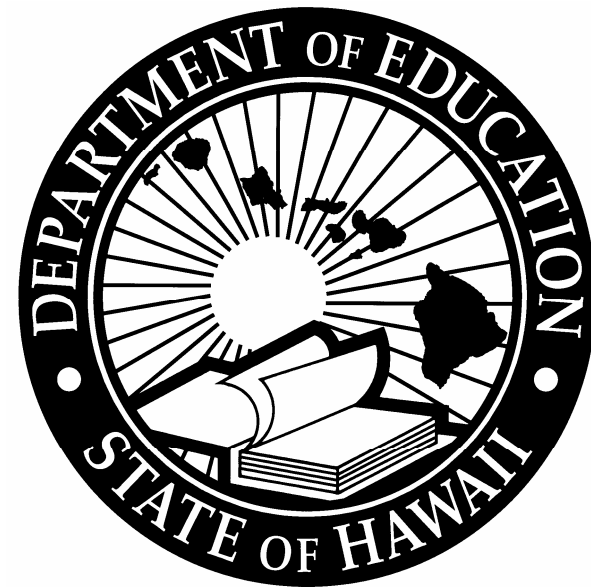


Hawaii Content and Performance Standards *for World Languages*

Office of Curriculum, Instruction and Student Support /
Instructional Services Branch

Department of Education
State of Hawaii

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THE HAWAII STANDARDS SYSTEM

FOREWORD

The Hawaii Standards System supports standards-based education through curriculum, instruction and assessment components. The Hawaii Standards System supports school level implementation of standards-based education by:

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the Hawaii Content and Performance Standards III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

An essential component of the Hawaii Standards System is the Hawaii Content and Performance Standards III (HCPS III) document which contains:

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Math, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for ALL students in grades K-5;
- Essential standards for all required courses in the *four core* areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the *five extended core* areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in this HCPS III document. These standards may be found in HCPS II and will be identified in a future version of the Approved Courses and Code Numbers (ACCN) course descriptions. Because ALL courses are standards-based, these specialized courses utilize:

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards found in HCPS II.

The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators.

THE GENERAL LEARNER OUTCOMES

Equally important to learning academic content is developing the knowledge, skills and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes serve as the essential, overarching goals for all of the content and performance standards. These Outcomes are

- The ability to be responsible for one’s own learning
- The understanding that it is essential for human beings to work together
- The ability to be involved in complex thinking and problem solving
- The ability to recognize and produce quality performance and quality products
- The ability to communicate effectively
- The ability to use a variety of technology effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the General Learner Outcomes while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it’s what we do with the standards—how we realize them in all classrooms for all students—that will determine whether we can fulfill the Department’s vision of graduating students who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without need for remediation.

HAWAII CONTENT AND PERFORMANCE STANDARDS III

The publication of the report *A Nation at Risk* (National Commission on Excellence in Education, 1983) served as the impetus for the standards movement in American education. Subsequently national content area organizations developed standards in their respective areas. Nationally, standards serve three general purposes: 1) To clarify expectations for students, 2) To raise those expectations, and 3) To provide common targets that help assure equitable educational expectations, opportunities, and experiences for all students. These three purposes form the foundation of Hawaii’s educational standards and standard-based education.

In Hawaii the effort to clarify and implement standards-based education is now in its third generation. The chronology below describes the evolution of the Hawaii Content and Performance Standards.

- 1991 The Hawaii State Legislature created the Hawaii Commission on Performance Standards. The commission is composed of community members as well as a few DOE staff members. Their mission is to: (1) set the performance standards of achievement expected of all public school students, (2) recommend the means to assess student attainment of these standards, and (3) develop a school-by-school implementation model.
- 1994 The Commission published the Hawaii Content and Performance Standards (commonly known as the “Blue Book”).
- 1994 The Hawaii State Legislature created the Performance Standards Review Commission (PSRC) to be convened beginning in the 1997-98 school year and every four years thereafter to assess the effectiveness of Hawaii’s standards-based education implementation. The Review Commission findings suggested that the number of standards might be unwieldy for teachers to implement and recommended that HCPS be reformatted to be more user friendly.
- 1998 The booklet “Making Sense of Standards” and the ten content area documents that constituted the HCPS II were the result of the Review Commission’s recommendations of 1994
- 1999 The Council for Basic Education conducted a conference to identify the key issues related to the implementation of the Hawaii Content and Performance Standards in a standards-based system.
- 2002 The Review Commission was again convened to consider implementation of the standards and to review the quality of the standards themselves.
- 2003 In response to the Review Commission report and input from the teacher field, the Instructional Services Branch and McREL (Mid-continent Research for Education and Learning) worked to identify *essential* and *desirable* standards, benchmarks, and performance indicators.
- 2004 The DOE begins refinement of HCPS II. This new standards document will be known as HCPS III.
- 2005 Between April and August Hawaii Content and Performance Standards III for nine content areas were approved by the Board of Education.
- 2006-07 Full implementation of HCPS III. HCPS III will be used as the basis of standards-based large-scale assessments, standards-based report cards, and standards-based course descriptions.

GENERAL GUIDELINES AND PRINCIPLES FOR THE DEVELOPMENT OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

PURPOSES OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

1. To assure equity by holding all students to the same expectations
2. To help schools improve student performance and meet Annual Yearly Progress
3. To define the content and skills that enable quality student performance
4. To reduce the number of standards to be more manageable and to clearly describe what ALL students should know and be able to do
5. To provide clearer focus on instructional targets by providing basic guidance in determining the quality of student work through benchmark rubrics
6. To provide a clear focus on assessment targets by providing sample performance assessments that can guide more specific assessment tasks at the classroom level

RATIONALE FOR REVISING

Recommendations for the revision of HCPS II came from many sources. As mentioned above, in 2002 the Hawaii State Performance Standards Review Commission cited the following major criticisms of the original HCPS:

- Too many standards
 - HCPS had 1544
 - HCPS II had only 139 standards but 3,960 benchmarks and grade level performance indicators
- Lack of a strong connection between the standards and their purpose—the General Learner Outcomes
- Lack of clarity and coherence in the wording of the standards
- Lack of classroom assessment models or a general plan for assessing the HCPS

Despite the fact that HCPS II reduced the number of standards from 1544 to 139 teachers still felt there were still too many benchmarks and grade level performance indicators to implement at the classroom level. This led to the involvement of the Mid-continent Research for Education and Learning (McREL). McREL is one of ten regional educational laboratories that make up the Regional Educational Laboratory System, which serves education agencies and schools across the nation. McREL staff has done extensive work with standards and are at the forefront of standards-based education. McREL worked with DOE curriculum specialists to:

- Calculate the time required to achieve standards and the identification of essential and desirable standards, benchmarks, and performance indicators. This activity was conducted with teachers in each content area and grade level.
- Consider the time available in the school day was also calculated based on the focus of the grade level cluster (such as developing literacy in the early grades) and the time allowed within required courses at the secondary levels when developing standards and particularly grade level benchmarks.

SPECIFICATIONS FOR HCPS III STANDARDS DEVELOPMENT

The following specifications were followed in the development of HCPS III standards. These principles guided each phase of the process and served to keep the focus on students. McREL staff analyzed the essential HCPS II standards against national and other state standards, and the DOE content specialists worked with teachers to assure the comprehensiveness of the standards. This was particularly important in areas where there were no other documents to use as comparison (such as Hawaiian history or native languages). The following were the guidelines used in developing the HCPS III standards, grade-level benchmarks, sample performance assessments, and rubric statements.

- Essential standards, benchmarks and performance indicators were used as the foundation for the HCPS III standards.
- As the new standards statements were developed, they were also compared against national standards and other highly regarded state’s standards.
- Analysis of the standards led to the elimination of overlaps and/or redundancies within and between content areas.
- Consistent grain size (benchmarks that were of approximately the same instructional size).
- Standards, benchmarks, sample performance assessments, and rubrics were written in plain language, understandable to primary audience (teachers) and secondary audiences (students and parents).
- Benchmarks were written as describing “proficient.” Attention was paid to the taxonomic level of the benchmarks so that they would appropriately scaffold and challenge students.
- Implementable—The benchmarks were written with consideration of the delivery of instruction (integrated elementary curriculum, required and elective courses at the secondary level).
- Benchmarks and sample performance assessments were written to be measurable through the examination of student work from which valid inferences about student learning could be made.

HCPS III: STANDARDS FOR ALL STUDENTS

The Hawaii Content and Performance Standards III describe educational targets in all nine content areas for ALL students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that ALL courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

CHARACTERISTICS OF GRADES K-2: ACQUIRING THE FOUNDATIONAL SKILLS

In the primary grades (K-2) the standards identify foundational content and skills. Instruction supports the acquisition of these very important skills, knowledge, and content. Children at these grade levels should be exposed to meaningful activities that support language and vocabulary development. Scaffolding learning is essential. Creating many varied opportunities to learn, practice and demonstrate skills is the focus of early elementary education. Teaching is structured and learning takes place in a more controlled, systematic context. As they learn and mature, children become increasing independent of the teacher.

