



704 KAR 8:110

Kentucky Academic Standards for World Language

Kentucky Board of Education
December 2020



KRS 158.6453 Standards Revision Requirements

The standards revision to the content standards shall:

- ▶ Focus on critical knowledge, skills, and capacities needed for success in the global economy;
- ▶ Result in fewer but more in-depth standards to facilitate mastery learning;
- ▶ Communicate expectations more clearly and concisely to teachers, parents, students and citizens;

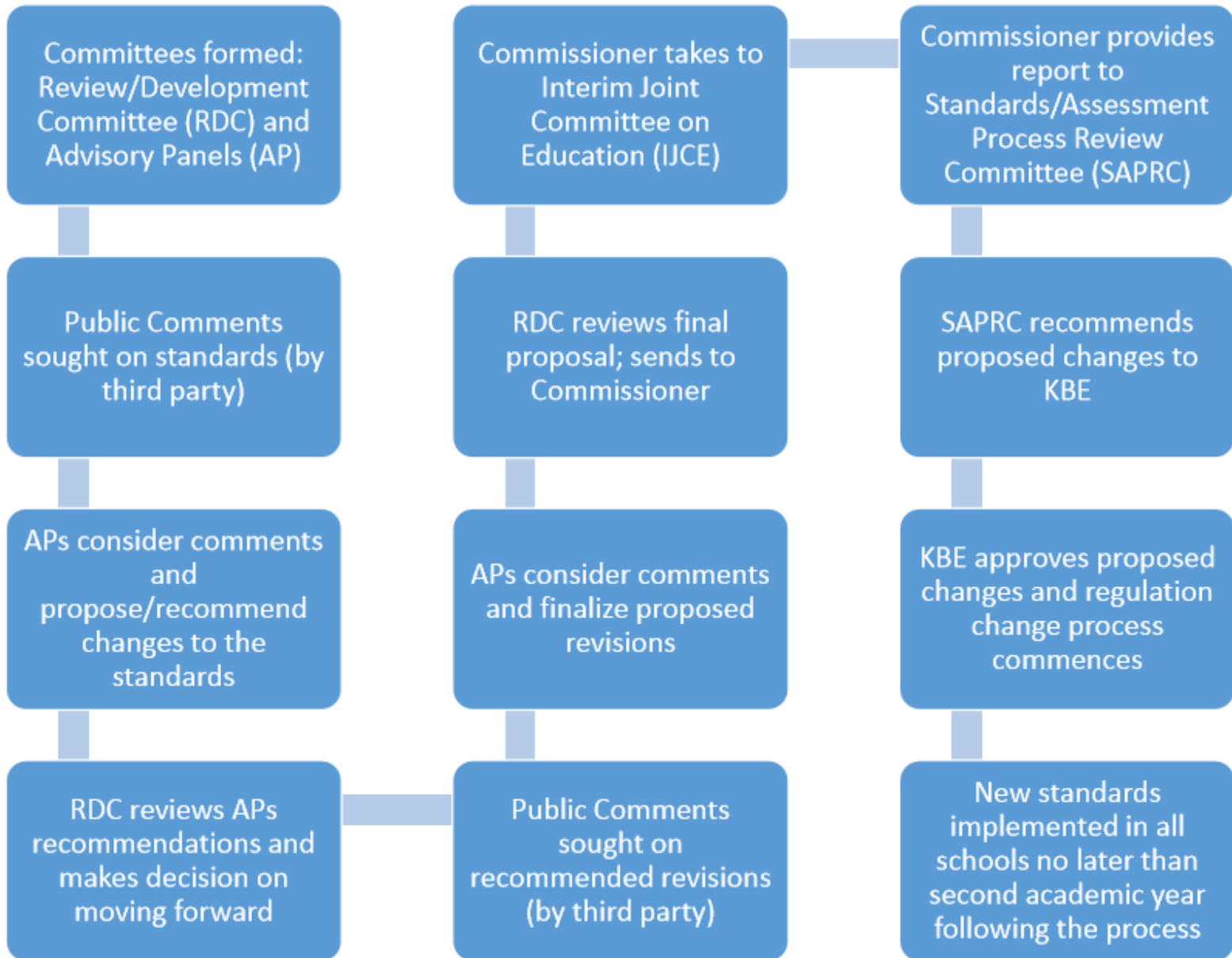


KRS 158.6453 Standards Revision Requirements

The standards revision to the content standards shall (continued):

- ▶ Be based on evidence-based research;
- ▶ Consider international benchmarks; and
- ▶ Ensure that the standards are aligned from elementary to high school to postsecondary education so students can be successful at each education level.

