CURRICULUM, INSTRUCTION, AND ASSESSMENT

PRELIMINARY DRAFT
FRAMEWORK

LANGUAGES OTHER THAN ENGLISH

(LOTE)

NEW YORK STATE EDUCATION DEPARTMENT

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FOREWORD

ACKNOWLEDGMENTS

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CHAPTER I:
NEW CHALLENGES

The Framework for Languages Other Than English (LOTE) introduces a view of second language learning based on the experiences of the past decade and consistent with the national K-12 standards being developed by foreign language professionals and underwritten by the United States Department of Education and the National Endowment for the Humanities. It is anticipated that this Framework will become the foundation for revised State syllabi and for locally developed curricula that

- **promote competence in second languages for all students;**
- **provide opportunities for the development of the skills that students will need in the world of work;**
- **provide opportunity for native speakers of languages other than English to maintain and enhance their proficiency in their primary language;**
- **create a compact among learner, school, and society;**
- **center education on the learner;**
- **balance individual needs and common standards;**
- **emphasize the development of problem-solving and creative thinking skills; and**
- **develop a firm foundation for lifelong learning.**

In accordance with research in second language instruction and with Regents policy, State syllabi currently call for a shift of instructional emphasis from linguistic analysis to practical use of the target language. In addition, performance-based assessment strategies were

The State's linguistic character has continued to evolve dramatically over the years. New York hosts an ever-increasing tide of foreign visitors. The number of foreign nationals who come to New York State for brief visits has increased by nearly 25 percent in the past five years. About 40,500 foreign students are registered in New York colleges and universities. About 2.8 million of New York's residents were born abroad. In New York State schools there are approximately 150,000 limited English proficient children enrolled in classes of English as a Second Language (ESL) or bilingual instruction. These children represent 142 world languages. As a result, a large part of the linguistic challenge for the educational system is how to use these world language skills that exist among the people of New York as a major resource for the State.

Accordingly, the debate about the relevancy of second language learning in the twenty-first century has become moot. Clearly, the citizens of New York State must all learn to survive in a multilingual world. The school system must begin to educate citizens to be proficient in a second language when they graduate and to have the capacity to acquire competence in new languages as adults.

Orienting Instruction toward Adult Use

One important new challenge in second language education is to prepare students who graduate from secondary and postsecondary institutions to use their language competencies effectively as adults, particularly in the world of work. They may need to know not only the languages offered in schools, but also the languages of immigrant populations. Perhaps even more significantly, they should be prepared to acquire independently languages that are now less commonly taught but whose importance is increasing with evolving world conditions. This larger task of enabling the adult population to acquire and use a wide range of world languages is the responsibility of society as a whole. However, it has major implications for what is done in the schools, focusing attention on a variety of new considerations in the development of curriculum, instruction, and assessment. Adult-use orientation in second language education requires

- **raising the level of general second language skill that students should acquire before the end of high school;**
- **extending the range of languages that should be made available for students to learn;**
- **broadening the purposes that language learning serves;**
- **viewing the learning of languages other than English as a companion to, not an alternative to, vocational education;**
- **orienting assessment of learning toward practical use in authentic contexts associated with work and leisure;**
- **emphasizing teaching students how to learn new languages whenever they may need them;**
- **providing students a certification of their proficiency that more fully reflects individual achievement and that documents, beyond test scores and courses taken, their language learning experiences and the competencies they have achieved.**

Raising the Level of Skills

The attainment of proficiency in at least one language other than English is a necessity for youngsters to become successful in New York's multilingual, multicultural social and economic environment. It is critical, however, that they acquire enough proficiency to make the language truly usable and to be able to acquire additional languages independently as adults.

New York's current regulations require second language instruction for local high school and Regents diplomas. Skill levels for three benchmarks are defined by Checkpoints A, B, and C in the current State syllabi. Checkpoint A represents the standard for one unit of Regents credit, Checkpoint B, for three units of Regents credit, and Checkpoint C, for five units of Regents credit.

At this time, a large number of students reach only Checkpoint A, a bare introduction to a second language. A smaller number of students, those wishing to qualify for a Regents diploma, go on to certification at Checkpoint B, a better foundation for the range and complexity of language skills needed for everyday use but not enough experience with the variety of contexts in which a student might need to use the language in real life. Even fewer students reach Checkpoint C, where they acquire considerable sophistication in the target language and can profit from the cultural insights, the problem-solving skills, or the skills to learn other languages efficiently. This Framework, therefore, upgrades the calibrations for each checkpoint. The committee recommends that all students be held accountable to the Checkpoint B performance standard in order to earn a high school diploma.

Enhancing the Skills of Bilingual Students

An increasingly important goal of programs in languages other than English is to provide opportunity for students who are native speakers of the languages taught in the school to maintain and enhance their proficiency in their primary language. Bilingual students bring to the

Providing Instruction in Elementary Schools

To achieve the language competencies of the performance indicators in this Framework, students need opportunities to begin the study of a language other than English in elementary school and to continue that study in a sequential, developmental program through secondary school. Currently, over 75,000 students are enrolled in second language courses during grades K-6. Many observers argue that this is the optimal time to begin language study. There is a growing movement here and in Europe to develop elementary school and early-start language programs. The National Governors' Association Report and the Task Force on National Standards urge language study in the early grades. These studies and others point to the need for the State's schools both to lengthen the duration of language instruction and, equally important, to increase its continuity.