CHARACTERISTICS OF GRADES 3-5 STANDARDS: BUILDING UPON FOUNDATIONAL SKILLS AND KNOWLEDGE

At the upper elementary levels (grades 3-5) curriculum focuses on refining, broadening, enhancing, and applying skills and knowledge in more challenging and varied contexts. Students use the foundational skills, processes, and knowledge they gained in their early elementary experience to extend and apply in all the nine content areas.

CHARACTERISTICS OF GRADES 6-8 STANDARDS: EXPLORING AND DEVELOPING INTERESTS

At the middle school level standards are designed to allow students to explore a variety of content and skills. This exploration can serve to focus curricular choices students make at the high school and post-secondary levels. There is an emphasis on refining and applying skills to more challenging and varied content. Higher order thinking and the development of civic mindedness is supported through the curriculum as guided by the standards. Students are encouraged to explore specialized content through world languages, art, or music and to use increasingly sophisticated means of communicating their learning through various computer applications.

CHARACTERISTICS OF GRADES 9-12 STANDARDS: PREPARING FOR POST-SECONDARY CHOICES

Standards at the high school level prepare students to apply their learning in their post-secondary choices. They allow students to develop skills that will ensure their success in their adult lives including their participation in the larger global society. HCPS III standards of the CORE content areas (Language Arts, Math, Science, and Social Studies) describe the minimal content of courses that fulfill graduation requirements. HCPS III standards

of the Extended Core (Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages) describe essential standards that can be fulfilled through elective courses of study. As students make elective course choices, they experience a well-rounded educational experience. HCPS Course Standards (to be described in another document) describe courses that some students may elect to take. These courses contain standards that allow students to develop knowledge and skills related to their interests, their talents, their post-secondary and/or career plans.

ORGANIZATION OF THE STANDARDS (GENERAL DESCRIPTION)

HCPS III standards are organized in a similar way for all nine content areas. Some of the content areas continue to organize their standards in grade level clusters. This is because, for content areas such as Physical Education, it is more developmentally appropriate to allow several years to achieve the benchmark, rather than to artificially break up physical skills into too discrete pieces that do not make sense instructionally. HCPS III are organized by and contain:

Strand=themes or “Big Ideas” that organize standards

Standard = a broad statement of what a student needs to know or be able to do

Topic = organizes the benchmarks into related ideas

Benchmark = a specific statement of what a student should know or be able to do (related to the topic) at a specific grade level or grade level cluster

Sample Performance Assessment = a generalized description of how a student might demonstrate significant aspects of the benchmark

The statement “No benchmark at this level” indicates that a grade level benchmark could not be created because it was either developmentally or instructionally inappropriate. The grade level/discipline at which a benchmark appears is where it may be assessed, but it is NOT the only grade level/discipline at which it should be taught. It is assumed, for example, that once content or a skill is taught it is reinforced and further developed in subsequent years. Benchmarks are not repeated.

THE STANDARDS NUMBERING SYSTEM

Each benchmark is assigned a code as an aid to identify quickly its place in relation to the entire document, and as a placeholder for database purposes. By convention, the code consists of three positions, each separated by a decimal point: E.g., **K.3.1**

Example: K.3.1

K.3.1 = Grade Level (Kindergarten) Clusters as appropriate (e.g., K-2.3.1)

K.3.1 = Content Standard Number (Standard #3)

K.3.1 = Benchmark Number (1st listed benchmark)

Example: PS.7.3

PS.7.3 = Course Abbreviation (Physical Science)

PS.7.3 = Content Standard Number (Standard #7)

PS.7.3 = Benchmark Number (3rd listed benchmark)

With the release of HCPS III, we continue the important journey begun a decade ago: to assure a quality education for every student in our public schools. This challenging task requires that we re-examine teaching and learning, that we reconsider curriculum, assessment, and instruction. To succeed in this task, we must implement HCPS III with both rigor and relevance, always keeping our ultimate goal firmly in mind: to improve student understanding.

“Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

—*Standards for Foreign Language Learning: Preparing for the 21st Century*
The National Standards in Foreign Language Education Project, 1996.

THE WORLD LANGUAGES PROGRAM

World Languages focuses on the teaching and learning of languages other than English and the cultures they represent.

Many of the languages taught within Hawaii schools are not “foreign” to many of our students, and these languages are not limited to Asian, European, and Pacific languages. Therefore, Hawaii has chosen to use the term, World Languages, to describe the program area that was formerly known as foreign languages or Asian, European and Pacific Languages (AEPL).

The five content standards for World Languages describe the skills and knowledge to be achieved through a sequence of study from kindergarten through grade 12. Learning experiences throughout those grades will provide students with the opportunity to communicate with other people of other cultures by developing listening, speaking, reading and writing proficiencies in a language in addition to English. They will also prepare them to participate more fully in the global community by increasing their awareness of the perspectives of other cultures

VISION OF THE WORLD LANGUAGES PROGRAM

All students communicate effectively with others in English and in at least one other language.

This vision is embodied in the goals of the World Languages Program, which in turn is guided by the *Standards for Foreign Language Learning: Preparing for the 21st Century*, a National Standards in Foreign Language project.

MISSION OF THE WORLD LANGUAGES PROGRAM

The World Languages Program seeks to provide sequential second language instruction with opportunities available in the elementary level and courses available for continued study through grade 12.

GOALS OF THE WORLD LANGUAGES PROGRAM

Goal 1:

To enable students to communicate in a language in addition to English for multiple purposes, in a variety of modes, and within a range of cultural contexts.

Meeting this goal means that the learners will engage in conversations, provide and obtain information, understand and interpret written and spoken language, and present information, concepts, and ideas orally and in written form. They will also use language to establish and maintain personal relationships both within and beyond the school setting, for personal enjoyment and enrichment of their social and career pursuits.

Goal 2:

To enable students to demonstrate knowledge of the cultures associated with the languages studied, deepen their understanding of cultural diversity, and develop insight into their own language and culture.

CONTENT STANDARDS: GROUNDED IN KEY CONCEPTS OF THE DISCIPLINE

Three assumptions influence the development of the World Languages standards and serve as the guiding principles for attaining them. They are articulated in these statements are taken from the *Standards for Foreign Language Learning: Preparing for the 21st Century*, and are reprinted with the permission of the American Council on the Teaching of Foreign Languages.

1. Competence in more than one language and culture enables people to:
 - communicate with other people in other cultures in a variety of settings;
 - look beyond their customary borders;
 - develop insight into their own language and culture;
 - act with greater awareness of self, of other cultures, and their own relationship to those cultures;
 - gain direct access to additional bodies of knowledge; and
 - participate more fully in the global community and marketplace.

2. All students can be successful language and culture learners, and they:
 - must have access to language and culture study that is integrated into the entire school experience;
 - benefit from the development and maintenance of proficiency in more than one language;
 - learn in a variety of ways and settings; and
 - acquire proficiency at varied rates.

3. Language and culture education is part of the core curriculum, and it:
- is tied to program models that incorporate effective strategies, assessment procedures, and technologies;
 - reflects evolving standards at the national, state, and local levels; and
 - develops and enhances basic communication skills and higher order thinking skills.

STANDARDS AT A GLANCE

STRAND	STANDARDS / TOPICS
COMMUNICATION	<p>Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <ul style="list-style-type: none"> • Verbal Communication
	<p>Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media</p> <ul style="list-style-type: none"> • Critical Listening/Reading
	<p>Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</p> <ul style="list-style-type: none"> • Oral Presentation • Written Presentation
CULTURES	<p>Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture</p> <ul style="list-style-type: none"> • Cultural Knowledge • Cultural Comparisons
COMPARISONS	<p>Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages</p> <ul style="list-style-type: none"> • Linguistic and Grammatical Concepts

ABOUT THE WORLD LANGUAGES STANDARDS

Understanding the standards and placing them at the center of all curriculum, instruction and assessment, is crucial to the effective implementation and achievement of standards.

There are three major strands of emphasis in Hawaii’s World Languages Content and Performance Standards III (HCPS III): Communication, Cultures, and Comparisons.

The Communication strand contains three standards that reflect different modes of communication: interpersonal, interpretive and presentational. None of these standards stands alone: all are interconnected.

Hawaii’s World Languages Standards are defined by stages of learning as well as by grade levels. These stages describe the progression of second language proficiency and are designed to lead students from Novice to Advanced levels.

HOW THE STANDARDS ARE ORGANIZED:

STAGE I: Beginning

STAGE I Describes a beginning stage of proficiency.

STAGE I can be attained by providing regular and articulated sequences of instruction beginning at any age or grade level.

HCPS III describes STAGE I proficiencies attained in instructional programs for students in a variety of instructional settings.

STAGE I develops proficiencies from Novice Low (no functional ability; knowledge of a few words) to Novice Mid (memorized material can be accessed to convey information and interact in simple exchanges for information). Instructional programs to develop these levels of proficiency most often follow these patterns:

- Grades K-8 (Awareness and exploration at K-2, sequence begin at grade 3)
- 6-8 (Awareness and exploration at grade 6 for student who have not had elementary instruction; sequence of daily instruction for both grade 7 and 8)
- LEVEL 1 High School

STAGE II: Developing

STAGE II can be attained by providing regular and articulated sequences of instruction beginning at the secondary level or by other intensive language experiences such as immersion, extended travel or living abroad, experiences in bilingual homes at either the elementary or secondary level.

