

World Languages Graduation Proficiencies

(Performance Indicators/Scoring Criteria)

Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's [Education Quality Standards \(EQS\)](#) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2020.



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Graduation Proficiency #1- Interpersonal Communication: Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.				
Pre Level 1				
Performance Indicators: a. Exchange information and ideas in conversations.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Exchange information and ideas in conversations.	When prompted, I can say single words and phrases that I have practiced and memorized.	I can communicate on a few very familiar topics using single words and phrases that I have practiced and memorized.	I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

Graduation Proficiency #1- Interpersonal Communication: Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.				
Level 1				
Performance Indicators: a. Exchange information and ideas in conversations. b. Meet needs or address situations in conversations. c. Express, react to, and support preferences and opinions in conversations				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>



a. Exchange information and ideas in conversations.	With the help of gestures or visuals, I can answer a few simple questions using practiced and memorized words and short phrases.	I can answer a few simple questions on very familiar topics using practiced and memorized words and phrases.	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
b. Meet needs or address situations in conversations.	With the help of gestures or visuals, I can express some basic needs, using practiced and memorized words and short phrases.	I can express some basic needs, using practiced or memorized words and phrases.	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.
c. Express, react to, and support preferences and opinions in conversations.	With the help of gestures or visuals, I can express basic preferences or feelings, using practiced and memorized words and short phrases.	I can express basic preferences or feelings, using practiced and memorized words and phrases.	I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

Graduation Proficiency #1- Interpersonal Communication: Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

Level 2

Performance Indicators:

- a. Exchange information and ideas in conversations.
- b. Meet needs or address situations in conversations.
- c. Express, react to, and support preferences and opinions in conversations



Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Exchange information and ideas in conversations.	I can answer a few simple questions on very familiar topics using practiced and memorized words and phrases.	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
b. Meet needs or address situations in conversations.	I can express some basic needs, using practiced or memorized words and phrases.	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
c. Express, react to, and support preferences and opinions in conversations.	I can express basic preferences or feelings, using practiced and memorized words and phrases.	I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow up questions.

Graduation Proficiency #1- **Interpersonal Communication:** Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.



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Level 3

Performance Indicators:

- a. Exchange information and ideas in conversations.
- b. Meet needs or address situations in conversations.
- c. Express, react to, and support preferences and opinions in conversations

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Exchange information and ideas in conversations.	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
b. Meet needs or address situations in conversations.	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
c. Express, react to, and support preferences and opinions in conversations	I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow up questions.	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking follow-up questions.



Graduation Proficiency #1- **Interpersonal Communication:** Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

Level 4/5

Performance Indicators:

- a. Exchange information and ideas in conversations.
- b. Meet needs or address situations in conversations.
- c. Express, react to, and support preferences and opinions in conversations

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Exchange information and ideas in conversations.	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	I can exchange information in conversations and discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
b. Meet needs or address situations in conversations.	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and ask a variety of questions, often



				across various time frames.
c. Express, react to, and support preferences and opinions in conversations	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow up questions.	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking follow-up questions.	I can explain preferences, opinions, emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions ,often across various time frames.

Graduation Proficiency #2: **Interpretive Communication:** Understand, interpret, and analyse what is heard, read, or viewed on a variety of topics.

Pre Level 1

Performance Indicators:

- a. Understand,interpret, and analyse what is heard.
- b. Understand, interpret, and analyse what is read.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a.Understand,interpret, and analyse what is heard.	With support, I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.



b. Understand, interpret, and analyse what is read.	With support, I can recognize a few letters or characters.	I can recognize a few letters or characters and can identify a few memorized words and phrases when I read.	I can recognize some letters or characters, I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.
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Graduation Proficiency #2: **Interpretive Communication:** Understand, interpret, and analyse what is heard, read, or viewed on a variety of topics.

Level 1

Performance Indicators:

- a. Understand, interpret, and analyse what is heard.
- b. Understand, interpret, and analyse what is read.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Understand, interpret, and analyse what is heard.	With support, I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.
b. Understand, interpret, and analyse what is read.	With support, I can recognize a few letters or characters.	I can recognize a few letters or characters and can identify a few memorized words and phrases when I read.	I can recognize some letters or characters, I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand



				the main idea of what I have read.
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Graduation Proficiency #2: **Interpretive Communication:** Understand, interpret, and analyse what is heard, read, or viewed on a variety of topics.