Assuring Continuity of Instruction

Successful language learning is cumulative, and to be cumulative it must be continuous. In many cases, the current language instructional system is full of discontinuities, and extension of language education into the early grades threatens to introduce more. Students encounter gaps and shifts in focus from elementary to middle to high school, and between language courses in high school and in college. All too often students graduating from high school language classes are placed in elementary classes upon entering college. These discontinuities are wasteful. Articulated programs need to be developed and introduced. Two of the sharp differences between the American and other national strategies in language instruction are the number of years students are required to study a foreign language and, more important, the continuity of that instruction. New York State should also create opportunities for students with language aptitude and motivation to study languages over many years, as students do in other parts of the world, and to achieve levels of proficiency well beyond what is now possible for most students in their precollegiate years. Opportunities for language study abroad ought to be expanded so that more students can further their language skills by using them in countries where these languages are spoken. If these measures produce truly high levels of proficiency, it may be possible for some students to use their language skills with ease as part of their studies in higher education, or to use the language with facility in their occupations, opportunities that are rarely possible in the current system.

Conclusion

One of the major changes in the design of language instruction over the past decade has been the explicit realization that learning a language other than English serves multiple purposes. The central goal of second language learning must continue to be the ability to communicate with native speakers of other languages.

Language learning provides an entree into many aspects of another culture and the ability to penetrate other cultures more generally. It fosters strategies for acquiring knowledge and problem solving not offered by other disciplines. It provides general skills in language learning that prepare students for acquiring new language competencies for later use. Each of these purposes is elaborated in subsequent chapters.

Learning a language other than English may begin at any time; therefore, performance standards are keyed to checkpoints, which may be measured at any point in the K-12 continuum, instead of beginning, intermediate, or advanced levels, which have traditionally implied specific grade levels. The achievement of learning standards at any checkpoint varies according to the age when students begin language study, the frequency and length of the lessons, the students' previous experience with second language learning, and their motivation. Checkpoint A is considered to be a way station en route to proficiency. Checkpoint B corresponds to the level of performance that all students should demonstrate in order to obtain a high school diploma. Checkpoint C proficiency corresponds to a more advanced level of performance that can be attained on an elective basis.

CHAPTER III:
STANDARD 1: COMMUNICATION SKILLS

Students will be able to use a language other than English for communication.

The needs that students will have for communication in a language other than English during their lifetimes are as varied and diverse as the students themselves. Communication skills may be used in career related activities, in explorations of personal interests, in daily interactions with other individuals in this country or abroad, in learning about the cultures of antiquity, or in acquiring a greater awareness of how languages themselves work. Therefore, the focus of Standard 1 is on the use of language and its communicative functions in firsthand interactions using spoken, written, or signed language.

Communication is a complex process by which people interact to perform functions such as socializing, providing and obtaining information, persuading, and expressing opinions. This interaction is carried out by means of a common system that may be oral, written, or symbolic in nature, and students learn how to use that system to communicate an understanding of the world and to gain insights into the cultures that those languages represent. The content and scope of the

Communication in Modern Languages occurs in the community and in the workplace for the following purposes, each illustrated by a few examples:

- **Socializing by**
  - **greeting**
  - **leave taking**
  - **introducing**
  - **thanking**
  - **apologizing**

- **Providing and acquiring information about**
  - **facts**
  - **events**
  - **needs**
  - **opinions**
  - **attitudes**

- **Expressing personal feelings and opinions about**
  - **facts**
  - **events**
  - **opinions**
  - **attitudes**

- **Getting others to adopt a course of action by**
  - **suggesting**
  - **requesting**
  - **directing**
  - **advising**
  - **warning**
  - **convincing**
  - **praising**

Checkpoint A
Modern Language Performance Indicators

* Listening *

Students can comprehend simple language consisting of familiar

* Writing *

Students can compose short informal notes and messages to exchange information with members of the target culture about themselves, their family, and their friends, and about everyday activities and interests at home, in school, and in the community. Errors in spelling and structure may frequently occur. Examples of their ability to use the target language to convey messages will be seen in their

- **using familiar words and learned expressions to convey their intended message, including appropriate terms for objects, people, and activities in the everyday environment or associated with personal and family interests; and**

- **using simple sentence structures not necessarily limited to the present tense to perform writing functions pertaining to everyday needs.**

Checkpoint B
Modern Language Performance Indicators

* Listening *

Students can comprehend messages and short conversations when lis-

rely heavily on formulaic utterances but occasionally exhibit spontaneity in their interactions, particularly when the topic is familiar. Students can use repetition and circumlocution as well as gestures

- **maintaining a natural conversational pace; and**

- **producing virtually error-free speech in brief interactions using simple structures and familiar vocabulary. Errors which may interfere with communication tend to occur during more extended and complicated discourse.**

* Reading *

Students can comprehend the content of most nontechnical prose and expository texts on topics of general interest to native speakers. As they read, students can draw on a broad range of learned vocabulary, idioms, and structures that include simple and complex sentence structures and the full range of time frames, as well as on vocabulary, idioms, and structures acquired as a result of independent reading outside the classroom. Examples include

- **understanding the full meaning of personal and business correspondence and pamphlets, full-length feature articles or editorials in newspapers or other periodicals of interest to the general public, general advertising, documentation accompanying commonly used products; and**

- **interpreting full-length original versions of poetry and prose that express significant themes and issues of global and cultural concern.**

* Writing *

Students can write multiparagraph essays, journals, personal and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion. Errors in form may occur, particularly when the students are writing about complex themes or issues requiring the expression of opinions, or when the topic is outside their realm of experiences. Students can use culturally appropriate learned vocabulary and structures associated with a broad range of topics, and structures such as simple and complex sentences that enable the students to communicate through the full range of time frames. Examples of this ability include

