



INVESTIGATE THE WORLD

How effectively does the student apply knowledge of the native and target languages to investigate a cultural issue, situation, or event?

	Emerging	Developing	Proficient	Advanced
LANG3-5.INV1.OPNIN	Begins to express a stance on a cultural issue.	Expresses a stance on a cultural issue, but not yet supported with evidence.	Expresses a stance on a cultural issue and identifies limited facts to support the stance.	Formulates an argument about a cultural issue and identifies facts to support exploration of that issue.
LANG3-5.INV2.CNECT	Begins to draw limited connections between information learned in the target language and topics explored in other subject area classes, but needs significant assistance to do so.	Draws limited connections between information learned in the target language and topics explored in other subject area classes.	Draws connections between information learned in the target language and topics explored in other subject area classes.	Identifies some significant connections between information learned in the target language and topics explored in other subject area classes.
LANG3-5.INV3.VIEWS	Begins to exhibit some awareness of personal worldview, but needs significant assistance to do so.	Exhibits a limited awareness of personal worldview as it differs from those of other cultures.	Recognizes and expresses some general ways in which one's personal worldview may be different from those of other cultures.	Identifies specific similarities and/or differences between own cultural worldview and those of other cultures.
LANG3-5.INV4.TOPIC	Begins to identify a topic related to the target language, but needs assistance to do so.	Identifies a topic related to the target-language community, begins to express a personal opinion.	Identifies a topic related to the target-language community and finds sources in native language that can be used to develop an emerging personal opinion.	Selects an issue to research and expresses an argument on a topic related to the target language community, using primarily native language, with limited use of the target language.

RECOGNIZE PERSPECTIVES

How well does the student demonstrate an understanding of cultural and linguistic diversity and nuance both within and across culture(s)?

	Emerging	Developing	Proficient	Advanced
LANG3-5.PERS1.OPNIN	Begins to identify similarities and differences between own culture and the target culture, but needs significant assistance to do so.	Identifies similarities and differences between own culture and the target culture.	Expresses opinions about general cultural differences and similarities between own culture and the target culture.	Recognizes and cites some evidence of similarities and differences between the practices, perspectives, and products of own culture and the target culture(s).
LANG3-5.PERS2.DVRST	Has a very limited understanding of the target culture(s) and is very limited when communicating in the target language.	Understands diversity in a general way and begins to use knowledge of the target culture(s) in a limited way to communicate in the target language.	Understands diversity in a general way and uses knowledge of the target culture(s) in a limited way to communicate in the target language.	Understands diversity in and uses knowledge of the target culture(s) to effectively communicate in the target language.
LANG3-5.PERS3.DFRNS	Expresses interest in the diversity of the target culture(s), but is not able to identify regional or national differences.	Expresses interest in the diversity of the target culture(s) and is able to identify limited regional and national differences.	Expresses interest in the diversity of the target culture(s) and is able to identify some regional and national differences.	Identifies and discusses general cultural and linguistic differences between regions and countries.
LANG3-5.PERS4.STRCT	Understands that there are differences between the target language and native language, but needs assistance in translating accurately and effectively.	Demonstrates a limited understanding that languages differ in structure, conventions, and meaning across cultures, and relies heavily on direct translation for communication.	Demonstrates a general understanding that native language may differ in structure, conventions, and meaning from the target language and that direct translation limits effective communication.	Identifies some differences between the target language and native language and describes in general ways how these differences impact effective and accurate communication.

COMMUNICATE IDEAS

How effectively does the student interact and share his/her thinking in the target language in a culturally appropriate way?

	Emerging	Developing	Proficient	Advanced
LANG3-5.COMM1.INFO	Understands the need to be able to analyze and respond to detailed information in the target language, but needs assistance to do so.	Struggles to respond or react appropriately to basic information and relies heavily on external support.	Begins to understand basic information in the target language.	Understands basic information in the target language and responds or reacts appropriately.
LANG3-5.COMM2.INFO	Exhibits errors in grammar and/or syntax that inhibit comprehension by a fluent speaker of the target language.	Asks for and provides basic information with some significant errors that may interfere with comprehension.	Asks for and provides basic information in the target language with some errors that may interfere with comprehensibility.	Asks for and provides basic information and begins to express basic feelings in the target language with some errors that may interfere slightly with comprehensibility.
LANG3-5.COMM3.CLTUR	Begins to understand some basic aspects of the target culture(s), but requires significant assistance to do so.	Begins to understand general aspects of the target culture and can identify some basic culturally appropriate strategies for communication within that culture.	Generally understands the target culture(s) and can apply some basic culturally appropriate strategies for communication within that culture.	Understands the target culture(s) and can apply some culturally appropriate strategies for communication within that culture.
LANG3-5.COMM4.TECH	Begins to use the target language and technology to access information, but requires significant assistance to do so.	Has difficulty using the target language and technology to access, interpret, and/or present ideas and information.	Uses the target language and technology to access, interpret, and/or present basic ideas or information, but often with reliance on linguistic support and guidance.	Uses target language and technology to access, interpret, and/or present ideas and information with some reliance on linguistic supports and guidance.
LANG3-5.COMM5.RPLCT	Understands the need to replicate language structures and/or conventions in native language to the target language, but needs assistance to do so.	Begins to replicate language structures and/or conventions from native language to the target language in a limited way, with the use of models and/or direct translation.	Replicates language structures and/or conventions from native language to the target language in a limited way, with the use of models and/or direct translation.	Identifies language structures and/or conventions in native language, and replicates them in the target language in guided situations with the use of models and/or direct translation.

TAKE ACTION

How effectively does the student use the target language in an authentic context to pursue a meaningful goal?

	Emerging	Developing	Proficient	Advanced
LANG3-5.ACT1.INTGRT	Begins to include vocabulary, cultural information, and features of language, but needs assistance to do so.	Integrates basic cultural information or features of language into authentic settings with prompting by the teacher or target audience.	Integrates cultural facts and/or features of language into an authentic language environment or scenario when prompted by the teacher or target audience.	Integrates vocabulary, cultural information, and features of language into an authentic language environment or scenario with little or no prompting.
LANG3-5.ACT2.CMNTY	Understands the need to use the target language to find target-language communities and interact with them easily and without linguistic supports, but needs assistance to do so.	Begins to engage with target-language communities when the context is provided, has limited understanding of the target audience, and exclusively communicates using linguistic supports.	Engages with target-language communities when the context is provided, has limited understanding of the target audience, and primarily communicates using linguistic supports.	Uses the target language to find target-language communities (locally, globally, or virtually) with support and interacts in basic ways with the native community members with the use of linguistic supports.
LANG3-5.ACT3.CNTRB	Understands the need to collaborate with members of the target-language community to make a global contribution, but requires significant assistance to do so.	Identifies a broad issue that might impact the target-language community.	Makes an individual contribution that has some impact on the target-language community.	Makes an individual contribution that impacts the target-language community.