

Intermediate

COMMUNICATION:
Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes. 1

1 Interpersonal Communication Performance Descriptors: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.1

IL Intermediate Low learners can participate in conversations on a number of familiar topics using simple sentences and sometimes creating original sentences. They can handle short social interactions in everyday situations by asking and answering simple questions. 1.1.IL

IM Intermediate Mid learners can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday lives. 1.1.IM

IH Intermediate High learners can participate with ease and confidence in conversations on familiar or researched topics. They can usually talk about events and experiences in various time frames. They can usually describe people, places, and things. They can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. 1.1.IH

2 Interpretive Communication Performance Descriptors: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.2

IL Intermediate Low learners can understand the main idea and details in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea of simple conversations, and understand the main idea of short and simple texts when the topic is familiar. 1.2.IL

IM Intermediate Mid learners can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea in conversations, and understand the main idea of texts related to everyday life and personal interests or studies. 1.2.IM

IH Intermediate High learners can easily understand the main idea in messages, texts, and presentations on a variety of topics related to everyday life, personal interests, and their studies. They can understand some details of what they hear, even when something unexpected is expressed. 1.2.IH

3 Presentational Communication Performance Descriptors: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 1.3

IL Intermediate Low learners can present information in a written, spoken, or signed format on most familiar topics using a series of self-created sentences with some detail. 1.3.IL

IM Intermediate Mid learners can make written, spoken or signed presentations on a wide variety of familiar topics using connected sentences with detail. 1.3.IM

IH Intermediate High learners can present information in a generally organized way on school, work, and community topics, and on topics they have researched. They can make presentations on some events and experiences in various time frames. 1.3.IH

CULTURES: Learners interact with cultural competence and understanding. 2

1 Relating Cultural Practices to Perspectives Performance Descriptors: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.1

I Intermediate learners can identify and compare practices to help them understand perspectives in their own and other cultures. 2.1.I

2 Relating Cultural Products to Perspectives Performance Descriptors: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 2.2

I Intermediate learners can identify and compare products to help them understand perspectives in their own and other cultures. 2.2.I

CONNECTIONS: Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations. 3

1 Making Connections Performance Descriptors: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3.1

I Intermediate learners can acquire, exchange, and present information in the target language on topics related to self and the immediate environment and age-appropriate academic content across disciplines. 3.1.I

2 Acquiring Information and Diverse Perspectives Performance Descriptors: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. 3.2

I Intermediate learners can identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the communities where the language is spoken. 3.2.I

COMPARISONS:
Learners develop insight into the nature of language and culture to interact with cultural competence. 4

1 Language Comparisons Performance Descriptors: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own. 4.1

- I Intermediate learners can investigate and reflect on the nature and structure of language through comparisons of the language studied and their own. 4.1.I
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2 Cultural Comparisons Performance Descriptors: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 4.2

- I Intermediate learners can investigate and explain the concept of culture through comparisons of the language culture(s) and their own. 4.2.I
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COMMUNITIES: Learners communicate and interact with cultural competence to participate in multilingual communities at home and around the world. 5

1 School and Global Communities Performance Descriptors: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.1

- I Intermediate learners can use the target language to connect and interact with members of their local, state, national, and global communities on topics related to themselves and familiar topics with cultural competence and understanding in order to participate in multilingual communities at home. 5.1.I
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2 Lifelong Learning Performance Descriptors: Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement. 5.2

- I Intermediate learners can set language learning goals appropriate to their proficiency level, and goals for personal enjoyment and enrichment, and reflect on their progress toward meeting their goal(s). 5.2.I