STAGE II is a stage in which basic, novice level proficiencies are developed. Students enter this stage only after having had language learning experiences that enable them to use language at a Novice High Level.

In formal instruction, STAGE II targets language proficiency levels from Novice High through Intermediate Mid for European and Pacific Languages, and Novice High to Intermediate Low for Asian languages. Instruction aligned to these levels is generally provided in *Level 3 and Level 4* high school classes.

STAGE III: Advancing

STAGE III can be attained by providing regular and articulated sequences of instruction **beginning at the elementary level** or by other intensive language experiences such as immersion, extended travel or living abroad, experiences in a bilingual or target language home (i.e., members of the family speak only the language being studied by the student).

STAGE III is a stage in which intermediate level proficiencies are developed. Students enter this stage only after having had language learning experiences that enable them to use language at the Intermediate Level.

In formal instruction, STAGE III targets language proficiency levels from Intermediate Mid through Pre-advanced. Instruction aligned to these levels is generally provided in *Advanced level* high school classes.

A key factor to supporting the attainment of advanced levels of language proficiency is the length of students' participation in a language program. Successful second language acquisition requires that students begin their studies as early as possible in their academic careers and continue their study of the language as long as possible while in school.

The actual level of proficiency attained along this continuum can be affected by many variables including:

- language studied
- student's motivation,
- frequency of instruction, and
- quality of instructional materials and strategies

ABOUT THE BENCHMARKS

Within the grade levels, the standards are further explained through the benchmarks –statements of what students should know and be able to do at each grade level. The benchmarks are presented in a display that includes the: 1) strand, 2) standard, 3) topic, 4) benchmark, 5) sample performance assessment, and 6) rubric.

HCPS II	HCPS III
Grade level benchmarks Clustered K-3, 4-5,	Grade level Benchmarks–Elementary
6-8	<ul style="list-style-type: none"> ● Clustered - Grades 6-8
9-12	<ul style="list-style-type: none"> ● Years of study - High School

Elementary Schools:

The benchmarks for HCPS III are placed at each grade level of the elementary school to help identify grade specific outcomes that can be reported on the Standards Based Report Card. The grade level performance indicators that were developed for the implementation of HPCS II formed the basis of the benchmarks for HCPS III.

Middle Schools:

At the middle school, World Languages is not currently required on the student report card, but benchmarks for attaining the Stage I proficiencies are provided for those students who were not provided the opportunity to attain them in elementary schools. During the span of three years, schools may decide on the specific delivery system to provide students this opportunity.

High Schools:

At high schools, the benchmarks represent approximately 1 year of study. Adjustments must be made to analyze students’ previous learning in order to determine whether their appropriate placement into a course based upon their current proficiency. Since students may elect to take World Languages at any time in their high school career, there will be students of different ages in any given class (e.g., a students who are just beginning in their language study in a Year 1 class may be in any grade.)

THE NUMBERING SYSTEM

The numbering system for World Languages HCPS III reflects the concept of Stages I-III by combining codes for stages (I, II, or III) with a code for either elementary or secondary benchmarks (E, S) at the beginning of each benchmark code. The remaining numbers denote the standard and the benchmark.

- **IE.4.1.1** = Stage I Elementary Grade 4 , Standard 1, Benchmark 1
- **IS.Y1.1.1**= Stage I Secondary – First year of language study
- **IS.Y2.1.1**=Stage I Secondary – Second year of language study

Expanded Stages are also available to set standards for those students who choose to go beyond Stage I to develop more specialized level of proficiency:

- **IIS.Y3 and IIS.Y4** =Stage II
- **IIIS.Y5 and Y6** if appropriate = Stage III

NUMBER OF STANDARDS AND BENCHMARKS

<i>TOPICS</i>	STAGE I									STAGE II		STAGE III	Totals		
	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	YR 1	YR 2	YR 3		YR 4	YR 5 Adv.
STANDARD 1															
<i>VERBAL COMMUNICATION</i>	1	1	1	1	1	1	3			3	2	1	1	1	17
STANDARD 2															
<i>CRITICAL LISTENING/READING</i>	1	0	1	1	1	1	1			1	1	2	1	1	12
STANDARD 3															
<i>ORAL PRESENTATION</i>	1	1	1	1	0	1	1			1	1	1	1	1	11
<i>WRITTEN PRESENTATION</i>							1			1	1	2	1	1	7
STANDARD 4															
<i>CULTURAL COMPARISONS</i>	0	0	0	1	0	1	1			1	1	1	1	1	8
<i>CULTURAL KNOWLEDGE</i>	0	1	1	0	1	0	1			1	1	1	1	1	9
STANDARD 5															
<i>LINGUISTIC AND GRAMMATICAL CONCEPTS</i>	0	0	0	0	1	1	3			3	1	1	1	1	12
TOTALS	3	3	4	4	4	5	11			11	8	9	7	7	76

KEY FEATURES OF THE WORLD LANGUAGES STANDARDS

The standards do not divide communication into the four separate skill areas of listening, speaking, reading and writing. Instead, they provide a description of effective communication by identifying the ways in which we communicate. Content and skill integration is treated as a basic instructional concern, placing the teaching of grammar and vocabulary into the context of real communication.

THE COMMUNICATION STRAND

The content standards within the Communication strand focus on three communicative modes that differ according to the context and purpose of communication.

Standard 1: Interpersonal Communication

Students use language to interact in a culturally and age-appropriate manner in the course of daily life. In this mode individuals interact with each other to state and clarify meaning, and they observe and monitor one another to see how their meanings and intentions are being received. Such reciprocal communication is contained in face-to-face conversations and in the exchange of personal letters or e-mail messages.

Key features of Standard 1 are: (1) participating in conversations in order to socialize and exchange messages on a variety of daily topics; and (2) providing and obtaining information in brief communicative exchanges.

Standard 2: Interpretive Communication

This mode focuses on the understanding and interpretation of written and spoken language and involves one-way listening and reading of public information via a variety of print and non-print materials. Such instances of “one-way” reading or listening include interpretation of texts, movies, radio and television broadcasts.

Key features of Standard 2 are the listening and reading skills that enable learners to interpret ideas and opinions expressed by members of other cultures.

Standard 3: Presentational Communication

This mode focuses on oral or written presentation to an audience. Such presentations may be formal or informal. Examples include public announcements, class reports, and letters to the editor. As with the interpretive mode, presentational communication is one way.

A key feature of Standard 3 is acquiring authentic patterns and appropriate styles of the target language for presenting meaning in speech and writing.

THE CULTURES STRAND

Standard 4: Cultures

Through comparisons and contrasts of other cultures and their own, students develop greater insight into their own culture and realize that multiple ways of viewing the world exist. To fully know another culture, students need to understand the cultural perspectives that generate patterns of behavior, ways of life, ideas, and attitudes. Students need to know that the true content of language study is not only the grammar and the vocabulary, but also the cultures expressed through and inextricably woven into that language.

A key feature of Standard 4 is the focus on the relationship between the patterns of behavior, the products and the underlying beliefs and values that represent that culture.

THE COMPARISONS STRAND

Standard 5: Comparisons

By comparing their own language and the new language, learners develop a greater understanding of their own language and the nature of language itself. Knowledge of the conventions of a language, its linguistic system, grammar, vocabulary, phonology and other features allows learners to communicate precisely and strengthens students' ability to develop hypotheses about the structure and use of language.

Key features of Standard 5 are: (1) knowledge of the ways different language systems express meaning; and (2) knowledge of how vocabulary, expressions, structures, and language functions within a system are used to communicate ideas in a variety of ways.

For detailed discussion on the stages of proficiency, the reader is encouraged to consult the resources listed at the end of this document as well the Hawaii Department of Education Standards Website at <http://doe.k12.hi.us/standards>.

