

NDE World Language Standards - Student Self-assessment (Novice 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 interaction and negotiation of meaning.	Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures.		
I can ask/answer questions on familiar topics using simple sentences.	☐	☐	☐
I can ask/answer clarifying questions.	☐	☐	☐
WL 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.		
I can use cognates, background knowledge and context clues to understand spoken or written language.	☐	☐	☐
I can understand simple conversations or narratives on familiar topics.	☐	☐	☐
WL 1.3: Students present ideas and information according to a variety of purposes and audiences.	Present information on familiar and everyday topics using simple sentences in structured contexts.		
I can write about familiar topics using simple sentences.	☐	☐	☐
I can talk about familiar topics using simple 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.	Identify and describe products, practices, and perspectives using simple sentences in structured contexts		
I can participate in some cultural activities and customs, such as games, songs, dances, holiday celebrations, etc., using simple sentences.	☐	☐	☐
I can talk about some common beliefs, values, and traditions within the culture(s) using simple sentences.	☐	☐	☐
I can talk about some famous people, places, food, or artwork from the culture(s) using simple sentences.	☐	☐	☐
WL 2.2 Students identify and apply culturally-appropriate language and behavior	Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.		
I can interact in culturally appropriate ways in some situations using familiar expressions and learned behaviors.	☐	☐	☐
I can recognize multiple cultural differences between my own culture(s) and others.	☐	☐	☐

Connection: 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.	Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.		
I can talk about what I have learned in other classes using simple sentences.	☐	☐	☐
I can relate what I've learned in this class to my other classes.	☐	☐	☐
Community: 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.	Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences.		
I can describe careers / professions using simple 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 select, categorize, and paraphrase information that tends to use simple sentences in structured formats on familiar or highly contextualized topics.		
I can use digital tools to help me learn the language.	☐	☐	☐
I can exchange information on some familiar topics with people in communities where the language is spoken using simple 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.	Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned.		
I can identify what I have learned.	☐	☐	☐
I can describe strategies that help me learn the language using simple sentences.	☐	☐	☐
WL 5.2 Students set language learning goals and organize priorities	Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.		
I can personalize a learning goal using words and phrases.	☐	☐	☐
I can list things that must be done to accomplish a short term goal.	☐	☐	☐