- **writing independently about a broad range of topics that extend beyond the students' daily lives at home, in school, and in the community to include issues, ideas, and opinions that are of general interest to members of the target cultures as expressed in songs (live and recorded), feature programs on television and radio, movies, articles in newspapers and magazines, other forms of media presentations used by native speakers, and literature selections; and**

- **expressing complex ideas using simpler forms of language.**

Learning to read Latin is the main goal for students of Latin, and listening, speaking, and writing support that goal. Reading ancient authors is, indeed, communicating with them in their time. As students' skill at reading Latin increases, the ability to apply that skill to their own language and to the acquisition of subsequent languages also increases. While they study Latin, they learn to value their own

* Speaking *

Students can articulate simple Latin phrases and convey meaning in controlled situations. Examples include

- **repeating correctly words or phrases spoken by the teacher;**
- **reading aloud, with generally correct pronunciation, texts with familiar vocabulary; and**
- **responding appropriately to simple oral/visual stimuli in the classroom situation and to questions based on reading passages.**

* Writing *

Students can write simple Latin in response to oral, visual, or written stimuli in a classroom situation. Examples include

- **responding in simple written Latin and in English to questions based on Latin reading or visual/oral stimuli;**
- **writing simple connected Latin as read aloud by the teacher; and**
- **expressing in written English the meaning of simple composed passages of Latin.**

* Language Skills *

Students can demonstrate a knowledge of basic Latin vocabulary and structures and an awareness of Latin roots in English. Examples include

- **demonstrating a knowledge of some elements of Latin grammar and English grammar by comparison and contrast; and**
- **demonstrating a knowledge of word building in Latin and in English through a study of Latin roots, prefixes, and suffixes.**

Checkpoint B
Latin Performance Indicators

* Reading *

Students can understand composed Latin and passages adapted from Latin authors. Evidence includes

- **comprehending selected passages in familiar Latin sentence patterns;**
- **drawing on a knowledge of vocabulary, grammar, and word building skills;**
- **demonstrating an ability to deduce meaning based on context and accumulating experience; and**

- **demonstrating an ability to read Latin authors from texts that have been adapted to reflect the interests and language skills of the students.**

*Listening *

Students can comprehend simple spoken Latin statements and questions based on a classroom situation or a simple Latin passage read aloud. Evidence includes

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Checkpoint C
Latin Performance Indicators

* Reading *

Students can read and understand selected authors of prose and poetry with some assistance. Evidence includes

- **distinguishing main ideas from lesser ones to advance understanding;**
- **recognizing some features of an author's style;**
- **analyzing Latin grammar and language patterns in context;**
- **using the aids and resources available to readers of authentic texts of the major authors of Latin prose and poetry; and**
- **demonstrating an ability to read authentic Latin texts of selected authors of Latin prose and poetry, while using appropriate resources.**

* Listening *

Students can recognize and appreciate the linguistic and artistic qualities of oral Latin prose and poetry when read aloud. Evidence includes

- **recognizing some effects of metrical structure and diction; and**
- **distinguishing between classical and ecclesiastical pronunciation.**

* Speaking *

Students can read aloud Latin prose and poetry with attention to features such as the correct metrical structure. Evidence includes

- **reading with appropriate attention to metrical structure, phrase grouping, voice inflection, and expression; and**
- **responding appropriately in Latin to classroom situations and readings of prose and poetry.**

* Writing *

Students can express in English the general and specific meaning of Latin passages of prose or poetry, assisted by glosses, and can demonstrate a controlled, but increasing, ability to write Latin.

* Language Skills *

Students can demonstrate an expanding knowledge of Latin vocabulary and language structures, and an increased English vocabulary based on it. Evidence includes

- **demonstrating a knowledge of Latin and English grammar through comparison and contrast and through applied use in**

reading Latin and in reading, listening, speaking, and writing

Checkpoint B
American Sign Language Performance Indicators

* Receptive *

Students can comprehend messages and short conversations in standard dialect or dialects based on region, age, and educational differ-

- **signing comprehensibly in spite of difficulty in producing certain features in certain positions or combinations; and**

- **repeating messages as needed in order to be understood by fluent ASL signers.**

Checkpoint C
American Sign Language Performance Indicators

* Receptive *

Students can understand a wide range of registers delivered with some repetition and paraphrasing by fluent ASL signers. Comprehension may be hindered when the topics are unfamiliar or when more advanced signed communication is being used. Examples include

- **determining the essential content of face-to-face discussions or presentations, of signed feature films, and of signed programs on television and videotape;**

- **understanding communications on a wide range of familiar and unfamiliar topics associated with everyday life and society in general, contemporary, and historical themes, and issues of concern globally and in Deaf culture; and**

- **recognizing learned vocabulary and structures as well as those acquired through independent exposure to the language outside the class setting.**

* Expressive *

Students can organize presentations on everyday topics and express complex ideas with confidence. Evidence includes

- **demonstrating good control of the morphology of the language and of the most frequently used syntactic structures, although errors may still occur; and**

- **using culturally appropriate behaviors regularly.**

* Interactive *

Students can converse with confidence and engage in extended discourse with native ASL signers on a broad range of topics that extends beyond the students' interests to those of general interest to members of the Deaf culture. Examples include

- **using appropriate learned vocabulary and structures, although limited control of more complex structures may interfere with communication;**

- **employing simple and complex sentences and all conversational tenses that enable them to communicate in all time frames; and**

- **using culturally appropriate behaviors of the Deaf community.**

This Framework focuses on Iroquoian languages, including Mohawk, Oneida, Onondaga, Cayuga, and Seneca; however, the performance indicators apply to the teaching and learning of other Native American Languages. The primary goal of Iroquoian and other Native American language programs is to promote these languages and insure that they do not become extinct. Most of the people who speak Ögwehöwe:ka:? languages are over 40 years old, and it is rare to hear native people speak their own language.

