

NDE World Language Standards - Student Self-assessment (Intermediate 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 interaction and negotiation of meaning.	Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.		
I can participate in conversations on familiar topics using a series of sentences.	☐	☐	☐
I can extend a conversation by asking a variety of follow-up questions.	☐	☐	☐
I can give someone advice about a familiar topic.	☐	☐	☐
WL 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.		
I can understand the main idea and key information in short informational or fictional texts.	☐	☐	☐
I can understand the main idea and key information in short audio and/or video messages.	☐	☐	☐
WL 1.3: Students present ideas and information according to a variety of purposes and audiences.	Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.		
I can narrate, inform, and persuade on familiar and some unfamiliar topics using a series of sentences.	☐	☐	☐
I can provide appropriate descriptions, details, and reasons on familiar topics using a series of 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, compare, and provide insight into products, practices, and perspectives using familiar vocabulary and limited language structures.		
I can compare and explain some cultural activities and customs, such as games, songs, dances, holiday celebrations, etc., using familiar vocabulary and a mix of simple and complex sentences.	☐	☐	☐
I can compare and explain some common beliefs, values, and traditions within the culture(s), using familiar vocabulary and a mix of simple and complex sentences.	☐	☐	☐
I can compare and explain some famous people, places, food, or artwork from the culture(s) using familiar vocabulary and a mix of simple and complex sentences.	☐	☐	☐
WL 2.2 Students identify and apply culturally-appropriate language and behavior	Interact with culturally appropriate learned behaviors, familiar vocabulary, and limited language structures appropriate to the social context in everyday or common scenarios.		
I can interact in culturally appropriate ways in some situations using a mix of simple and complex sentences.	☐	☐	☐
I can appreciate 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 familiar vocabulary and language structures in short, connected sentences.		
I can discuss what I've learned in other classes using a mixture of simple and complex 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, evaluate and summarize personal interests, skills, and values using familiar vocabulary and language structures in short, connected sentences.		
I can discuss career opportunities that relate to my personal skills and interests using a mixture of simple and compound sentences.	☐	☐	☐
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 combinations of familiar vocabulary and language structures in short statements.		
I can use digital tools to help me learn the language.	☐	☐	☐
I can discuss viewpoints and preferences to connect with people in communities where the language is spoken using a mixture of simple and compound 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 how personal learning, practice, and understanding are evident.		
I can discuss what I can do with the language using a mixture of simple and compound sentences.	☐	☐	☐
I can discuss strategies that help me learn using a mixture of simple and compound sentences.	☐	☐	☐
WL 5.2 Students set language learning goals and organize priorities	Create simple, short-term goal statements in response to units of study or other focused needs.		
I can discuss my learning goals using a mixture of simple and compound sentences.	☐	☐	☐
I can write a plan to reach a short term language learning goal using a mixture of simple and compound sentences.	☐	☐	☐