

Scoring Dimension
Investigate the World

What is the evidence that the student can apply knowledge of the native and target languages to investigate a global issue, situation or event?

Emerging	<ul style="list-style-type: none">• The student identifies facts to support exploration of a cultural issue.• The student begins to draw limited connections between information learned in the target language and topics explored in other subject area classes.• The student exhibits a limited awareness of his/her personal worldview as it differs from those of other cultures.• The student identifies a topic of study and finds sources in his/her native language that can be used to inform an emerging personal opinion.
Developing	<ul style="list-style-type: none">• The student formulates an opinion about a cultural issue based on facts and ideas collected in both the native and target languages.• The student identifies substantive connections that exist between information learned in the target language and topics explored in other subject area classes.• The student recognizes and expresses the ways in which one's personal worldview may be different from those of other cultures, but cannot cite examples to support this realization.• The student selects a topic of study and research information related to target language community in his/her native language to support a personal opinion.
Proficient/ College Ready	<ul style="list-style-type: none">• The student expresses a clear stance on a cultural issue, synthesizing ideas and factual evidence to support the opinion, using both the native and target languages.• The student provides information and cites specific examples that show an understanding of the connections that exist between the target language and topics studied across the curriculum.• The student identifies similarities and/or differences between one's own cultural worldview and those of other cultures.• The student selects a topic of study and researches, explores, and expresses ideas with limited use of his/her native language and/or the target language on the given topic.
Advanced/ College Level	<ul style="list-style-type: none">• The student expresses an informed opinion on a cultural issue through the synthesis of facts and ideas and describes how this led to new insights or a new perspective.• The student uses knowledge of the target language and culture(s) as a tool to ask questions, as well as to seek and provide information in other subject area classes.• The student clearly expresses a personal worldview, articulates how this differs from those of the target culture(s), and reflects on how culture shapes perspective• The student selects a topic of study and uses only the target language to research and express a clear opinion.

Scoring Dimension
Recognize Perspectives

What is the evidence that a student can understand cultural and linguistic diversity and nuance both within and across culture(s)?

Emerging	<ul style="list-style-type: none"> • The student expresses opinions about cultural differences and similarities, but has difficulty citing evidence to support generalities about other culture(s). • The student does not exhibit cultural sensitivity or knowledge of other culture(s) when communicating in verbal and non-verbal ways. • The student expresses interest in the diversity of the target culture(s), but is not able to identify regional/ national differences. • The student demonstrates limited understanding that language differs in structure, conventions and meaning across cultures and relies heavily on direct translation for communication.
Developing	<ul style="list-style-type: none"> • The student recognizes similarities and differences between the products and practices of the target culture(s), American culture, and/or the student's home culture with some examples as evidence. • The student attempts to exhibit sensitivity to diversity but has difficulty transferring this knowledge in culturally-appropriate ways through verbal and non-verbal communication. • The student identifies simple cultural and linguistic differences between regions/countries. • The student demonstrates a basic understanding that one's native language may differ in structure, conventions and meaning from the target language, and that direct translation limits effective communication.
Proficient/ College Ready	<ul style="list-style-type: none"> • The student correctly describes similarities and differences between target culture(s), American culture, and/or home culture, citing practices, perspectives, and/or products as evidence. • The student exhibits sensitivity to difference and effectively uses knowledge of target culture(s) to communicate appropriately in verbal and non-verbal ways. • The student describes cultural and linguistic differences between regions/ countries citing practices, perspectives, and/or products as evidence. • The student identifies differences between the target language and one's own language and how these differences impact effective and accurate communication.
Advanced/ College Level	<ul style="list-style-type: none"> • The student reflects on new insights or attitudes gained about American culture and/or home culture based on comparisons with target culture(s), citing practices, perspectives, and/or products as evidence. • The student adapts easily to new contexts, internalizing cultural information and integrating knowledge into verbal and nonverbal communication with little effort. • The student exhibits a deep understanding of how culture and language vary globally and how these differences shape cultural identity. • The student identifies features of language particular to a certain culture(s), compares and contrasts the target language to his/her own, and applies this understanding to written and verbal communication with ease.

Scoring Dimension
Communicate Ideas

What is the evidence that a student can interact and share his/her thinking effectively in the target language in a culturally-appropriate way?