The primary purpose of instruction in Ögwehöwe:ka:? languages, then, is to teach children how to speak their own language. In all Iroquoian languages, the base word undergoes many changes with different prefixes and suffixes to show who is being talked about. The base vocabulary includes verbs, nouns, and particles.

Linguists have worked with all communities in establishing writing systems for the Iroquoian languages, but communication in Iroquoian

* Speaking *

Students can initiate and sustain conversations with some hesitation in short and familiar communicative situations. Conversational abilities include

- **using common verbal structures accurately, although errors occur in more complex patterns;**
- **articulating comprehensibly to native speakers in spite of difficulty in producing certain sounds;**
- **repeating phrases in order to make the meaning understood; and**
- **producing an extended communication through a series of short connected utterances.**

* Reading *

* Speaking *

Students can handle most communicative situations with confidence but may need help with complicated, unfamiliar topics. Examples include

- **using elementary constructions accurately and demonstrating some limited control of complex structures; and**
- **producing extended communications consisting of simple and**

CHAPTER IV:
STANDARD 2: CULTURAL UNDERSTANDING

Students will develop cross-cultural skills and understandings.

In the context of language acquisition, culture is understood to mean the history, customs, beliefs, social rituals, and behaviors that are shared by members of a particular group. Using a language other than English requires learners to adapt their communicative strategies to the cultural contexts of that language, and, in addition, it provides a vehicle for them to share information, experiences, and perspectives across cultures. In language study, special importance is given to those aspects of culture that are most closely related to the comprehension and production of language.

Successful cross-cultural communication depends on people's ability to adapt to the cultural contexts within which they communicate. Knowledge of cultural differences and similarities is an essential element of second language learning. This knowledge must include not only comparison with and appreciation of the learners' own society, but awareness of cultural variability within and across countries. Because cultural familiarity is essential to effective communication, cultural knowledge already has been specified as one component of the competencies in the performance indicators of Standard 1.

One of the main benefits of studying a language other than English is that it leads to knowledge of a particular culture and sensitivity to the meaning of cultural differences more generally. This cultural understanding acquired through language learning adds a special dimension to learners' intellectual growth. By studying Modern Languages, American Sign Language, and Native American Languages, learners not only communicate more appropriately with target language speakers and signers, but also become more effective communicators in a wider range of cultural settings. In Latin, students learn to understand Greco Roman history and culture and to view the present and the future with a keen understanding of the past. In short, the study of languages other than English enhances students' ability to identify cultural themes in other societies and to understand other cultures.

Accordingly, Standard 2 refers to the student's familiarity with the cultural features in the target language society or societies. It prescribes the attainment of various levels of cross-cultural competency in the specific language and culture being studied and in other cultures more generally.

Checkpoint C
Modern Language Performance Indicators

The students should be able to produce on their own culturally appropriate behaviors reflecting a wide variety of different cultural contexts within the target language society. Evidence will include

- **modeling how spoken language, body language, and social interaction influence effective communication;**
- **communicating in the target language using silences, pauses, and turn-taking appropriately;**
- **knowing and using the registers that reflect gender differences and expectations; and**
- **writing in the target language to articulate similarities and differences in cultural behaviors.**

The study of Latin opens lines of communication that transcend time and space. The ideas, words, political institutions, myths, art, architecture, literature, and customs of daily life of the ancient Roman world, formed in a multiethnic, multicultural past, have become a part of our present. The materials that students use in learning Latin provide the cultural contexts for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Checkpoint A
Latin Performance Indicators

Students can demonstrate knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history, and architecture, and can recognize manifestations of them in the modern world. The main source of this knowledge is their reading of a selection of culturally authentic passages, some of which are based directly on Latin authors.

Checkpoint B
Latin Performance Indicators

Students can demonstrate an increased knowledge of selected facts of Greco-Roman myths and legends, architecture and art, and of their influence on subsequent civilizations. The main source of their knowledge is their reading of culturally authentic passages of Latin adapted

aspects of Roman daily life, history and public life, and of their influence on the modern world. Students begin to develop a knowledge of some facts of Latin literature, some authors, and some techniques of style and can apply some of this knowledge to the world literary tradition.

Checkpoint C
Latin Performance Indicators

Students can demonstrate a knowledge of selected facts of Greco-Roman daily life, myths and legends, history and public life, architecture and art, and of their influence on subsequent civilizations. The main source of their knowledge is an extensive and/or intensive study of authentic, unadapted reading from Latin prose and poetry and their use of aids and resources resulting from such reading. They can demonstrate an understanding of some literary genres, some authors, and some techniques of style and can make comparisons with those of world literary traditions.

Area of Study: American Sign Language

Checkpoint A
American Sign Language Performance Indicators

Students are aware of and able to use key cultural traits that exist in settings where American Sign Language is used. This awareness does not consist of memorized, isolated facts characterizing Deaf culture, but of cultural patterns learned through the use of American Sign Language as a vehicle of communication.

Checkpoint B
American Sign Language Performance Indicators

Students demonstrate broader and more comprehensive knowledge of the traits of Deaf culture as their proficiency in signing increases. Evidence of this understanding includes

- **perceiving broad patterns of these traits and drawing comparisons both with their own society and other societies; and**
- **recognizing important linguistic and cultural variations among different groups within the culture and among the various states in the United States and Canada where American Sign Language is used.**

Checkpoint C
American Sign Language Performance Indicators

Students should be able to produce, on their own, behaviors that are consistent with the Deaf culture and reflect a wide variety of different

CHAPTER V: ESSENTIAL DIMENSIONS OF SECOND LANGUAGE LEARNING

The standards for communication skills and cultural understanding presented in this Framework deal with the acquisition of a second lan-

more fully and to gain experience interacting with people of other cultures. These challenges can only be met through the use of appropriate technology.

