

NDE World Language Standards - Student Self-assessment (Advanced Mid)

Introduction

Research shows that learning goals in the form of student-facing can-do statements positively contribute to language learning motivation and learner autonomy. The purpose of this document is to create student-facing statements based on the 2019 Nebraska World Language Standards to support the implementation of NE WL standards in World Language classrooms across the state.

Communication: Students communicate effectively in a variety of situations for multiple purposes.	I can do this easily and well	I can do this somewhat	This is one of my goals
WL 1.1: Students exchange information through interactions and negotiation of meaning.	Engage in unplanned, in depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames.		
I can participate in spontaneous conversations using paragraphs across all major time frames.	☐	☐	☐
I can extend a conversation by asking a variety of follow-up questions and introducing a new topic using advanced and professional language.	☐	☐	☐
I can collaborate with a peer on concrete and abstract topics and help them solve complex problems.	☐	☐	☐
WL 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Analyze the implicit meaning, literal meaning, and purpose of messages containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.		
I can understand most messages on unfamiliar or abstract topics that may have low-frequency vocabulary and complex language structures.	☐	☐	☐
I can analyze the main idea and some supporting details of messages on familiar and unfamiliar topics and infer their implicit cultural meanings.	☐	☐	☐
WL 1.3: Students present ideas and information according to a variety of purposes and audiences.	Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and detailed ideas across most major time frames.		
I can narrate, inform, and persuade on concrete and abstract topics using detailed paragraphs across most time frames.	☐	☐	☐
I can provide appropriate descriptions, details, and arguments on concrete and abstract topics using organized paragraphs.	☐	☐	☐
Culture: Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.	I can do this easily and well	I can do this somewhat	This is one of my goals
WL 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.	Investigate and compare products, practices, and perspectives using advanced language structures and known language to compensate for unfamiliar vocabulary.		
I can analyze and explain some cultural activities and customs, such as games, songs, dances, holiday celebrations, etc., using organized and detailed ideas in structured paragraphs.	☐	☐	☐
I can analyze and explain the differences between the beliefs, values, and traditions of the various cultures that speak the target language using organized and detailed ideas in structured paragraphs.	☐	☐	☐
I can analyze and explain some noteworthy people, places, food, artwork or history from within the cultures that speak the target language using structured paragraphs.	☐	☐	☐
WL 2.2 Students identify and apply culturally-appropriate language and behavior	Interact with culturally appropriate learned behaviors, advanced language structures and known language to compensate for unfamiliar vocabulary.		
I can interact in culturally appropriate ways that are specific to several local regions of the target culture(s) using structured paragraphs.	☐	☐	☐
I can engage in culturally appropriate verbal and non-verbal exchanges	☐	☐	☐

that are specific to several local regions of the target culture(s) using structured paragraphs.			
Connections: Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.	I can do this easily and well	I can do this somewhat	This is one of my goals
WL 3.1 Students apply the language of study to discuss other content areas of study.	Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using higher-level language structures and known language to compensate for unfamiliar vocabulary.		
I can analyze and explain what I've learned in other classes using structured paragraphs.	☐	☐	☐
I can analyze my formal, non-formal, and informal learning experiences and connect them with new information in several disciplines using structured paragraphs.	☐	☐	☐
Communities: Students can apply their world language skills to personal, community, and career experiences.	I can do this easily and well	I can do this somewhat	This is one of my goals
WL 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.	Relate training, education, and/or certification requirements for careers of interest using higher-level language structures and known language to compensate for unfamiliar vocabulary.		
I can use the linguistic, cultural and interpersonal knowledge and skills gained in my previous coursework to identify opportunities for continued learning and personal enrichment using structured paragraphs.	☐	☐	☐
W.L 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using known language to compensate for higher vocabulary.		
I can use digital tools to expand my cultural, professional, political and historical understanding of regions that use the target language.	☐	☐	☐
I can collaborate with people in communities where the language is spoken to solve national problems using structured paragraphs.	☐	☐	☐
Cognition: Students explain what they know and are able to monitor their own learning journey with support from their teachers.	I can do this easily and well	I can do this somewhat	This is one of my goals
W.L. 5.1 Students self-assess growth in language learning, practice, and understanding.	Reflect on personal learning, practice, and understanding in response to predetermined goals, outcomes, or expectations.		
I can express what I can do with the language in a series of connected paragraphs.	☐	☐	☐
I can explain in paragraphs how effective language learning strategies will help me maintain my language skills in the future.	☐	☐	☐
WL 5.2 Students set language learning goals and organize priorities	Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs.		
I can prioritize my language learning goals and explain, in paragraphs, why they are relevant to my progress.	☐	☐	☐
I can write a detailed plan to reach short term and long term language learning goals using paragraphs.	☐	☐	☐