

NDE World Language Standards - Student Self-assessment (Intermediate High)

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.	Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and language structures.		
I can participate in spontaneous conversations using multiple connected sentences.	☐	☐	☐
I can extend a conversation by asking a variety of follow-up questions using advanced vocabulary.	☐	☐	☐
I can give someone advice about a familiar topic and help them solve a problem.	☐	☐	☐
WL 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Comprehend and summarize the main idea and some supporting details of messages on familiar topics that may contain low-frequency vocabulary, complex language structures, and/or contextual clues.		
I can understand messages on familiar topics that may have low-frequency vocabulary and complex language structures.	☐	☐	☐
I can summarize the main idea and some supporting details of messages on familiar topics.	☐	☐	☐
WL 1.3: Students present ideas and information according to a variety of purposes and audiences.	Express personal meaning on familiar and unfamiliar topics using known language to compensate for higher vocabulary.		
I can narrate, inform, and persuade on familiar and unfamiliar topics using a series of connected sentences.	☐	☐	☐
I can provide appropriate descriptions, details, and reasons on familiar/unfamiliar topics using a series of connected sentences.	☐	☐	☐
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 compare and analyze some cultural activities and customs, such as games, songs, dances, holiday celebrations, etc., using connected sentences that sometimes form a paragraph.	☐	☐	☐
I can compare and analyze some common beliefs, values, and traditions within the culture(s), using connected sentences that sometimes form a paragraph.	☐	☐	☐
I can compare and explain some famous people, places, food, or artwork from the culture(s) using connected sentences that sometimes form a paragraph.	☐	☐	☐
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 in some situations using a series of connected sentences.	☐	☐	☐
I can value multiple cultural differences between my own culture(s) and others.	☐	☐	☐

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 explain what I've learned in other classes using a series of connected sentences.	☐	☐	☐
I can relate what I've learned in this class to my other classes.	☐	☐	☐
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 summarize the training and requirements for career opportunities based on my personal job-related skills and interests using connected sentences that sometimes form 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 help me learn the language.	☐	☐	☐
I can collaborate with people in communities where the language is spoken to solve daily-life problems using a series of connected sentences.	☐	☐	☐
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 explain what I can do with the language using a series of connected sentences.	☐	☐	☐
I can explain strategies that help me learn using a series of connected sentences.	☐	☐	☐
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 explain why my goal is relevant to my language learning using a series of connected sentences.	☐	☐	☐
I can write a plan to reach a short term language learning goal using a series of connected sentences.	☐	☐	☐