Level 2

Performance Indicators:
 a. Understand,interpret, and analyse what is heard.
 b. Understand, interpret, and analyse what is read.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Understand,interpret, and analyse what is heard.	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
b. Understand, interpret, and analyse what is read.	I can recognize a few letters or characters and can identify a few memorized words and phrases when I read.	I can recognize some letters or characters, I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.



Graduation Proficiency #2: **Interpretive Communication:** Understand, interpret, and analyse what is heard, read, or viewed on a variety of topics.

Level 3

Performance Indicators:

- a. Understand, interpret, and analyse what is heard.
- b. Understand, interpret, and analyse what is read.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Understand, interpret, and analyse what is heard.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.
b. Understand, interpret, and analyse what is read.	I can recognize some letters or characters, I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.

Graduation Proficiency #2: **Interpretive Communication:** Understand, interpret, and analyse what is heard, read, or viewed on a variety of topics.

Level 4/5



<p>Performance Indicators:</p> <p>a. Understand, interpret, and analyse what is heard.</p> <p>b. Understand, interpret, and analyse what is read.</p>				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Understand, interpret, and analyse what is heard.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.	I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow aht I hear about events and experiences in various time frames.
b. Understand, interpret, and analyse what is read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.	I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.

Graduation Proficiency #3: **Presentation Communication:** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Pre Level 1				
Performance Indicators: a. Express oneself orally in the target language. b. Express oneself through writing in the target language.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Express oneself orally in the target language.	With support and the help of gestures and visuals, I can present information about myself using single words and very simple phrases that I have practiced and memorized.	I can introduce myself using practiced words and phrases, with the help of gestures or visuals.	I can present information about myself using a variety of words and phrases that I have practiced and memorized.	I can present basic information about myself, my interests, and my activities using a mixture of practiced or memorized words, phrases, and simple sentences.
b. Express oneself through writing in the target language.	With support, I can copy some characters and simple words.	I can copy some familiar words and characters.	I can write lists of familiar words that I have practiced and memorized.	I can write lists and memorized phrases on familiar topics.

Graduation Proficiency #3: **Presentational Communication:** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Level 1				
Performance Indicators: a. Express oneself orally in the target language. b. Express oneself through writing in the target language.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>



a. Express oneself orally in the target language.	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
b. Express oneself through writing in the target language.	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.

Graduation Proficiency #3: Presentational Communication: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.				
Level 2				
Performance Indicators: a. Express oneself orally in the target language. b. Express oneself through writing in the target language.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Express oneself orally in the target language.	I can present information about myself and some other very familiar topics	I can present information about myself and some other very familiar topics using a variety of words,	I can present basic information on familiar topics using phrases and	I can present information on most familiar topics using a series of simple sentences.



	using single words or memorized phrases.	phrases, and memorized expressions.	simple sentences that I have practiced.	
b.Express oneself through writing in the target language.	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.

<p>Graduation Proficiency #3: Presentational Communication: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>				
<p>Level 3</p>				
<p>Performance Indicators:</p> <ul style="list-style-type: none"> a. Express oneself orally in the target language. b. Express oneself through writing in the target language. 				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a.Express oneself orally in the target language.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using phrases and simple sentences that I have practiced.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
b.Express oneself through writing in the target language.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.



Graduation Proficiency #3: **Presentational Communication:** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Level 4/5

Performance Indicators:

- a. Express oneself orally in the target language.
- b. Express oneself through writing in the target language.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Express oneself orally in the target language.	I can present basic information on familiar topics using phrases and simple sentences that I have practiced.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.
b. Express oneself through writing in the target language.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

Graduation Proficiency #4: **Intercultural Communication:** Interact with cultural competence and understanding.



Pre Level 1				
Performance Indicators: a. Use the language to investigate and explain the relationship between the practices and perspectives of the target language. b. Use the language to investigate and explain the relationship between products and perspectives of the target culture.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Use the language to investigate and explain the relationship between the practices and perspectives of the target language.	With support, I can identify items and images that relate to common practices and traditions of the target culture.	I can identify items and images that relate to common practices and traditions of the target culture.	I can name some aspects of major traditions and celebrations of the target culture.	I can describe aspects of common social practices and traditions of the target culture.
b. Use the language to investigate and explain the relationship between products and perspectives of the target culture.	With support, I can identify items and images that relate to the products of the target culture.	I can identify items and images that relate to the products of the target culture.	I can name some products from the target culture.	I can describe the similarities and differences between common culture-specific products and those of my culture.