The descriptions below indicate the range of achievement that may be expected at each of the three checkpoints.

Checkpoint A

Students can recognize that information is produced outside the United States and that ideas are expressed in languages other than English. They can work independently and cooperatively to analyze a communication need and then perform communicative tasks that respond to that need. They can recognize that their understanding of the issues and their responses to them may differ from others, and that there may be more than one acceptable and viable solution to a problem. They understand that there is more than one way in which concepts can be expressed in any language.

Checkpoint B

Students can identify, organize, and discuss topics, themes, and events encountered in print, in media, and in face-to-face interactions with native language users. When given specific problems in a real or simulated cultural setting, students can identify the issues, search the relevant databases, select and organize the relevant information, designate the roles of the participants, and design and perform interactive communicative tasks that will lead to culturally valid solutions. The final performance of such tasks is in the target language, but the actual organization and negotiation of the planning may be carried out in the students' native language. They can independently and collectively identify missing knowledge, and they can distinguish the

Students can identify and employ the language learning strategies that are most effective for them as individuals. Children begin to acquire knowledge at birth from interactions with the people, objects, information, and events in their environment. Most knowledge accumulated during a lifetime is acquired outside of the classroom and independent of teachers and schools. One significant goal of schooling must be to prepare learners for that independent pursuit of knowledge. Teachers and schools need to apply forethought and planning if learners are to receive systematic training in understanding the ways in which they actually learn. Students need to be empowered in their search for knowledge so that they are confident of their ability to acquire it.

All learners can acquire proficiency in a second language, provided that the goals and the modes of instruction are appropriately designed and delivered. Instruction should help learners discover their unique language learning strategies, while developing their ability to assess their own language learning.

Proficiency in a second language comes as a direct result of learners developing an awareness of what language is and how it works and synchronizing that awareness with their personal learning strategies. It is the responsibility of second language teachers to enable learners to make those connections and, in so doing, to enhance the possibility of success in school and in acquiring other languages in the future.

The evidence suggested at the various checkpoints demonstrates the ways in which language learning strategies are integrated with the

Checkpoint B

Students employ previously successful strategies for future learning, remembering and practicing the language. They become aware that their assumptions of language and content can be erroneous; they recognize the possibility of other meanings and interpretations. They recognize and respond to such influences as the role and status of the participants and the cultural contexts in which the communication is taking place.

CHAPTER VI: ASSESSMENT PRACTICES

The standards in this Framework provide the direction along which

- **Models and opportunities to practice are provided for the students.**

- **Students are involved in self-assessment of their performance in the language, in part as an aid to helping them manage their own learning.**

- **Assessments are made of students' progress over time, particularly since mastering a language is a gradual process and requires time.**

- **Assessment activities are realistic and they integrate language and culture.**

These criteria make it evident that objective tests consisting in large measure of multiple-choice questions fall short of an acceptable practice. Both formal testing and assessment imbedded in instruction need to use more open-ended procedures. This approach implies that the teacher needs to be sure that the students' answers really mean what the teacher thinks they mean. The teacher must determine whether a correct answer hides thoughtless recall or whether apparently wrong answers hide thoughtful understanding. There must be personal interaction in the assessment process, so that teachers can respond with further questions or probes that will yield more explanation or substantiation. At the same time, the teacher can involve the students in their own self-assessment. Thus, teachers should design and conduct assessments that will not just audit performance, but improve it by helping students know their strengths and weaknesses.

Authenticity

In proficiency based assessment, the issue of authenticity is fundamental. The following criteria may be used to evaluate the authenticity of intellectual performance in general, and can be applied successfully to assessment in languages other than English. Authentic tests contain

- **engaging and worthy problems or questions of importance in which students must use knowledge to fashion their performance effectively and creatively (Tasks are either replicas of or analogous to the kinds of problems faced by individuals, adult citizens, and consumers, or professionals in the field.);**

- **faithful representation of the contexsd.); -**

- **concurrent feedback and the possibility of self-adjustment during the test so that the students may be consistently sensitive to the audience, the situation, and the context of the communication being tested;**

- **trained teacher judgment of performance in reference to clear and appropriate criteria;**

- **emphasis on the consistency of students' patterns of response in diverse settings under differing constraints (A real test replicates, within reasonable and reachable limits, the authentic intellectual challenges facing people in the field and the extent to which they demonstrate consistency in meeting those challenges.).**

The clear implication of these principles of performance orientation and authenticity is that the communicative dimension of Standard 1 and the cultural dimension of Standard 2 must always be integrated in all assessment tasks required of students. Cultural knowledge and understanding cannot be assessed independently of the application of language.

The language testing program in New York State, including the Regents testing program in languages other than English and local adaptations of statewide testing initiatives, has been carefully designed and serves its purpose in the State's schools. This Framework is built on the assumption that parts of the language statewide testing program will and should be maintained. Clearly, however, there needs to be coordination between the statewide testing program and local testing and assessment initiatives as well as integration with newer models of assessment.

State Assessment System

The current New York State testing program in second languages includes the Second Language Proficiency Examinations and the Regents Comprehensive Examinations. These examinations are built on a philosophy that is generally consistent with the standards in this Framework. The authentic performance parts of current examinations can serve as models for use in curriculum development, instruction, and local assessment.