Emerging	<ul style="list-style-type: none"> • The student struggles to respond or react appropriately to basic written and/or spoken information, relying heavily on external support. • The student exhibits errors in grammar and/or syntax that inhibit comprehension by a fluent speaker of the target language. • The student demonstrates a basic understanding of the target culture(s) and/ or culturally-appropriate strategies of communication. • The student primarily uses his/her native language and/or technology to access, interpret, and/or present ideas and information. • The student has difficulty replicating language structures and conventions, and relies almost exclusively on models and/or direct translation.
Developing	<ul style="list-style-type: none"> • The student responds or reacts appropriately to basic written and/or spoken information, including verbal and non-verbal communication. • The student expresses basic information about himself/herself, asks for and provides information, and attempts to express feelings and opinions in the target language with some errors. • The student exhibits sensitivity to the target culture(s) and how culturally- appropriate strategies for communication are used in context. • The student uses language (native language and the target language) and/or technology to access, interpret, and/or present ideas and information with some reliance on linguistic supports and guidance. • The student identifies language structures and conventions, and can replicate them in guided situations with the use of models and/or direct translation.
Proficient/ College Ready	<ul style="list-style-type: none"> • The student responds or reacts appropriately and analyzes written and/or spoken information, including verbal and non-verbal communication. • The student expresses feelings and opinions, as well as asks for and provides information, with ease and free from grammatical or syntactical errors that interfere with comprehensibility. • The student analyzes and presents information in ways that are sensitive to other cultures and perspectives. • The student effectively uses the target language and/or technology to access, interpret, and/or present ideas and information independently, in most cases. • The student identifies language structures and conventions, and can replicate them effectively, authentically, and in a culturally-appropriate way without significant errors.
Advanced/ College Level	<ul style="list-style-type: none"> • The student responds or reacts appropriately and analyzes written and/or spoken information, including verbal and non-verbal communication, with near native fluency and uses new information to inform personal perspectives and/or opinions. • The student expresses feelings, opinions, and cultural perspectives with near native fluency and with thoughtful consideration of the target audience. • The student analyzes, synthesizes, and presents information in a way that is sensitive to other cultures and that integrates this new information into his/ her own cultural perspective • The student relies solely on the target language, authentic sources of information, and/or technology to access, interpret, and present ideas independently and proactively. • The student makes meaning from language structures and conventions, and successfully applies vocabulary, grammar, and syntactical structures to novel language situations with ease and in a culturally-appropriate way.

Scoring Dimension

Take Action

What is the evidence that a student can effectively use the target language in an authentic context to pursue a meaningful goal?

Emerging	<ul style="list-style-type: none">• The student is typically unsuccessful when trying to integrate cultural information or features of language into authentic settings.• The student engages with target language communities when the context is provided by the teacher or other guide, has difficulty understanding the target audience, and primarily expresses himself/herself using linguistic supports.• The student recognizes a broad issue that impacts the target language communities.
Developing	<ul style="list-style-type: none">• The student integrates a limited number of isolated cultural facts or features of language into an authentic language environment or scenario when prompted by the teacher or target audience.• The student uses the target language to find target language communities (locally, globally, or virtually) and interacts with the native community members with some difficulty and with the use of linguistic supports.• The student makes a contribution to impact target language community.
Proficient/ College Ready	<ul style="list-style-type: none">• The student integrates vocabulary, cultural information, and features of language with little difficulty into an authentic language environment or scenario with little or no prompting.• The student uses target language to find target language communities (locally, globally or virtually) and interacts with the native community members with little difficulty or additional supports.• The student collaborates with members of the target language community to make a global contribution.
Advanced/ College Level	<ul style="list-style-type: none">• The student selects appropriate vocabulary, cultural information, and features of language (from a broad body of knowledge) and integrates them with ease into an authentic language environment or scenario with no prompting, and adapts language spontaneously to the responses of the target audience.• The student uses target language to find target language communities (locally, globally, or virtually), initiates authentic interaction, and has no difficulty understanding others and adapting language spontaneously to the responses of the target audience.• The student works in partnership with members of the target language community to enact a solution that contributes to the world with understanding of cultural differences and nuances.