





These performance indicators are written as instructional targets in order to accommodate the range of abilities represented in classes of learners at each checkpoint. They target the upper level of the range of proficiency that point to success at the end of each checkpoint. In planning instruction, teachers can differentiate both instructional tasks and evaluation criteria to accommodate the range of abilities and achievement in any given group of learners. **Successful growth is represented within a range of proficiency levels for each checkpoint.** The goal is that all learners make continuous progress through each checkpoint.



<b>Intermediate High</b>	<b>Advanced Low</b>
Intermediate High learners are usually comprehensible to most native speakers of the	Advanced Low learners are comprehensible to most native speakers of the language.



**ANCHOR STANDARD - Communication**

*Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.*

**PERFORMANCE INDICATORS FOR MODERN LANGUAGES (CATEGORY 1-2)**

Standard 1 - Interpretive  
Communication: Learners understand, interpret, and analyze what is heard, read, received<sup>1</sup>, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

**Checkpoint A**

**Target Range: e 7(s)-1 ( 6t) 4(c) 1 (kp) 1. 9g)-1. 9e:) J 0c 0w 5 0d() T F I C P K I C I (r)-2. G - 0 T c 0 9 6.**



**ANCHOR STANDARD - Communication**

Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

PERFORMANCE INDICATORS FOR MODERN LANGUAGES (CATEGORY 1-2)						
Standard 2 - Interpersonal Communication: Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.	<i>Checkpoint A Target Range:</i>		<i>Checkpoint B Target Range:</i>		<i>Checkpoint C Target Range:</i>	
	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE MID	INTERMEDIATE HIGH
Guiding Question						



**ANCHOR STANDARD - Communication**

*Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.*

**PERFORMANCE INDICATORS FOR MODERN LANGUAGES (CATEGORY 1-2)**

Standard 3 - Presentational  
Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.

*Checkpoint A  
Target Range:*

*Checkpoint B  
Target Range:*

*Checkpoint C  
Target Range:*



**ANCHOR STANDARD – Cultures**

*Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.*

PERFORMANCE INDICATORS FOR MODERN LANGUAGES (CATEGORY 1-2)						
Standard 4 - Relating Cultural Practices and Products to Perspectives: Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.	<i>Checkpoint A Target Range:</i>		<i>Checkpoint B Target Range:</i>		<i>Checkpoint C Target Range:</i>	
	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE MID	INTERMEDIATE HIGH
Guiding Question						

*How can I identify, describe, and explain cultural perspectives by examining cultural products and practices?*

can identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support.