Standards (and Assessments) Review Process – to occur every 6 years





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KAS for World Language Timeline Overview

- ▶ **August/September 2019**– Open standards for public comment/feedback
- ▶ **January/February 2020**– Initial World Language Advisory Panel (AP) meetings
- ▶ **March** – Initial World Language Review Committee (RC) meetings
- ▶ **May/June** – World Language AP meet for review and revision; World Language RC meet for review and revision
- ▶ **August/September** – Open draft World Language standards for public comment/feedback
- ▶ **October** – Finalize draft World Language standards
- ▶ **December**– First reading by Kentucky Board of Education



Writer's Vision Statement

- Provide equitable opportunities and capabilities to use language and cultural knowledge;
- Ensure a rich exposure and understanding of both people, places and practices of the target culture;
- Empower students to become individuals who are inquirers, empathetic, risktakers, reflexive and good communicators; and
- Intentionally push the focus of culture to the core of the language learning experience.



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Highlights:

- ✓ The progression was based upon the ACTFL proficiency levels and the NCSSFL-ACTFL can-do statements. The progressive nature of language acquisition forms through proficiency levels from Novice to Intermediate to Advance.
- ✓ Use culturally appropriate verbal and nonverbal skills to build relationships with people of different cultures.
- ✓ Intentionally push the focus of culture to the core of the language learning experience; the global competencies are highlighted in more detail, and sample topics related to equity are specifically included.



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Highlights:

- ✓ Sample learning targets integrate the additional goal areas of Connections, Comparisons and Communities within a variety of categories.
- ✓ Align to the American Sign Language learning, language has been introduced to account for receptive and expressive signing. These have been included in sub-headings for sample learning targets in interpretive as “viewed,” interpersonal as “signing” and presentational as “signed.”



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How to Read the World Language Standards



Standard and Mode of Communication	COMMUNICATION Interpretive Reading (IR) and Interpretive Listening (IL)						Goal Area
	Interpretive Standard C.1.IR/IL: Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.						
	Interpretive Guiding Questions: Q1. What can I understand, interpret or analyze in authentic informational and fictional texts that I hear, read or view? Q2. What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?						Guiding Questions
	Additional Goal Areas Connections, Comparisons and Communities						
	<p>Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p>						
Proficiency Level	Novice Proficiency Benchmark I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed.						
	<p>Novice Low Performance Indicators</p> <ul style="list-style-type: none"> NL.C.1.IR/IL.Q1 Informational and Fictional Texts <i>I can identify memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts.</i> NL.C.1.IR/IL.Q2 Conversations and Discussions <i>I can understand memorized or familiar</i> 		<p>Novice Mid Performance Indicators</p> <ul style="list-style-type: none"> NM.C.1.IR/IL.Q1 Informational and Fictional Texts <i>I can identify some basic facts when they come from memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts.</i> NM.C.1.IR/IL.Q2 Conversations and Discussions 		<p>Novice High Performance Indicators</p> <ul style="list-style-type: none"> NH.C.1.IR/IL.Q1 Informational and Fictional Texts <i>I can identify the topic and some isolated facts from simple sentences in informational and fictional texts.</i> NH.C.1.IR/IL.Q2 Conversations and Discussions <i>I can understand familiar questions and</i> 		Performance Indicators
Sample Learning Targets	Sample Learning Targets		Sample Learning Targets		Sample Learning Targets		
	Informational and Fictional Texts	Conversations and Discussions	Informational and Fictional Texts	Conversations and Discussions	Informational and Fictional Texts	Conversations and Discussions	
	<i>Read</i>		<i>Read</i>		<i>Read</i>		
	<i>I can match a word or character in a headline to a visual.</i>	<i>I can recognize names and titles in an email introduction.</i>	<i>I can identify nutritional categories on food labels. (Connections)</i>	<i>I can recognize dates in a message.</i>	<i>I can understand a variety of simple messages on greeting cards.</i>	<i>I can understand someone's simple descriptions of a photo.</i>	
	<i>I can recognize a few words in a poem.</i>	<i>I can recognize question words in a text message.</i>	<i>I can identify names of classes and their locations on a class schedule.</i>	<i>I can recognize very common abbreviations in a written message.</i>	<i>I can understand someone's profile on a social media site.</i>	<i>I can understand simple feedback on a homework assignment.</i>	
	<i>I can identify locations or stores by their signs.</i>	<i>I can recognize familiar place names</i>	<i>I can recognize whether a correspondence is</i>	<i>I can recognize whether a correspondence is</i>	<i>I can identify the topic</i>		

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How to Read the World Language Standards