One such part of the Regents Comprehensive Examinations is a speaking test that consists of communication tasks to be performed by students with their teacher. Each task is a simulated conversation in which the student always plays the role of himself or herself in a real-life situation involving a native speaker played by the teacher. Each task specifies the communication problem which needs to be resolved. It may involve one or more of the communication functions identified in this Framework: socializing, providing and obtaining information, expressing personal feelings and opinions, and getting others to adopt a course of action. Each task is designed so that it can be completed in

[Teacher initiates] Teacher says: I am a student. You are an exchange student in my school. We have just heard that a school trip has been canceled. We are going to share our reactions to that decision. I will start the conversation.

Another part of the Regents Comprehensive Examination consists of writing tasks which include a note and a choice between a letter and a story based on a visual stimulus. Sample writing tasks follow:

Notes:

"You are looking for a friend. . . . He is not at home. Write him a note in (target language) so that you can meet him later."

"You have been invited to spend the weekend at your friend's house. In (target language), write your friend a note saying that you cannot go and explain why."

Letter:

You would like to take a trip to (country), but you do not have much money. In (language), write a letter to the Tourist Bureau to get information about traveling with very limited funds.

Visual stimulus:

In (language), write a story about the situation shown in the picture below. It must be a story relating to the picture, not a description of the picture. Do *not* write a dialogue.

Instructions are provided for rating the students' writing samples in terms of appropriateness and comprehensibility. The rating scale allows for flexibility while penalizing students primarily for errors that interfere with comprehensibility.

Students will choose one of the photographs and write about that

_____

_____

_____

_____

Knowledge Guiding Practice

- **Role playing that requires the dynamic negotiation of meaning places students in situations where they have to integrate creatively the knowledge and coping devices at their disposal to achieve their purpose. In order to achieve any primary purpose such as persuading, students need to incorporate other functions such as socializing, providing information, and expressing personal feelings and opinions.**

- **Cultural understanding can be derived from a great variety of activities that may match certain students' interests while providing new experiences for others.**

-

- **new knowledge of the Latin language in the context of an authentic artifact (vocabulary, forms, grammar, derivation, word building), and an increased knowledge of how languages work, in accordance with performance indicators at Checkpoint B for Standard 1.**

Assessment Challenges

While the language teaching profession has made tremendous strides recently in identifying standards for language programs and in standardizing assessment procedures, several unresolved issues remain prominent. They are the subject of current al h(,)bje

Conclusion

CHAPTER VII:
SUMMARY AND PROSPECTUS

Summary of Proposed Changes

In the past decade the State of New York has introduced successfully a series of major revisions in its foreign language instructional system, including major changes in the syllabi, in instructional approach, and in the assessment process. This Framework, building upon those successes, reaffirms these changes. In the preceding chapters, the following changes are recommended for immediate implementation:

- **Orient language instruction to present and future use by all students through attention to teaching strategies that learners will ultimately employ as they acquire languages and to the language content they will need as adults in their personal lives and in the workplace.**

- **Raise the level of skill required to be attained by a larger percent-**

The following notions represent an agenda for longer-term change in the teaching of languages other than English in New York State.

Creating a Society with High Levels of Language Fluency and Use

The real determinant of language learning is the importance placed on language learning and on the practical, real-life use New Yorkers make of languages other than English: the extent of the demand for and use of languages other than English in the larger society. If the demand is limited, growth of the instructional program will be constrained. If there is a major expansion in our society's demand for the use of languages other than English, the motivation for students to attain high levels of language skill and the capacity of the instructional system to provide it will expand immensely. In business, government, and the professions today, there are signs of such growth in demand.

Developing a Continuous, Interconnected, Elongated System of Instruction

Attention must be focused beyond K-12 language instruction in two important ways. First, school language instruction must be put in the context of lifelong language learning and use. To develop and retain a high level of communicative competence, as specified in Standard 1, calls for an extended period of study. In this country, unlike many others in the world, the extra time on language study tends to occur at the college level. In the long term, more of the responsibility for developing basic competencies in languages other than English should reside in the elementary and secondary schools. In the meantime, however, it is essential that language instruction at various levels of the formal educational system be made both continuous and cumulative. This will call for major investments in syllabus design, materials production, and teacher training and consultation at all levels, K-16.

Second, a more effective instructional system in languages other than English requires the integration of domains of language learning outside the classroom, such as trips to the country where the language is spoken. There is considerable evidence that it is difficult to attain a high level of competence without such exposure. It may not be possible for all students to have this experience, but international travel will become increasingly common. Opportunities for such study need to be expanded, planned, and articulated into regular language instruction.

Study abroad is, of course, only one example of language learning outside the classroom. Such learning also includes work assigned by teachers, plus a wide array of other experiences in second language communication. If the surrounding language environment is enriched, there will be even greater opportunity to integrate nonclassroom language learning more fully with structured instruction in the classroom. The bridging of school and nonschool-based language learning is a special challenge for minority language students, but it will increasingly apply to English-speaking students attempting to master another language. Now is the time to draw the strengths of extra-school language learning more deliberately into the design of school-based instruction.

In addition, planning for future language instruction should include other programs that serve lifelong learning needs. Some of the

suggestions in this Framework already point toward this goal. For instance, teaching students to discover their own most productive language learning strategies can prepare them to use nonschool-based language learning programs well when they need them. Indeed, one future goal of language policy in New York State should be to draw in the organizations and facilities that provide opportunities for lifelong language learning, such as continuing education programs, proprietary language schools, so-called Saturday schools, training programs for business and government employees, and self-instructional and distance learning courses on computer and television. Such educational programs serve adults who find that they must either begin the study of a new language or recapture or upgrade skills in a previously learned language.

