sarah J. Brady, French and Spanish Teacher, North Cumberland Middle School
- James Cahan, Ph.D. student, Education, University of Rhode Island
- Lora Calise, Chair, World Languages, Smithfield Public Schools
- Leonard Cambra, Foreign Language Department Chair, Woonsocket High School
- Cristina Carlotti, World Language Department Chair, East Providence High School
- Margarita Dempsey, World Language Teacher, Smithfield High School; NECTFL Chair, 2023
- Rebecca Hobin, Spanish Teacher, Cranston High School East
- Lynn Hoegen, Modern World Languages Department Chair, Portsmouth High School
- Rebecca Klassen, Coordinator of World Languages and Biliteracy, Providence Public Schools
- Audrey Lamou, Lead French Teacher, St. George's School, Middletown
- Erin Papa, Assistant Professor, World Languages Education & Educational Studies; World Languages Education Program Coordinator (BA, MAT, RITE), Rhode Island College
- Iñaki Pérez-Ibáñez, Assistant Professor of Spanish and Teacher Education, University of Rhode Island
- Sarah Steverman, Spanish Teacher, District World Languages Department Chair, Westerly Public Schools
- Maria Takacs, World Language Teacher, Barrington Middle School
- Marco Verzellesi, Italian Teacher, Nathan Bishop Middle School, Providence
- Susan Ward, Rhode Island School for the Deaf

**RIDE Reviewers:**
- Lisa Foehr, Chief, Teaching and Learning
- Phyllis Lynch, Director, Office of Instruction, Assessment, & Curriculum
- Nicole Lyons, Associate Director, Office of Instruction, Assessment, & Curriculum
- Flavia Molea Baker, Coordinator, Multilingual Learners (MLL/EL) Programs
- Carolyn Bennett, Arts Education Coordinator
- Geralyn Ducady, Education Specialist, Humanities and Social Studies
- Erin Escher, Science and Technology Specialist
- Emily Klein, Education Specialist, IDEA & MLL
- Kellsie King, Executive Staff Assistant, Communications & Community Engagement
- Colleen O'Brien, Literacy Specialist
- Veronica Salas, Associate Chief of Staff for System Transformation

**Region 2 Comprehensive Center Team:**
- Amaal Awadalla, Senior State Technical Assistance Specialist, WestEd
- Cerelle Morrow, Senior Program Associate, WestEd
- Julie Colton, Operations Coordinator, WestEd