INTERCULTURAL COMMUNICATION (ICC)		Goal Area
Investigation and Interaction		
Standard and Mode of Communication	Investigate Standard ICC.1.INV: Learners use the language to investigate, explain and reflect on the relationship between the products and practices of the cultures studied. Guiding Questions: Q1. What cultural products can I identify/compare/explain in my own and other cultures? Q2. What cultural practices can I identify/compare/explain in my own and other cultures?	Interact Standard ICC.2.INT: Learners use the language to investigate, explain and reflect on the relationship between the language and behavior of the cultures studied. Guiding Questions: Q1. How can I communicate with others from the target culture while showing cultural awareness/interest/understanding? Q2. How can I interact with others from the target culture and demonstrate culturally appropriate behaviors?
	Novice Proficiency Benchmark In my own and other cultures, I can identify products and practices to help me understand perspectives.	Novice Proficiency Benchmark I can interact at a survival level in some familiar everyday contexts.
Proficiency Level	Novice Performance Indicators: <ul style="list-style-type: none"> N.ICC.1.INV.Q1 Products In my own and other cultures, <i>I can</i> identify some typical products related to familiar everyday life. N.ICC.1.INV.Q2 Practices In my own and other cultures, <i>I can</i> identify some typical practices related to familiar everyday life. 	Novice Performance Indicators: <ul style="list-style-type: none"> N.ICC.2.INT.Q1 Language <i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. N.ICC.2.INT.Q2 Behavior <i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
	Sample Learning Targets <i>Products and Practices</i> In my own and other cultures, <i>I can</i> identify how culture is reflected in currencies.	Sample Learning Targets <i>Language and Behavior</i> <i>I can</i> use rehearsed language and behaviors when purchasing items in a familiar setting.
Sample Learning Targets		Performance Indicators



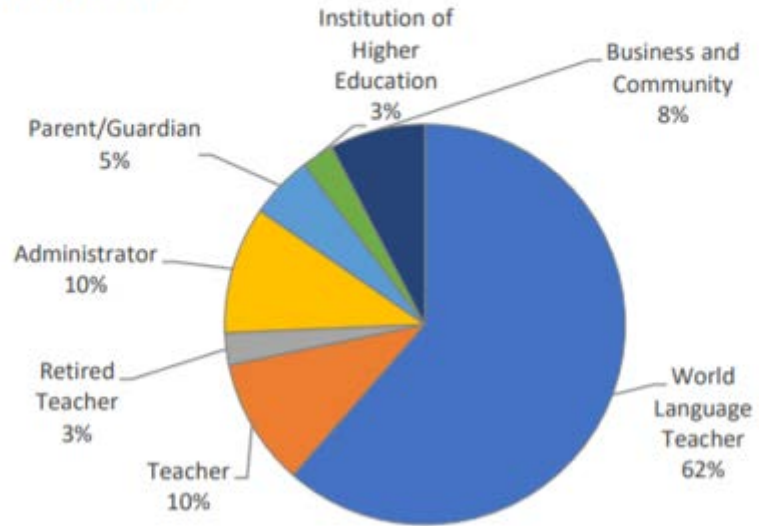
Public Feedback/Comment Survey Results

Public Comment Period: Survey Details and Respondent Roles



Respondent Information

Which role best describes your affiliation with KY public schools?
(39 responses)

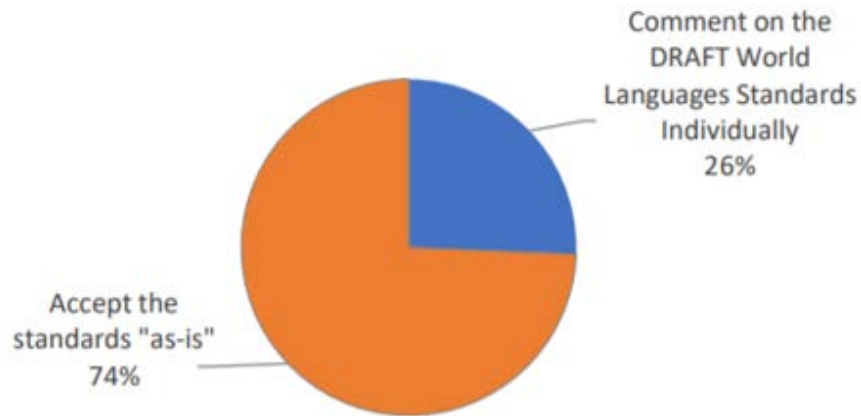


Respondent's Affiliation	%
World Language Teacher	61.5
Teacher	10.3
Retired Teacher	2.6
Administrator	10.3
Parent/Guardian	5.1
Institution of Higher Education	2.6
Business and Community	7.7

Public Comment Period: Accept Standards “as-is”



How would you like to provide feedback to the DRAFT World Languages standards?
(39 responses)



Type of Feedback	%	N
Comment on the DRAFT World Language Standards Individually	25.6	10
Accept the Standards “as is”	74.3	29

- 74% accepted the standards “as”

Public Feedback and Additional Comments

Suggestions and Recommendations:

- Streamline and simplify the document
- Place Intercultural Communication Standards (ICC) standards before the Communication standards
- Include a framework in the Investigation standards
- Review the language of the Interaction standard



Additional Feedback Sought from Various Groups

- Oct. 27 Student Advisory Council
- Nov 17 School Curriculum Assessment Accountability Council
- Nov 19 State Advisory Council for Gifted and Talented Education
- Nov 22-24 State Advisory Council for Exceptional Children
- Nov 24 Local Superintendents Advisory Council
- Dec 8 Principal Advisory Council
- Dec 10 Teacher Advisory Council
- Two focus groups also were conducted in November 2020 to gather feedback from (1) student representatives (Fayette County) and (2) Kentucky World Language Association (KWLA) representatives.



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Questions?