

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

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 exchanges and discussions on a variety of familiar and unfamiliar concrete topics.		
I can participate in spontaneous conversations using multiple connected sentences and sometimes paragraphs.	☐	☐	☐
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 familiar and unfamiliar topics to 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 low frequency vocabulary, complex language structures, and/or contextual clues.		
I can understand some messages on unfamiliar topics that may have low-frequency vocabulary and complex language structures.	☐	☐	☐
I can summarize the main idea and most supporting details of messages on familiar 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 descriptive vocabulary and organized ideas across various time frames.		
I can narrate, inform, and persuade on familiar and unfamiliar topics using paragraphs across various time frames.	☐	☐	☐
I can provide appropriate descriptions, details, and arguments on familiar/unfamiliar topics using multiple connected sentences and sometimes 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.	Analyze the products, practices and perspectives of various groups using descriptive vocabulary and organized ideas.		
I can analyze some cultural activities and customs, such as games, songs, dances, holiday celebrations, etc., using descriptive vocabulary and organized ideas in paragraphs.	☐	☐	☐
I can analyze the differences between the beliefs, values, and traditions of the various cultures that speak the target language using paragraphs.	☐	☐	☐
I can analyze some noteworthy people, places, food, artwork or history of the various cultures that speak the target language using paragraphs.	☐	☐	☐
WL 2.2 Students identify and apply culturally-appropriate language and behavior	Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using familiar language.		
I can interact in culturally appropriate ways that are specific to a	☐	☐	☐

few local regions of the target culture(s) using paragraphs.			
I can engage in culturally appropriate verbal and non-verbal exchanges that are specific to a few local regions of the target culture(s) using 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.	Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using low frequency vocabulary, higher-level language structures, and various time frames.		
I can explain what I've learned in other classes using paragraphs.	☐	☐	☐
I can analyze my formal, non-formal, and informal learning experiences and connect them with new information in a few subject matters using 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.	Develop and list educational and career connections to a personal plan of language learning using low-frequency vocabulary and higher-level 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 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 design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, low-frequency vocabulary, complex language structures, and/or contextual clues.		
I can use digital tools to develop 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 local problems using 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.	Analyze how personal learning, practice, and understanding have developed over time.		
I can write and speak in paragraphs about what I can do with the language.	☐	☐	☐
Using paragraphs, I can connect my use of effective learning strategies to my language learning progress.	☐	☐	☐
WL 5.2 Students set language learning goals and organize priorities	Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.		
I can explain why my goal is relevant to my language learning using paragraphs.	☐	☐	☐
I can write a plan to reach a short term language learning goal using paragraphs.	☐	☐	☐