Such language learning facilities lie largely outside the school system, but will and should become a major and expanding part of the State's educational system for languages other than English. They currently receive almost no direct attention in statewide language planning, nor are they articulated with instruction in the classrooms of the formal educational system. The almost total discontinuity between the school-based foreign language system and the adult-oriented, informal sector is another hindrance to the cumulativeness of second language learning. The goal should be to create a seamless web of language instructional programs so that individual learners can receive articulated, high quality language instruction as they move from school to college and beyond.

Shift to Student Responsibility for Language Learning

The variety of purposes for competency in a language other than English and the variety of programs, domains, and styles of language instruction often leave the individual student to put the pieces together. Similarly, in the classroom, it should be the student's responsibility to develop a useful competence in the language being studied. The corollary is that teaching and learning strategies should be tailored, as far as possible, to the learning progression of individual students. This shift to individual responsibility is implied by the Framework's emphasis on teaching students to manage their own language learning process. It is also implied in the new individual-learner-oriented assessment system that provides feedback to the learner as well as the teacher. It is implied, as well, in the notion of a language learning portfolio with evidence of cumulative language skill acquisition acquired in a variety of learning environments and with formal certification of that competence at various levels.

The change to an individual-learner-centered language instruction system requires a change in perspective and in the teaching/learning strategies of both teacher and learner. It requires a major upgrading and shift in focus in the classroom use of electronic technology. Electronic teaching materials must shift from being substitutes for teacher-taught courses to being segmented modules that can be called upon as needed to enhance teachers' effectiveness and the cumulativeness of learning. Most currently available models of full-length television or computer courses do not fully serve this need. The goal should be highly differentiated instructional and drill materials that can be called upon at the teacher's and the student's discretion to reinforce particular parts of the learning process. These materials should be accompanied by "expert systems," detailed guidance to users on how to employ them most effectively to solve particular learning problems, and by short-term, diagnostic assessment strategies that quickly

Appendix A: Bibliography and Organizations

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Appendix A: Regents Goals for Elementary, Middle, and Secondary School Students

In 1984 the Board of Regents established the Regents Goals for Elementary and Secondary School Students as part of the Regents Action Plan to Improve Elementary and Secondary Education Results. Then in 1991, in connection with the implementation of *A New Compact for Learning*, the Board of Regents revised the Regents Goals for Elementary, Middle, and Secondary School Students. The goals define the broad aims for education but do not provide the basis for assessment.

The Regents Goals are the same for all students. They represent expectations for students, with the understanding that all students are not the same. Each student has different talents, developmental and learning differences, abilities, and interests. Schools must recognize and attend to these differences in order to provide an educational experience that enables all students to succeed.

Goal 1: Each student will master communication and computation skills as a foundation to:

- **1.1 Think logically and creatively**
- **1.2 Apply reasoning skills to issues and problems**
- **1.3 Comprehend written, spoken, and visual presentations in various media**
- **1.4 Speak, listen to, read, and write clearly and effectively in English**
- **1.5 Perform basic mathematical calculations**
- **1.6 Speak, listen to, read, and write at least one language other than English**
- **1.7 Use current and developing technologies for academic and occupational pursuits**
- **1.8 Determine what information is needed for particular purposes and be able to use libraries and other resources to acquire, organize, and use that information for those purposes**

Goal 2: Each student will be able to apply methods of inquiry and knowledge learned through the following disciplines and use the methods and knowledge in interdisciplinary applications:

- **2.1 English language arts**
- **2.2 Science, mathematics, and technology**
- **2.3 History and social science**
- **2.4 Arts and humanities**
- **2.5 Language and literature in at least one language other than**

3.2 Aesthetic judgments and the ability to apply them to works of art
3.3 Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups
3.4 Ability to produce or perform works in at least one major art form
3.5 Materials, media, and history of major art forms
3.6 Understanding of the diversity of cultural heritages

Goal 4: Each student will acquire and be able to apply knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

4.1 Political, economic, and social processes and policies in the United States at national, State, and local levels
4.2 Political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems
4.3 Roles and responsibilities the student will assume as an adult, including those of parent, home manager, family member, worker, learner, consumer, and citizen
4.4 Understanding of the institution of the "family," respect for its function, diversity, and variety of form, and the need to balance work and family in a bias-free democratic society

Goal 5: Each student will respect and practice basic civic values and acquire and use the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights
5.2 Respect for self, others, and property as integral to a self-governing, democratic society
5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes

Goal 6: Each student will develop the ability to understand, appreciate, and cooperate with people of different race, sex, ability, cultural heritage, national origin, religion, and political, economic, and social background, and to understand and appreciate their values, beliefs, and attitudes.

Goal 7: Each student will acquire the knowledge of the ecological consequences of choices in the use of the environment and natural resources.

Goal 8: Each student will be prepared to enter upon post-secondary education and/or career-level employment at graduation from high school. Included are:

8.1 The interpersonal, organizational, and personal skills needed to work as a group member
8.2 The ability to use the skills of decision making, problem solv-

8.4 The ability to acquire and use the knowledge and skills to manage and lead satisfying personal lives and contribute to the common good

Goal 9: Each student will develop knowledge, skills, and attitudes which will enhance personal life management, promote positive parenting skills, and will enable functioning effectively in a democratic society. Included are:

9.1 Self-esteem
9.2 Ability to maintain physical, mental, and emotional health
9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs and of other practices dangerous to health
9.4 Basic skills for living, decision making, problem solving, and managing personal resources to attain goals
9.5

Appendix C:
Essential Skills and Dispositions

A person who is prepared to live well, to work productively, and to participate effectively in civic and political life in a democracy exhibits the following skills and dispositions. An effective curriculum develops these essential skills and dispositions in every student across all subject areas.