Level 1 Scoring Criteria- Proficiency 4				
Graduation Proficiency #4: Intercultural Communication: Interact with cultural competence and understanding.				
Level 1				
Performance Indicators: a. Use the language to investigate and explain the relationship between the practices and perspectives of the target language. b. Use the language to investigate and explain the relationship between products and perspectives of the target culture.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>



a. Use the language to investigate and explain the relationship between the practices and perspectives of the target language.	I can identify items and images that relate to common practices and traditions of the target culture.	I can name some aspects of major traditions and celebrations of the target culture.	I can describe aspects of common social practices and traditions of the target culture.	I can investigate common social practices in relevant situations and examine major traditions and celebrations and the practices associated with them.
b. Use the language to investigate and explain the relationship between products and perspectives of the target culture.	I can identify items and images that relate to the products of the target culture.	I can name some products from the target culture.	I can describe the similarities and differences between common culture-specific products and those of my culture.	I can examine how contributions of people from the target culture have impacted various areas of my culture.

Graduation Proficiency #4: Intercultural Communication: Interact with cultural competence and understanding.				
Level 2				
Performance Indicators:				
<ul style="list-style-type: none"> a. Use the language to investigate and explain the relationship between the practices and perspectives of the target language. b. Use the language to investigate and explain the relationship between products and perspectives of the target culture. 				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Use the language to investigate and explain the relationship between the practices and perspectives of the target language.	I can name some aspects of major traditions and celebrations of the target culture.	I can describe some aspects of common social practices and traditions of the target culture.	I can investigate common social practices in relevant situations and examine major traditions and celebrations and the practices associated with them.	I can compare practices of the people in the target culture with my practices, and interpret and explain the cultural relevance or historical context of traditions and celebrations.



b. Use the language to investigate and explain the relationship between products and perspectives of the target culture.	I can name some products from the target culture.	I can describe the similarities and differences between common culture-specific products and those of my culture.	I can examine how contributions of people from the target culture have impacted various areas of my culture.	I can analyze and assess factors that impact products of the target culture.
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Graduation Proficiency #4: **Intercultural Communication:** Interact with cultural competence and understanding.

Level 3

Performance Indicators:
 a. Use the language to investigate and explain the relationship between the practices and perspectives of the target language.
 b. Use the language to investigate and explain the relationship between products and perspectives of the target culture.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Use the language to investigate and explain the relationship between the practices and perspectives of the target language.	I can describe some aspects of common social practices and traditions of the target culture.	I can investigate common social practices in relevant situations and examine major traditions and celebrations and the practices associated with them.	I can compare practices of the people in the target culture with my practices, and interpret and explain the cultural relevance or historical context of traditions and celebrations.	I can analyze social interactions and behavior patterns typical of the target culture, and connect and relate the cultural relevance and historical context of traditions and celebrations to current events.
b. Use the language to investigate and explain the relationship between products and perspectives of the target culture.	I can describe the similarities and differences between common culture-specific products and those of my culture.	I can examine how contributions of people from the target culture have impacted various areas of my culture.	I can analyze and assess factors that impact products of the target culture.	I can investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of the target culture.



Graduation Proficiency #4: **Intercultural Communication:** Interact with cultural competence and understanding.

Level 4/5

Performance Indicators:

- a. Use the language to investigate and explain the relationship between the practices and perspectives of the target language.
- b. Use the language to investigate and explain the relationship between products and perspectives of the target culture.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Use the language to investigate and explain the relationship between the practices and perspectives of the target language.	I can investigate common social practices in relevant situations and examine major traditions and celebrations and the practices associated with them.	I can compare practices of the people in the target culture with my practices, and interpret and explain the cultural relevance or historical context of traditions and celebrations.	I can analyze social interactions and behavior patterns typical of the target culture, and connect and relate the cultural relevance and historical context of traditions and celebrations to current events.	I can evaluate texts and presentations for cultural viewpoints, values, and biases.
b. Use the language to investigate and explain the relationship between products and perspectives of the target culture.	I can examine how contributions of people from the target culture have impacted various areas of my culture.	I can analyze and assess factors that impact products of the target culture.	I can investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of the target culture.	I can explain the influence of the target culture on literature, media, and global concerns.