Summary of Standards for World Languages, Stage I: K – Advanced

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Kindergarten

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IE.K.1.1 Use greetings, leave-takings, and simple courtesy expressions		The student: Uses common expressions to greet and leave people during appropriate times (e.g., greets a classmate, a teacher, or a sibling in the morning, afternoon, or evening) or to express courtesy (e.g., <i>thank you, please, excuse me</i>) during role-play or real situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use greetings, leave-takings, and simple courtesy expressions	Usually use greetings, leave-takings, and simple courtesy expressions	Sometimes use greetings, leave-takings, and simple courtesy expressions	Rarely use greetings, leave-takings, and simple courtesy expressions

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING/ READING	WL.IE.K.2.1 Recognize key vocabulary in songs or children’s recitations		The student: Uses picture cues, verbal prompts, or gestures to show recognition of key words or phrases in songs or video segments in a group or individually.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently recognize key vocabulary in songs or children’s recitations	Usually recognize key vocabulary in songs or children’s recitations	Sometimes recognize key vocabulary in songs or children’s recitations	Rarely recognize key vocabulary in songs or children’s recitations

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Kindergarten

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ORAL PRESENTATION	WL.IE.K.3.1 Sing children’s songs or recitations		The student: Sings children’s songs, poems, or proverbs of the culture being studied, as a whole class, in groups, or as a presentation to another elementary class.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Sing children’s songs or recitations, with ease and accuracy	Sing children’s songs or recitations, with minimal difficulty and no significant errors	Sing children’s songs or recitations, with difficulty and a few significant and/or many minor errors	Sing children’s songs or recitations, with great difficulty and many significant errors

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 1

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IE.1.1.1 Use basic words and short, memorized phrases during oral interaction		The student: Uses basic words and short, memorized phrases (e.g., uses simple oral expressions, responds to routine questions or classroom tasks) during role-play or real classroom situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use basic words and short, memorized phrases during oral interaction	Usually use basic words and short, memorized phrases during oral interaction	Sometimes use basic words and short, memorized phrases during oral interaction	Rarely use basic words and short, memorized phrases during oral interaction

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 1

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
ORAL PRESENTATION	WL.IE.1.3.1 Use learned vocabulary and gestures to recite poems or stories	The student: Dramatizes traditional poems or proverbs that are commonly known to peers in the culture being studied, as a whole class, in groups, or as a presentation to another elementary class.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use learned vocabulary and gestures to recite poems or stories, with ease	Use learned vocabulary and gestures to recite poems or stories, with minimal difficulty	Use some learned vocabulary and gestures to recite poems or stories, with difficulty	Use learned vocabulary or gestures to recite poems or stories, with great difficulty

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 1

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CULTURAL COMPARISONS	WL.IE.1.4.1 Make observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture		The student: Observes, identifies, and/or compares, in native language or language being studied, cultural products (e.g., dress, toys, foods, dwellings) and participates in age-appropriate cultural practices (e.g., games, songs, celebrations, and storytelling) in order to better understand the culture being studied and own culture.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Make insightful observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture	Make reasonable observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture	Make obvious observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture	Make unreasonable or inaccurate observations, identifications, or comparisons between the basic products and practices of the culture being studied and own native culture

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 2

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IE.2.1.1 Use common phrases to ask and answer simple questions		The student: Asks and answers questions about personal information and other familiar topics (e.g., name, age, color, birthday) using common phrases (e.g., <i>What’s your...?</i>).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	
	Consistently use common phrases to ask and answer simple questions	Usually use common phrases to ask and answer simple questions	Sometimes use common phrases to ask and answer simple questions	Rarely use common phrases to ask and answer simple questions

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING/ READING	WL.IE.2.2.1 Identify people or objects based on oral or written descriptions		The student: Uses his/her knowledge of vocabulary to identify people and objects by pointing to the corresponding object or circling the correct picture when given an oral or written description.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently identify people or objects based on oral or written descriptions	Usually identify people or objects based on oral or written descriptions	Sometimes identify people or objects based on oral or written descriptions	Rarely identify people or objects based on oral or written descriptions

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 2

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ORAL PRESENTATION	WL.IE.2.3.1 Describe characteristics of objects or pictures in an oral presentation		The student: Names aloud the characteristics (e.g., color, shape, appeal) of an object or picture.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe many characteristics of objects or pictures in an oral presentation	Describe characteristics of objects or pictures in an oral presentation	Describe some characteristics of objects or pictures in an oral presentation	Describe very few characteristics of objects or pictures in an oral presentation

Standard 4: CULTURES— Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CULTURAL KNOWLEDGE	WL.IE.2.4.1 Use gestures and patterns of behavior that are an important part of communication and that may differ among languages		The student: Imitates and demonstrates appropriate cultural gestures and behavior for greetings, leave-takings, to ask permission, or to express emotion.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use gestures and patterns of behavior that are an important part of communication and that may differ among languages	Usually use gestures and patterns of behavior that are an important part of communication and that may differ among languages	Sometimes use gestures and patterns of behavior that are an important part of communication and that may differ among languages	Rarely use gestures or patterns of behavior that are an important part of communication and that may differ among languages

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 2

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 3

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IE.3.1.1 Give and follow simple instructions using common words or phrases that facilitate age-appropriate classroom activities		The student: Uses his or her learned vocabulary to give and follow simple instructions to participate in and facilitate class activities (e.g., <i>Follow me, Go to the board, Stand up, Sit down</i>).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give and follow simple instructions, independently, using common words or phrases that facilitate age-appropriate classroom activities	Give and follow simple instructions, with minimal support, using common words or phrases that facilitate age-appropriate classroom activities	Give and follow simple instructions, with support, using common words or phrases that facilitate age-appropriate classroom activities	Give and follow simple instructions, with considerable support, using common words or phrases that facilitate age-appropriate classroom activities

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING/ READING	WL.IE.3.2.1 Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials		The student: Uses picture cues, verbal prompts, or gestures to show recognition of key words or phrases in signs, posters, songs, or video segments.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials, with accuracy	Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials, with no significant errors	Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials, with a few significant and/or many minor errors	Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 3

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ORAL PRESENTATION	WL.IE.3.3.1 Use simple words and phrases to present about familiar topics		The student: Presents orally (such as in a show and tell format) simple information about self, family, friends, animals, and objects.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use simple words and phrases to present about familiar topics, with ease and accuracy	Use simple words and phrases to present about familiar topics, with minimal difficulty and no significant errors	Use simple words and phrases to present about familiar topics, with difficulty and a few significant and/or many minor errors	Use simple words and phrases to present about familiar topics, with great difficulty and many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 3

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CULTURAL COMPARISONS	WL.IE.3.4.1 Describe mutual contributions of products and practices of the culture being studied and own culture		The student: Gives examples of shared products, practices, and beliefs (e.g., food, art, clothing, music, stories, customs, sayings, celebrations, religions, gestures) between the culture being studied and his/her own culture by creating lists, drawings, or making an oral presentation. Examples may be given in native language or language being studied.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe mutual contributions of products and practices of the culture being studied and own culture, in great detail	Describe mutual contributions of products and practices of the culture being studied and own culture, in detail	Describe mutual contributions of products and practices of the culture being studied and own culture, in some detail	Describe mutual contributions of products and practices of the culture being studied and own culture, in minimal detail

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 4

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IE.4.1.1 Engage in conversations about likes, dislikes, and personal preferences		The student: Uses phrases and simple sentences to ask and answer questions about or describe favorite and least favorite objects, people, events, foods, activities, and/or celebrations in oral conversations, interviews, or role-plays.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Engage in conversations about likes, dislikes, and personal preferences, with ease and independence	Engage in conversations about likes, dislikes, and personal preferences, with minimal difficulty and support	Engage in conversations about likes, dislikes, and personal preferences, with difficulty and limited support	Engage in conversations about likes, dislikes, and personal preferences, with great difficulty and considerable support

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 4

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING/ READING	WL.IE.4.2.1 Identify the main idea and principal characters in simple narratives		The student: Uses context clues and illustrations to help describe the basic idea and primary characters in written and/or oral stories through retelling (in native language or language being studied), writing, dramatization, or art projects.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the main idea and principal characters in simple narratives, with accuracy	Identify the main idea and principal characters in simple narratives, with no significant errors	Identify the main idea and principal characters in simple narratives, with a few significant and/or many minor errors	Identify the main idea and principal characters in simple narratives, with many significant errors

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 4

Standard 4: CULTURES— Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
CULTURAL KNOWLEDGE	WL.IE.4.4.1 Use knowledge of culture being studied to produce artwork, crafts, or graphic representations that reflect that culture	The student: Identifies, discusses (in native language or language being studied), and reproduces representations of simple artwork, crafts, and graphic representations from the culture being studied (e.g., flags; maps; monuments; traditional designs, patterns, and objects; drawings of cultural activities).		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use specific knowledge of culture being studied to produce artwork, crafts, or graphic representations that clearly reflect that culture	Use knowledge of culture being studied to produce artwork, crafts, or graphic representations that reflect that culture	Use some knowledge of culture being studied to produce artwork, crafts, or graphic representations that partially reflect that culture	Use very little knowledge of culture being studied to produce artwork, crafts, or graphic representations that do not reflect that culture

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 4

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IE.4.5.1 Compare the sound system of the target language with own language		The student: Differentiates the sound system (e.g., alphabet symbols, sounds of letters) of the language being learned from own language by making the appropriate sound in choral speaking or reading aloud in the foreign language with appropriate pronunciation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare the sound system of the target language with own language, with accuracy	Compare the sound system of the target language with own language, with no significant errors	Compare the sound system of the target language with own language, with a few significant and/or many minor errors	Compare the sound system of the target language with own language, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 5

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IE.5.1.1 Exchange information about self, other people, places, objects, activities, events, and other topics of interest	The student: Uses memorized phrases and sentences to ask and answer questions or participate in oral conversations, interviews, or role-plays.	
RUBRIC			
Advanced	Proficient	Partially Proficient	Novice
Exchange detailed information about self, other people, places, objects, activities, events, and other topics of interest	Exchange information about self, other people, places, objects, activities, events, and other topics of interest	Exchange a limited amount of information about self, other people, places, objects, activities, events, and other topics of interest	Exchange very little information about self, other people, places, objects, activities, events, or other topics of interest