A. MANAGING RESOURCES

Resources include time, fiscal and material means, and human qualities and endeavors which are needed to carry out activity.

ject areas.

D. DEVELOPING INTERPERSONAL AND CITIZENSHIP COMPETENCIES

Interpersonal competencies lead to good teamwork *and cooperation in large and small groups in family, social, and work situations. Citizenship competencies make for effective participation in our democratic society.*

1. **Can analyze new group situations.**
2. **Participates as a member of a team. Works cooperatively with others and contributes to the group with ideas, suggestions, and effort.**
3. **Teaches others. Helps others learn.**
4. **Exercises leadership. Communicates thoughts, feelings, and ideas to justify a position; encourages, persuades, convinces, or otherwise motivates an individual or group.**
5. **Negotiates and works toward agreements that may involve exchanging resources or resolving divergent interests.**
6. **Understands, uses, and appreciates multiple perspectives. Works well with males and females and with people from a variety of ethnic, social, or educational backgrounds.**
7. **Joins as an informed participant in community, civic, and political life.**

E. WORKING WITH SYSTEMS AND TECHNOLOGY

Systems skills include the understanding and ability to work with and within natural and constructed systems. Technology is the process and product of human skill and ingenuity in designing and making things out of available resources to satisfy personal and societal needs and wants.

1. **Understands systems. Knows how social, organizational, biological, and technological systems work and operates effectively within them.**
2. **Monitors and corrects performance. Distinguishes trends, predicts impact of actions (inputs) on system operations, uses output to diagnose deviations in the functions (processes) of a system, and takes the necessary action (feedback) to correct performance.**
3. **Designs and improves systems. Makes suggestions to improve existing systems and develops new or alternative ones.**
4. **Selects technology. Judges which set of procedures, tools, apparatus, or machines, including computers and their programs, will produce the desired results.**
5. **Applies technology to tasks. Understands the overall intent and the proper procedures for using tools, setting up and using appa-**

5. Responsibly challenges conventions and existing procedures or policy.
6. Uses self-evaluation to adjust and adapt.
7. Experiments creatively.

G. THINKING, SOLVING PROBLEMS, CREATING

The thinking and problem-solving category includes observing, experimenting, and drawing upon elements listed under the other essential skills categories. Creativity can be expressed through different types of intelligences such as logical/sequential, visual/spatial, musical, kinesthetic, and interpersonal.

THINKING

1. Makes connections; understands complex relationships and interrelationships.
2. Views concepts and situations from multiple perspectives in order to take account of all relevant evidence.
3. Synthesizes, generates, evaluates, and applies knowledge to diverse, new, and unfamiliar situations.
4. Applies reasoned action to practical life situations.
5. Imagines roles not yet experienced.

SOLVING PROBLEMS

6. Designs problem-solving strategies and seeks solutions.
7. Asks questions and frames problems productively, using methods such as defining, describing, gathering evidence, comparing and contrasting, drawing inferences, hypothesizing, and posing alternatives.
8. Re-evaluates existing conventions, customs, and procedures in solving problems.
9. Imagines, plans, implements, builds, performs, and creates, using intellectual, artistic, dexterous, and motor skills to envision and enact.
10. Chooses ideas, procedures, materials, tools, technologies, and strategies appropriate to the task at hand.
11. Adjusts, adapts, and improvises in response to the cues and restraints imposed by oneself, others, and the environment.
12. Makes decisions and evaluates their consequences.

CREATING

13. Translates cognitive images and visions into varied and appropriate communication of ideas and information, using the methods of one or more disciplines—Imaging.
14. Originates, innovates, invents, and recombines ideas, productions, performances, and/or objects—Creating.
15. Responds aesthetically—Appreciating.

Appendix D:
Students with Disabilities

The Board of Regents, through the Part l00 Regulations of the Commissioner, the Regents Action Plan, and *A New Compact for Learning,* **has made a strong commitment to integrating the education of students with disabilities into the total school program. According to Section l00.2(s) of the Regulations of the Commissioner of Education, "Each student with a handicapping condition as such term is defined in Section 200.l(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with disabilities have equal opportunities to access diploma credits, courses, and requirements.**

The majority of students with disabilities pursue the local diploma. A

consist of individualized or group instruction which provides such students with instructional support in the regular education classroom to help them benefit from their regular education program. Indirect consultant teacher services provide support to the regular education teacher in the modification and development of instruction and evaluation that effectively deals with the specialized needs of students with disabilities.

Strategies for Modifying Instructional Techniques and Materials

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and possible occupational use, developing creative new teaching methods for upper and elementary levels, dealing with the needs of students whose home language is not English, adapting instruction to individual learning styles and skill progression, integrating learning outside the classroom into instruction, and becoming acquainted with, and indeed contributing to, the creation of new high technology tools that help teachers and students move to higher levels of proficiency.

The changes proposed in this Framework require a reorientation in the way teachers are trained. Such preparation involves more than introducing an inventory of activities that can be used in class. It requires careful attention to the entire scope of teaching, including the formation of learning goals, the details of lesson planning, the selection and development of materials, and the practice of new assessment.

These competencies are best attained through training that begins early in the undergraduate experience with systematically designed and supervised field experiences carried out through partnership efforts between institutions. These partnerships can and should be established and maintained throughout the State. Second language programs at all levels need to reflect a proficiency-based approach to provide an appropriate orientation for prospective teachers especially at the postsecondary level, where most teachers have the opportunity to achieve the recommended proficiency.

Finally, it is essential that veteran teachers encourage promising young people to enter the profession and instill in them the passion for teaching. This passion is the basis upon which all other competencies will be built.