

NDE World Language Standards - Student Self-assessment (Advanced 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.	Engage in unplanned, in depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames.		
I can participate in spontaneous conversations using paragraphs across all major time frames with appropriate social and cultural norms.	☐	☐	☐
I can extend a conversation by asking a variety of follow-up questions and introducing a new topic using socially and culturally appropriate language.	☐	☐	☐
I can hypothesize 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 interdisciplinary and/or unfamiliar vocabulary within complex language structures.		
I can understand messages on abstract topics that may have low-frequency or interdisciplinary vocabulary and complex language structures.	☐	☐	☐
I can analyze the main idea and supporting details of messages on concrete and abstract 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, elaborating and clarifying detailed and organized ideas.		
I can clarify, persuade, and elaborate on concrete and abstract topics using detailed paragraphs across all time frames.	☐	☐	☐
I can provide appropriate descriptions, details, and arguments on concrete and abstract topics within a well-structured essay or presentation.	☐	☐	☐
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.	Analyze and explain the products, practices and perspectives of various groups using interdisciplinary and/or unfamiliar vocabulary within complex language structures.		
I can analyze and explain some cultural activities and customs, such as games, songs, dances, holiday celebrations, etc., using interdisciplinary and/or unfamiliar vocabulary and complex language structures within well organized discourse.	☐	☐	☐
I can analyze and explain the differences between the beliefs, values, and traditions of the various cultures that speak the target language using interdisciplinary and/or unfamiliar vocabulary and complex language structures within well organized discourse.	☐	☐	☐
I can analyze and explain some noteworthy people, places, food, artwork or history from within the cultures that speak the target language using interdisciplinary and/or unfamiliar vocabulary and complex language structures within well organized discourse.	☐	☐	☐
WL 2.2 Students identify and apply culturally-appropriate language and behavior	Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation.		

I can interact in culturally appropriate ways that are specific to most local regions of the target culture(s) using interdisciplinary and/or unfamiliar vocabulary and complex language structures.	☐	☐	☐
I can engage in culturally appropriate verbal and non-verbal exchanges that are specific to most local regions of the target culture(s) using interdisciplinary and/or unfamiliar vocabulary and complex language structures.	☐	☐	☐
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.	Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.		
I can contribute to new knowledge production using interdisciplinary and/or unfamiliar vocabulary and complex language structures.	☐	☐	☐
I can analyze my formal, non-formal, and informal learning experiences and connect them with new information in several disciplines using interdisciplinary and/or unfamiliar vocabulary and complex language structures.	☐	☐	☐
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.	Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with advanced language structures.		
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 interdisciplinary and/or unfamiliar vocabulary and complex language structures.	☐	☐	☐
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 design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, interdisciplinary and/or unfamiliar vocabulary, and complex language structures.		
I can use digital tools to engage with the target language communities on complex cultural, professional, political and historical topics.	☐	☐	☐
I can collaborate with people in communities where the language is spoken to solve global problems using interdisciplinary and/or unfamiliar vocabulary and complex language structures.	☐	☐	☐
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.	Analyze how personal learning, practice, and understanding can be sustained for future growth.		
I can express what I can do with the language within a well-structured discourse.	☐	☐	☐
I can explain in paragraphs how effective language learning strategies will help me improve my language skills in the future.	☐	☐	☐
WL 5.2 Students set language learning goals and organize priorities	Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.		
I can analyze the efficacy of my past learning plans.	☐	☐	☐
I can adapt my past learning plans to achieve subsequent goals.	☐	☐	☐