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 5

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
CRITICAL LISTENING/ READING	WL.IE.5.2.1 Retell the principal information or topic of brief messages on familiar subjects	The student: Identifies main idea and the intended message of written and/or oral information dealing with familiar topics (e.g., personal information about family and friends, information about neighborhood and community, information about world) by restating, writing, or answering questions about the selection.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Retell the principal information or topic of brief messages on familiar subjects, with accuracy	Retell the principal information or topic of brief messages on familiar subjects, with no significant errors	Retell the principal information or topic of brief messages on familiar subjects, with a few significant and/or many minor errors	Retell the principal information or topic of brief messages on familiar subjects, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 5

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
ORAL PRESENTATION	WL.IE.5.3.1 Use memorized material to orally present a traditional poem, story, skit, or brief report	The student: Presents a well-rehearsed poem, story, skit, or brief report on a familiar topic or event by singing, dramatizing, or showing and explaining a visual aid to an audience of his/her peers.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use memorized material to orally present a traditional poem, story, skit, or brief report, with ease and accuracy	Use memorized material to orally present a traditional poem, story, skit, or brief report, with minimal difficulty and no significant errors	Use memorized material to orally present a traditional poem, story, skit, or brief report, with difficulty and a few significant and/or many minor errors	Use memorized material to orally present a traditional poem, story, skit, or brief report, with great difficulty and many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 5

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CULTURAL COMPARISONS	WL.IE.5.4.1 Compare gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture		The student: Differentiate similarities and differences between non-verbal behaviors in the native culture and culture being studied and practices using common cultural behaviors (e.g., gestures, nonverbal communication) during class activities and role-playing. Verbal comparisons may be in native language or language being studied.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Make insightful comparisons of gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture	Make reasonable comparisons of gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture	Make obvious comparisons of gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture	Make unreasonable comparisons of gestures and patterns of behavior of culture being studied to non-verbal behaviors in native culture

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 5

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IE.5.5.1 Describe various ways of expressing ideas in their own language and language being studied		The student: Gives examples of phrases that do not translate directly in the language being learned and his/her native language.	
RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice
	Describe various ways of expressing ideas in their own language and language being studied, in great detail	Describe various ways of expressing ideas in their own language and language being studied, in detail	Describe various ways of expressing ideas in their own language and language being studied, in some detail	Describe various ways of expressing ideas in their own language and language being studied, in minimal detail

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 6 – Grade 8

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IS.6-8.1.1 Ask and answer social questions to get information or to maintain a conversation		The student: Asks and answers questions in order to get needed information and to follow up on a classmate’s narration or description during classroom situation (e.g., directions for an activity or assignment) or during role-play (e.g., invitation to a party, telephone conversation).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Ask and answer social questions, using simple phrases and expanded vocabulary, to get information or to maintain a conversation in a variety of contexts	Ask and answer social questions, using simple phrases and familiar vocabulary, to get information or to maintain a conversation in commonly encountered contexts	Ask and answer social questions, using simple phrases and familiar vocabulary, to get information or to maintain a conversation in some very familiar contexts	Ask or answer social questions, using only memorized words or phrases, to get information or to maintain a conversation in limited contexts

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 6 – Grade 8

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IS.6-8.1.2 Ask and answer transactional questions to provide and obtain goods, services, or information		The student: Engages in a sustained conversation to accomplish a task (e.g., buying food; eliciting information on directions, time, or use of public transportation) in various role-play situations (e.g., restaurant, supermarket, post office, on the street).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Ask and answer transactional questions, using simple phrases and expanded vocabulary, to provide and obtain goods, services, or information in a variety of contexts	Ask and answer transactional questions, using simple phrases and familiar vocabulary, to provide and obtain goods, services, or information in commonly encountered contexts	Ask and answer transactional questions, using simple phrases and familiar vocabulary, to provide and obtain goods, services, or information in some very familiar contexts	Ask or answer transactional questions, using only memorized words or phrases, to provide and obtain goods, services, or information in limited contexts
VERBAL COMMUNICATION	WL.IS.6-8.1.3 Exchange opinions and feelings about familiar experiences and events		The student: Uses familiar vocabulary and simple language patterns to share and support opinions and personal perspectives on familiar experiences and events (e.g., eating at a restaurant, shopping, school activities).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Exchange opinions and feelings about a variety of experiences and events, using simple phrases and expanded vocabulary	Exchange opinions and feelings about familiar, commonly encountered experiences and events, using simple phrases and familiar vocabulary	Exchange opinions or feelings about some very familiar experiences and events, using simple phrases and familiar vocabulary	Exchange opinions or feelings about very few experiences and events, using only memorized words or phrases

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 6 – Grade 8

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING/ READING	WL.IS.6-8.2.1 Identify the main ideas and significant details of oral and written materials with visual cues	The student: Describes the main idea and significant details of an oral message (e.g., television commercials) or in illustrated written material (e.g., menus, newspapers) through retelling, taking notes, or other oral and written responses.	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Identify the main ideas and significant details of familiar oral and written materials with visual cues	Identify the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues	Identify some of the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues	Identify very few of the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 6 – Grade 8

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ORAL PRESENTATION	WL.IS.6-8.3.1 Use oral language skills to make simple presentations		The student: Gives oral presentations (e.g., information, poetry, songs), arranging ideas to focus on a single topic using both memorized and original sentences; may use props, visual aids, or technological presentation tools.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use simple phrases and expanded vocabulary to make simple presentations on a variety of topics	Use simple phrases and familiar vocabulary to make simple presentations on commonly encountered topics	Use simple phrases and familiar vocabulary to make simple presentations on some very familiar topics	Use only memorized words or phrases to make simple presentations on limited topics
WRITTEN PRESENTATION	WL.IS.6-8.3.2 Prepare written communication on a given theme		The student: Prepares written pieces, arranging ideas to focus on a single topic, using both memorized and original phrases and sentences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Prepare written communication on a given theme, using simple phrases and expanded vocabulary for a variety of topics	Prepare written communication on a given theme, using simple phrases and familiar vocabulary for commonly encountered topics	Prepare written communication on a given theme, using simple phrases and familiar vocabulary for some very familiar topics	Prepare written communication on a given theme, using only memorized words or phrases for limited topics

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 6 – Grade 8

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CULTURAL COMPARISONS	WL.IS.6-8.4.1 Identify tangible and intangible products and practices of the target culture and compare them to other cultures		The student: Demonstrates knowledge of cultural information by naming specific items or behaviors associated with an activity; compares in English or in the target language the ways in which those things are similar to or different from own experiences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare tangible and intangible products and practices of the target culture to other cultures, in great detail	Compare tangible and intangible products and practices of the target culture to other cultures, in detail	Compare tangible and intangible products and practices of the target culture to other cultures, in some detail	Compare tangible or intangible products and practices of the target culture to other cultures, in minimal detail
CULTURAL KNOWLEDGE	WL.IS.6-8.4.2 Describe the meanings or purposes of various cultural activities and how they are practiced		The student: Gives examples, in English, of specific behaviors recognized in cultural activities; enacts or role-plays games, songs, and other activities demonstrating understanding of procedures, meanings, and/or purposes.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, the meanings or purposes of various cultural activities and how they are practiced	Describe, in detail, the meanings or purposes of various cultural activities and how they are practiced	Describe, in some detail, the meanings or purposes of various cultural activities and how they are practiced	Describe, in minimal detail, the meanings or purposes of various cultural activities and how they are practiced

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 6 – Grade 8

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IS.6-8.5.1 Apply tenses appropriately to express actions and state of being in the present		The student: Selects verbs in various tenses in order to write and say phrases and simple sentences accurately.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply tenses appropriately to express actions and state of being in the present, with accuracy	Apply tenses appropriately to express actions and state of being in the present, with no significant errors	Apply tenses appropriately to express actions and state of being in the present, with some significant and/or many minor errors	Apply tenses appropriately to express actions and state of being in the present, with many significant errors
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IS.6-8.5.2 Compare basic grammatical and linguistic structures of target language with own language		The student: Analyzes the syntax of the language being studied and his or her native language by discussing similarities and differences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare more complex grammatical and linguistic structures of target language with own language	Compare basic grammatical and linguistic structures of target language with own language	Compare some very basic grammatical and linguistic structures of target language with own language	Compare few very basic grammatical or linguistic structures of target language with own language

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Grade 6 – Grade 8

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LINGUISTIC AND GRAMMATICAL CONCEPT	WL.IS.6-8.5.3 Explain cultural phrases and idiomatic expressions related to familiar topics		The student: Reads a simple passage, underlines idiomatic expressions, and explains the meaning of the expressions or describes the relationship between it and a phrase in own language with a similar meaning.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain cultural phrases and idiomatic expressions related to some unfamiliar topics	Explain cultural phrases and idiomatic expressions related to familiar topics	Explain some cultural phrases and idiomatic expressions related to very familiar topics	Explain very few cultural phrases and idiomatic expressions related to very familiar topics

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 1

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IS.Y1.1.1 Ask and answer social questions to get information or to maintain a conversation		The student: Asks and answers questions in order to get needed information and to follow up on a classmate’s narration or description during classroom situation (e.g., directions for an activity or assignment) or during role-play (e.g., invitation to a party, telephone conversation).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Ask and answer social questions, using simple phrases and expanded vocabulary, to get information or to maintain a conversation in a variety of contexts	Ask and answer social questions, using simple phrases and familiar vocabulary, to get information or to maintain a conversation in commonly encountered contexts	Ask and answer social questions, using simple phrases and familiar vocabulary, to get information or to maintain a conversation in some very familiar contexts	Ask or answer social questions, using only memorized words or phrases, to get information or to maintain a conversation in limited contexts
VERBAL COMMUNICATION	WL.IS.Y1.1.2 Ask and answer transactional questions to provide and obtain goods, services or information		The student: Engages in a sustained conversation to accomplish a task (e.g., buying food; eliciting information on directions, time, or use of public transportation) in various role-play situations (e.g., restaurant, supermarket, post office, on the street).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Ask and answer transactional questions, using simple phrases and expanded vocabulary, to provide and obtain goods, services, or information in a variety of contexts	Ask and answer transactional questions, using simple phrases and familiar vocabulary, to provide and obtain goods, services, or information in commonly encountered contexts	Ask and answer transactional questions, using simple phrases and familiar vocabulary, to provide and obtain goods, services, or information in some very familiar contexts	Ask or answer transactional questions, using only memorized words or phrases, to provide and obtain goods, services, or information in limited contexts

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 1

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IS.Y1.1.3 Exchange opinions and feelings about familiar experiences and events.	The student: Uses familiar vocabulary and simple language patterns to share and support opinions and personal perspectives on familiar experiences and events (e.g., eating at a restaurant, shopping, school activities).	
RUBRIC			
Advanced	Proficient	Partially Proficient	Novice
Exchange opinions and feelings about a variety of experiences and events, using simple phrases and expanded vocabulary	Exchange opinions and feelings about familiar, commonly encountered experiences and events, using simple phrases and familiar vocabulary	Exchange opinions or feelings about some very familiar experiences and events, using simple phrases and familiar vocabulary	Exchange opinions or feelings about very few experiences and events, using only memorized words or phrases

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 1

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
CRITICAL LISTENING/ READING	WL.IS.Y1.2.1 Identify the main ideas and significant details of oral and written materials with visual cues	The student: Describes the main idea and significant details of an oral message (e.g., television commercials) or in illustrated written material (e.g., menus, newspapers) through retelling, taking notes, or other oral and written responses.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the main ideas and significant details of familiar oral and written materials with visual cues	Identify the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues	Identify some of the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues	Identify very few of the main ideas and significant details of highly predictable and familiar oral and written materials with visual cues

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 1

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ORAL PRESENTATION	WL.IS.Y1.3.1 Use oral language skills to make simple presentations		The student: Gives oral presentations (e.g., information, poetry, songs), arranging ideas to focus on a single topic using both memorized and original sentences; may use props, visual aids, or technological presentation tools.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use simple phrases and expanded vocabulary to make simple presentations on a variety of topics	Use simple phrases and familiar vocabulary to make simple presentations on commonly encountered topics	Use simple phrases and familiar vocabulary to make simple presentations on some very familiar topics	Use only memorized words or phrases to make simple presentations on limited topics
WRITTEN PRESENTATION	WL.IS.Y1.3.2 Prepare written communication on a given theme		The student: Prepares written pieces, arranging ideas to focus on a single topic, using both memorized and original phrases and sentences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Prepare written communication on a given theme, using simple phrases and expanded vocabulary for a variety of topics	Prepare written communication on a given theme, using simple phrases and familiar vocabulary for commonly encountered topics	Prepare written communication on a given theme, using simple phrases and familiar vocabulary for some very familiar topics	Prepare written communication on a given theme, using only memorized words or phrases for limited topics

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 1

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CULTURAL COMPARISONS	WL.IS.Y1.4.1 Identify tangible and intangible products and practices of the target culture and compare them to other cultures		The student: Gives examples of shared and different products, practices, and beliefs (e.g., food, art, clothing, music, stories, customs, sayings, celebrations, religions, gestures) between the culture studied and own culture by creating a Venn diagram, drawings, writing, or presentation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare tangible and intangible products and practices of the target culture to other cultures, in great detail	Compare tangible and intangible products and practices of the target culture to other cultures, in detail	Compare tangible and intangible products and practices of the target culture to other cultures, in some detail	Compare tangible or intangible products and practices of the target culture to other cultures, in minimal detail
CULTURAL KNOWLEDGE	WL.IS.Y1.4.2 Give examples of how significant cultural ideas are reflected in the practices and products of the culture being studied		The student: Observes, identifies, and describes cultural ideas and simple patterns of behavior (e.g., perception of time, celebrations, work and eating habits) in various settings (e.g., school, family, community) by watching videos, interacting with peers in the target culture via correspondence, by reading histories and cultural studies, or participating in cultural activities.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give thoughtful and detailed examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give some obvious examples of how significant cultural ideas are reflected in the practices and products of the culture being studied	Give irrelevant or vague examples of how significant cultural ideas are reflected in the practices and products of the culture being studied

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 1

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IS.Y1.5.1 Apply tenses appropriately to express actions and state of being in the present		The student: Selects verbs in various tenses in order to write and say phrases and simple sentences accurately.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply tenses appropriately to express actions and state of being in the present, with accuracy	Apply tenses appropriately to express actions and state of being in the present, with no significant errors	Apply tenses appropriately to express actions and state of being in the present, with some significant and/or many minor errors	Apply tenses appropriately to express actions and state of being in the present, with many significant errors
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IS.Y1.5.2 Compare basic grammatical and linguistic structures of target language with own language		The student: Analyzes the syntax of the language being studied and his or her native language by discussing similarities and differences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare more complex grammatical and linguistic structures of target language with own language	Compare basic grammatical and linguistic structures of target language with own language	Compare some very basic grammatical and linguistic structures of target language with own language	Compare few very basic grammatical or linguistic structures of target language with own language

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 1

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IS.Y1.5.3 Explain cultural phrases and idiomatic expressions related to familiar topics		The student: Reads a simple passage, underlines idiomatic expressions, and explains the meaning of the expressions or describes the relationship between it and a phrase in own language with a similar meaning.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain cultural phrases and idiomatic expressions related to some unfamiliar topics	Explain cultural phrases and idiomatic expressions related to familiar topics	Explain some cultural phrases and idiomatic expressions related to very familiar topics	Explain very few cultural phrases and idiomatic expressions related to very familiar topics

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 2

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IS.Y2.1.1 Ask and answer questions to get information and clarify something that has been not been clearly understood		The student: Asks and answers a variety of questions to facilitate conversations or to obtain additional details in order to clearly understand oral instructions and information.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Ask and answer questions, using sentences or strings of sentences and expanded vocabulary, to get information and clarify something that has been not been clearly understood	Ask and answer questions, using sentences or phrases and expanded vocabulary, to get information and clarify something that has been not been clearly understood	Ask and answer questions, using simple phrases, familiar vocabulary, and/or some memorized words and phrases, to get information or clarify something that has been not been clearly understood	Ask or answer questions, using memorized words and phrases, to get information or clarify something that has been not been clearly understood
VERBAL COMMUNICATION	WL.IS.Y2.1.2 Provide details to elaborate on familiar topics and ask clarifying questions		The student: Uses appropriate vocabulary to describe or provide details about a familiar topic and/or to ask questions that help clarify the topic and sustain the conversation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Provide details to elaborate on a variety of topics and ask clarifying questions, using sentences or strings of sentences and expanded vocabulary	Provide details to elaborate on familiar topics and ask clarifying questions, using sentences or phrases and expanded vocabulary	Provide details to elaborate on very familiar topics and ask clarifying questions, using simple phrases, familiar vocabulary, and/or some memorized words and phrases	Provide details to elaborate on limited topics or ask clarifying questions, using memorized words and phrases

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 2

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING/ READING	WL.IS.Y2.2.1 Identify the main idea and significant details of oral or written material with limited visual cues		The student: Describes the main idea and significant details of a text or spoken message with limited use of illustrations or nonverbal cues (e.g., understand directions without the aid of a map) through retelling, summarizing, taking notes, or other oral and written responses.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the main idea and significant details of longer and more complex oral or written material with limited visual cues	Identify the main idea and significant details of familiar oral or written material with limited visual cues	Identify some of the main idea and significant details of highly predictable and familiar oral or written material with limited visual cues	Identify very little of the main idea or significant details of highly predictable and familiar oral or written material with limited visual cues

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 2

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ORAL PRESENTATION	WL.IS.Y2.3.1 Use oral language skills to present a narrative, descriptive, or factual report relating to personal or familiar experiences and events		The student: Prepares a presentation (e.g., short play, skit, poem, anecdote, report, demonstration) as a live performance or through an auditory or video recording to his her class, at a school related event (e.g., PTA meeting), or for another appropriate audience.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use sentences or strings of sentences and familiar vocabulary to present a narrative, descriptive, or factual report relating to a variety of experiences and events	Use sentences or phrases and expanded vocabulary to present a narrative, descriptive, or factual report relating to personal or familiar experiences and events	Use simple phrases, familiar vocabulary, or/or some memorized words and phrases to present a narrative, descriptive, or factual report relating to personal or very familiar experiences and events	Use memorized words and phrases to present a narrative, descriptive, or factual report relating to limited experiences and events
WRITTEN PRESENTATION	WL.IS.Y2.3.2 Write about a familiar event, experience, or topic		The student: Creates a written piece about a familiar event, experience, or topic for presentation to a specific audience (e.g., class, parents, members of the culture being studied).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write about a familiar event, experience, or topic, using sentences or strings of sentences and expanded vocabulary	Write about a familiar event, experience, or topic, using sentences or phrases and expanded vocabulary	Write about a very familiar event, experience, or topic, using simple phrases, familiar vocabulary, and/or some memorized words and phrases	Write about a very familiar event, experience, or topic, using memorized words and phrases

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 2

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CULTURAL COMPARISONS	WL.IS.Y2.4.1 Describe the impact of own culture and target culture on each other		The student: Explains the effect that major contributions (fine arts, fashion, literature, values) of each culture has had on the other culture (e.g., effects on economics, religion, traditional beliefs) through discussion, by listening to and reading personal narratives, by contacting and questioning peers in the culture being studied.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, the impact of own culture and target culture on each other	Describe, in detail, the impact of own culture and target culture on each other	Describe, in some detail, the impact of own culture and target culture on each other	Describe, in minimal detail, the impact of own culture and target culture on each other
CULTURAL KNOWLEDGE	WL.IS.Y2.4.2 Use appropriate language and gestures to interact in a wide range of social contexts		The student: Demonstrates appropriate usage of everyday expressions, gestures, body language, and other behaviors of the language and culture through role-plays or skits.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use highly appropriate language and gestures to interact in a wide range of social contexts	Use appropriate language and gestures to interact in a wide range of social contexts	Use some appropriate language and gestures to interact in a range of social contexts	Use inappropriate language or gestures to interact in social contexts

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage I: Year 2

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IS.Y2.5.1 Describe similarities and differences in structural patterns of the language being learned and other languages	The student: Identifies structural patterns of the language being learned by noting differences in language syntax and grammar (e.g., explains word order, sentence patterns, markers; translates simple sentences with correct usage) when compared to own language.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe similarities and differences in more complex structural patterns of the language being learned and other languages	Describe similarities and differences in structural patterns of the language being learned and other languages	Describe similarities and/or differences in basic structural patterns of the language being learned and other languages	Describe similarities or differences in very basic structural patterns of the language being learned and other languages

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage II: Year 3

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IIS.Y3.1.1 Use appropriate vocabulary to exchange opinions and personal perspectives		The student: Shares opinions with others on familiar topics of interest (e.g., films, music, athletics) using all appropriate vocabulary to support own ideas through elaboration and supporting details in one-on-one or group discussions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use sentences, strings of sentences, and a range of vocabulary to exchange opinions and personal perspectives in a variety of contexts	Use sentences or strings of sentences and expanded vocabulary to exchange opinions and personal perspectives in familiar contexts	Use simple sentences or phrases and familiar vocabulary to exchange opinions and personal perspectives in very familiar contexts	Use simple phrases or words, familiar vocabulary, and/or some memorized words and phrases to exchange opinions or personal perspectives in limited contexts

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage II: Year 3

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING/ READING	WL.IIS.Y3.2.1 Describe the main ideas and significant details of a variety of oral and written materials		The student: Identifies the main idea and significant details from a variety of oral materials on familiar topics (e.g., live presentations; products of the culture as presented on television, radio, video, and general broadcast) by writing notes, restating, or answering questions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe the main ideas and significant details of a variety of extended and more complex oral and written materials	Describe the main ideas and significant details of a variety of oral and written materials	Describe some of the main ideas and significant details of familiar oral and written materials	Describe very few of the main ideas or significant details of highly predictable and familiar oral and written materials
CRITICAL LISTENING/ READING	WL.IIS.Y3.2.2 Recall information from announcements and messages intended for a wide audience		The student: Recalls information from announcements and messages (e.g., newspaper, radio, or television advertisements; event promotions; safety warnings) connected to daily activities in the target culture by writing notes, restating, or answering questions about the message.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Recall information from extended and more complex announcements and messages intended for a wide audience	Recall information from announcements and messages intended for a wide audience	Recall information from familiar announcements and messages intended for a wide audience	Recall information from highly predictable and familiar announcements and messages intended for a wide audience

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage II: Year 3

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ORAL PRESENTATION	WL.IIS.Y3.3.1 Use appropriate language to present creative and informative pieces		The student: Performs short stories, skits, poems, or presents content from an article or documentary in small groups or individually.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use sentences, strings of sentences, and a range of vocabulary to present creative and informative pieces about a variety of topics	Use sentences or strings of sentences and expanded vocabulary to present creative and informative pieces about familiar topics	Use simple sentences or phrases and familiar vocabulary to present creative and informative pieces about very familiar topics	Use simple phrases or words, familiar vocabulary, and/or some memorized words and phrases to present creative and informative pieces about limited topics
WRITTEN PRESENTATION	WL.IIS.Y3.3.2 Write paraphrases, summaries, and descriptions		The student: Paraphrases or summarizes information read or heard using unique vocabulary to capture the intended meaning; or describes a person, event, or place.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write paraphrases, summaries, and descriptions, using sentences, strings of sentences, and a range of vocabulary for a variety of topics	Write paraphrases, summaries, and descriptions, using sentences or strings of sentences and expanded vocabulary for familiar topics	Write paraphrases, summaries, and descriptions, using simple sentences or phrases and familiar vocabulary for very familiar topics	Write paraphrases, summaries, and descriptions, using simple phrases or words, familiar vocabulary with some memorized words and phrases for a limited number of topics

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage II: Year 3

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
WRITTEN PRESENTATION	WL.IIS.Y3.3.3 Write creative and informative texts		The student: Writes creative pieces (e.g., skits, children’s books, travel brochures, stories) and informative works (e.g., reports on geography, culture, history) using appropriate vocabulary and language structures.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write creative and informative texts, using sentences, strings of sentences, and a range of vocabulary for a variety of topics	Write creative and informative texts, using sentences or strings of sentences and expanded vocabulary for familiar topics	Write creative and informative texts, using simple sentences or phrases and familiar vocabulary for very familiar topics	Write creative and informative texts, using simple phrases or words, familiar vocabulary, and some memorized words and phrases for a limited number of topics

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage II: Year 3

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CULTURAL COMPARISONS	WL.IIS.Y3.4.1 Analyze the expressive products of the culture being studied through comparison to native culture		The student: Uses a Venn diagram or other comparison structure to compare and contrast the expressive products of the culture being studied (e.g., architecture, literature, music, sculpture, pottery, painting) and his or her native culture.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using clear and precise evidence, the expressive products of the culture being studied through comparison to native culture	Analyze the expressive products of the culture being studied through comparison to native culture	Describe the expressive products of the culture being studied and those of the native culture	Identify expressive products of the culture being studied and of the native culture
CULTURAL KNOWLEDGE	WL.IIS.Y3.4.2 Explain patterns of behavior and expressive products typical of the target culture		The student: Describes reasons for particular patterns of behavior in the target culture (e.g., afternoon siestas in Spain, daily visits to the market in Germany) and illustrates how expressive products of the target culture reflect daily life and customs.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, patterns of behavior and expressive products typical of the target culture	Explain, in detail, patterns of behavior and expressive products typical of the target culture	Explain, in some detail, patterns of behavior and expressive products typical of the target culture	Explain, in minimal detail, patterns of behavior or expressive products typical of the target culture

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage II: Year 3

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IIS.Y3.5.1 Use past and future tenses correctly when speaking and writing for a variety of purposes		The student: Uses correct tenses to produce short narratives and descriptions about past and future familiar experiences (e.g., discuss or write about what he or she did last weekend or his/her plans after high school).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use past and future tenses correctly when speaking and writing for a variety of purposes, with ease and accuracy	Use past and future tenses correctly when speaking and writing for a variety of purposes, with minimal difficulty and no significant errors	Use past and future tenses when speaking and writing for a variety of purposes, with difficulty and a few significant and/or many minor errors	Use past and future tenses when speaking and writing for a variety of purposes, with great difficulty and many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage II: Year 4

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IIS.Y4.1.1 Use appropriate vocabulary to exchange ideas about current or past events that are of significance to the culture being studied	The student: Initiates and participates in conversations on current or past events that are significant to the history or present condition of the culture being studied (e.g., battles, migrations, revolutions, death or birth of cultural icons).	
RUBRIC			
Advanced	Proficient	Partially Proficient	Novice
Use connected sentences and a wide range of vocabulary to exchange concrete and abstract ideas about current or past events that are of significance to the culture being studied	Use sentences and strings of sentences with a range of vocabulary to exchange ideas about a variety of current or past events that are of significance to the culture being studied	Use sentences or phrases with some expanded vocabulary to exchange ideas about familiar current or past events that are of significance to the culture being studied	Use simple phrases and familiar vocabulary to exchange ideas about very familiar current or past events that are of significance to the culture being studied

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage II: Year 4

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
CRITICAL LISTENING/ READING	WL.IIS.Y4.2.1 Identify significant ideas and details in materials by making inferences or predictions supported by evidence in the text	The student: Identifies significant ideas and details in an oral or written selection by making inferences about vague or unclear vocabulary and/or writing predictions in a learning log or notes that can be defended with particular details in the text or message.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify significant ideas and details in a variety of authentic materials by making inferences or predictions supported by evidence in the text	Identify significant ideas and details in extended and more complex materials by making inferences or predictions supported by evidence in the text	Identify some significant ideas and details in familiar recorded materials or longer, somewhat complex materials by making inferences or predictions supported by evidence in the text	Identify very few of the significant ideas and details in familiar materials by making inferences or predictions supported by evidence in the text

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Stage II: Year 4

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ORAL PRESENTATION	WL.IIS.Y4.3.1 Use strategies appropriate to speaking for various purposes		The student: Uses strategies appropriate to persuasive speaking, informative speaking, and oral interpretations of literature (e.g., uses persuasive language, uses literary terms).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use strategies appropriate to speaking in concrete and abstract contexts for various purposes, using connected sentences and a wide range of vocabulary	Use strategies appropriate to speaking in various contexts and for various purposes, using sentences and strings of sentences and a range of vocabulary	Use strategies appropriate to speaking in familiar contexts for various purposes, using sentences or phrases and some expanded vocabulary	Use strategies appropriate to speaking in very familiar contexts for various purposes, using simple phrases and familiar vocabulary
WRITTEN PRESENTATION	WL.IIS.Y4.3.2 Use strategies appropriate to writing for various purposes		The student: Uses strategies appropriate to persuasive essays, informative reports, poems, critical interpretations, short plays, or stories that reflect his or her vocabulary, structural knowledge, and culture of the language being studied.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use strategies appropriate to writing on concrete and abstract topics for various purposes, using connected sentences and paragraphs and a wide range of vocabulary	Use strategies appropriate to writing on various topics for various purposes, using sentences and strings of sentences and a range of vocabulary	Use strategies appropriate to writing on familiar topics for various purposes, using sentences or phrases and some expanded vocabulary	Use strategies appropriate to writing on very familiar topics for various purposes, using simple phrases and familiar vocabulary

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage II: Year 4

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CULTURAL COMPARISONS	WL.IIS.Y4.4.1 Analyze the history, politics, and art of the culture being studied by making comparisons to native culture		The student: Compares the history, politics, or art by reading or viewing support materials and then discussing how they are the same or different from his or her native culture.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze the history, politics, and art of the culture being studied by making comparisons to native culture, in great detail	Analyze the history, politics, and art of the culture being studied by making comparisons to native culture, in detail	Analyze the history, politics, and art of the culture being studied by making comparisons to native culture, in some detail	Analyze the history, politics, and art of the culture being studied by making comparisons to native culture, in minimal detail
CULTURAL KNOWLEDGE	WL.IIS.Y4.4.2 Explain themes, ideas, and perspectives related to products and practices of the target culture		The student: Describes how products and practices of the target culture (e.g., popular music, dance, books, magazines, food, visual arts) express particular themes, ideas, and perspectives (e.g., political ideas, historical experience, economics).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain themes, ideas, and perspectives related to products and practices of the target culture, in great detail	Explain themes, ideas, and perspectives related to products and practices of the target culture, in detail	Explain themes, ideas, and perspectives related to products and practices of the target culture, in some detail	Explain themes, ideas, and perspectives related to products and practices of the target culture, in minimal detail

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Stage II: Year 4

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IIS.Y4.5.1 Use various structural patterns in narration and description		The student: Uses various structural patterns to produce narratives and descriptions about familiar experiences or topics (e.g., shopping, entertainment and leisure activities, travel, fashion).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use various structural patterns in narration and description, with ease and accuracy	Use various structural patterns in narration and description, with minimal difficulty and no significant errors	Use various structural patterns in narration and description, with difficulty and a few significant and/or many minor errors	Use various structural patterns in narration and description, with great difficulty and many significant errors

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**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Advanced

Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VERBAL COMMUNICATION	WL.IIIS.Y5.1.1 Exchange ideas about issues or problems and their possible solutions		The student: Discusses possible solutions to problems or debates issues of relevance to the culture being studied or own lives.	
RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice
	Exchange ideas about issues or problems and their possible solutions, using connected sentences and specialized and precise vocabulary in a variety of time frames	Exchange ideas about issues or problems and their possible solutions, using connected sentences and a wide range of vocabulary for concrete and abstract topics	Exchange ideas about issues or problems and their possible solutions, using sentences and strings of sentences with a range of vocabulary for a variety of topics	Exchange ideas about issues or problems and their possible solutions, using sentences or phrases and some expanded vocabulary for familiar topics

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Advanced

Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING/ READING	WL.IIIS.Y5.2.1 Assess main ideas and most supporting details of broadcast or published materials on a wide variety of subjects		The student:- Analyzes a variety of authentic materials and presents the main ideas and supporting details in essays, critiques, discussions, debates, multi-media presentations, or other forms. Provides personal or editorial commentary on information and ideas gained from authentic materials and relates the information and ideas to own life and culture.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Assess main ideas and supporting details of a wide variety of broadcast or published materials on an extensive variety of subjects	Assess main ideas and most supporting details of a variety of broadcast or published materials on a wide variety of subjects	Assess some of the main ideas and supporting details of broadcast or published materials on a variety of subjects	Assess very few of the main ideas or supporting details of broadcast or published materials on familiar subjects

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Advanced

Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ORAL PRESENTATION	WL.IIIS.Y5.3.1 Use interpretation, persuasion, or critical analysis to make an oral presentation		The student: Presents ideas on a variety of topics and issues using clear, organized language, with elaboration as needed to make a point.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use interpretation, persuasion, or critical analysis to make an oral presentation, with ease and accuracy	Use interpretation, persuasion, or critical analysis to make an oral presentation, with minimal difficulty and no significant errors	Use interpretation, persuasion, or critical analysis to make an oral presentation, with difficulty and a few significant and/or many minor errors	Use interpretation, persuasion, or critical analysis to make an oral presentation, with great difficulty and many significant errors
WRITTEN PRESENTATION	WL.IIIS.Y5.3.2 Write for personal purposes in varied situations and contexts		The student: Writes a business letter to gain information, completes an application, or writes an informative or persuasive article to submit to a community newspaper or magazine.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write for personal purposes in varied situations and contexts, using connected sentences and paragraphs with specialized and precise vocabulary in a variety of time frames	Write for personal purposes in varied situations and contexts, using connected sentences and paragraphs with a wide range of vocabulary	Write for personal purposes in varied situations and contexts, using sentences and strings of sentences with a range of vocabulary	Write for personal purposes in familiar situations and contexts, using sentences or phrases and some expanded vocabulary

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Advanced

Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CULTURAL COMPARISONS	WL.IIIS.Y5.4.1 Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture		The student: Analyzes how cultural factors influence behaviors of members of a culture and supports the interpretation with evidence and examples from a variety of authentic sources.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture, in great detail	Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture, in detail	Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture, in some detail	Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture, in minimal detail
CULTURAL KNOWLEDGE	WL.IIIS.Y5.4.2 Analyze connections among products, practices, and perspectives of the target culture		The student: Compares the products, practices, and perspectives of the target culture in order to identify commonalities and connections and analyze reasons (e.g., historical reasons, geographical reasons) for those connections.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, with clear and precise evidence, connections among products, practices, and perspectives of the target culture	Analyze connections among products, practices, and perspectives of the target culture	Describe connections among products, practices, and perspectives of the target culture	Identify connections among products, practices, and perspectives of the target culture

**HAWAII CONTENT AND PERFORMANCE STANDARDS
WORLD LANGUAGES GRADES K-12**

Advanced

Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
LINGUISTIC AND GRAMMATICAL CONCEPTS	WL.IIIS.Y5.5.1 Assess the impact on communication of words and phrases that do not translate directly from one language to another	The student: Evaluates how idioms and other cultural phrases express ideas and emotions by analyzing their use in a variety of contexts.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Investigate the impact on communication of words and phrases that do not translate directly from one language to another	Assess the impact on communication of words and phrases that do not translate directly from one language to another	Describe the impact on communication of words and phrases that do not translate directly from one language to another	Provide examples of the impact on communication of words and phrases that do not translate directly from one language to another

APPENDIX A: RESOURCES

- American Council on the Teaching of Foreign Languages (ACTFL). 1998. *ACTFL performance guidelines for K-12 learners*. Hastings-on-Hudson, NY: American Council on the Teaching of Foreign Languages.
- American Council on the Teaching of Foreign Languages (ACTFL). 1996. *ACTFL proficiency guidelines*. Hastings-on-Hudson, NY: American Council on the Teaching of Foreign Languages.
- Rhodes, N., & Branaman, L. (in press). *Foreign language instruction in the United States: A national survey of elementary and secondary schools*. McHenry, IL: Delta Systems Company, Inc. and Center for Applied Linguistics.
- Rosenbusch, M. H. 1997. *Bringing the standards into the classroom: A teacher's guide, second edition*. Ames: Iowa State University, National K-12 Foreign Language Resource Center.

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- World Languages Department Chairpersons Meetings, 1/25/2005

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Ms. Anita Bruce, Instructional Services Branch