



INDIANA
DEPARTMENT *of*
EDUCATION

2026 Indiana Academic Standards
WORLD LANGUAGES
EAST ASIAN

Indiana Department of Education

100 N. Senate Ave.
Indianapolis, IN 46204



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for World Language: East Asian are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3, the Indiana Department of Education (IDOE) facilitated the review of the Indiana Academic Standards, integrating educator committee feedback, a public comment period and contributions from representatives of the Indiana Foreign Language Teachers Association (IFLTA) and the American Council of the Teaching of Foreign Language (ACTFL), culminating in formal adoption by the Indiana State Board of Education.

What are the Indiana Academic Standards, and how should they be used?

The Indiana Academic Standards for World Languages are designed to inform instruction of essential skills and concepts for high school students enrolled in a world language course or middle schools offering a level 1 high school world language course for credit. They should form the basis for strong core instruction for all students enrolled in the designated course of study. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for postsecondary success, but they are not all-inclusive.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Alignment with National Standards

The Indiana Academic Standards for World Languages: East Asian are based on standards defined by the ACTFL. The standards are organized by the five C's of world language education: Communication, Cultures, Connections, Comparisons, and Communities.

Proficiency Guidelines and Instructional Hours

The U.S. Department of State and ACTFL categorize languages based on the length of time the average learner needs to acquire each language, as well as the linguistic and cultural characteristics of the language as compared to English.

Category 1	Category 2	Category 3	Category 4
French	German	Greek	ASL
Italian		Hebrew	Chinese (Mandarin)
Latin		Russian	Japanese
Spanish			Korean

The anticipated level of student language proficiency depends on the category of the language and the hours of instruction in that language. Tables 1 and 2 reflect hours of instruction since the number of instructional hours per level varies widely across Indiana schools. Educators may reference the tables to determine which Communications standards and indicators are appropriate for a given mode of communication (e.g., interpretive listening, interpretive reading) and proficiency level in a language course. The ACTFL proficiency levels are featured here:

Figure 1: Language Proficiency Levels

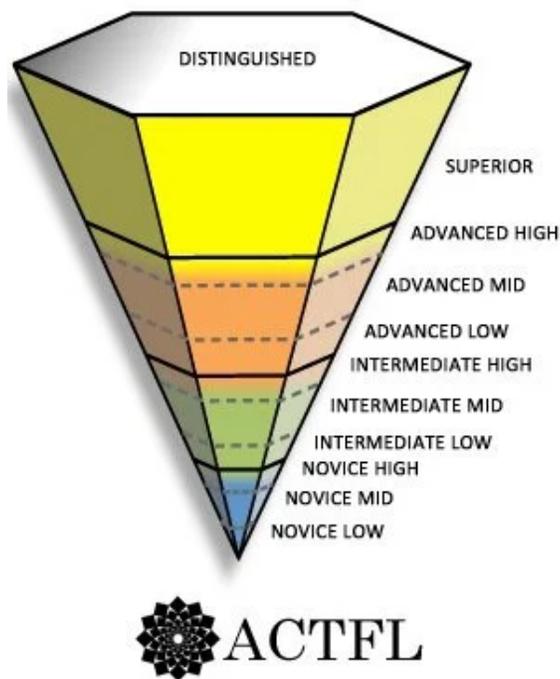


Table 1: Category 1 and 2 Languages: Instructional Hours (Communication Standards)

Mode	Instructional Hours					
	135-150	270-300	405-450	540-600	675-750	825-900
Interpretive Listening	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
						Advanced Low
Interpretive Reading	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
					Intermediate High	
Presentational Speaking	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
	Novice Mid	Novice High	Intermediate Low	Intermediate Mid		
Presentational Writing	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
					Intermediate High	
Interpersonal Speaking	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
						Advanced Low

Adapted from Language Testing International and the U.S. Department of State

Table 2: Category 3 and 4 Languages: Instructional Hours (Communication Standards)

Mode	Instructional Hours					
	135-150	270-300	405-450	540-600	675-750	825-900
Interpretive Listening	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid
		Novice High			Intermediate Mid	
Interpretive Reading	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Presentational Speaking	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Presentational Writing	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Interpersonal Speaking	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid
		Novice High			Intermediate Mid	

Adapted from Language Testing International and the U.S. Department of State

Standard Coding

The table illustrates how the standards are coded within this document. Indiana uses ACTFL's alphanumeric system for coding individual standards. Coding provides a consistent means of communication among educators.

Example: Communication Standard - 1C.1I.NL.a

1C	The first ("1") Overarching Standard is Communication ("C").
1I	The first ("1") Specialized Standard with the Communication standard is Interpersonal ("I") Communication.
NL	The Proficiency Benchmark is Novice ("N") and the Performance Indicator is Low ("L").
a	A lowercase letter signals the specific Standard Indicator .

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's secondary educators, higher education faculty, and other representatives who contributed to the development of these standards. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students enrolled in high school world languages for postsecondary enrollment, enlistment, and employment.

Communication (1C)

Students communicate effectively in the target language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpersonal Communication (1I)

Students interact and negotiate meaning in spoken, gestured, or written (including symbols) conversations, as appropriate to the target language, to share information, reactions, feelings, and opinions.

	Novice	Intermediate	Advanced
Proficiency Benchmark	When prompted, I can communicate in spoken or written dialogue on both familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.	When prompted, I can communicate in spoken or written dialogue on familiar and everyday topics, using practiced or memorized phrases, sentences, and gestures.	I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or gestured.
Low	1C.1I.NL.a: I can provide information by answering a few simple questions on familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	1C.1I.IL.a: I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	1C.1I.AL.a: I can exchange information and ideas in discussions (e.g., in-person, virtual) on a variety of familiar and concrete academic and social topics, using a few simple paragraphs or discourse across major time frames and moods.
	1C.1I.NL.b: I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	1C.1I.IL.b: I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	1C.1I.AL.b: I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.
	1C.1I.NL.c: I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	1C.1I.IL.c: I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	1C.1I.AL.c: I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.
Mid	1C.1I.NM.a: I can request and provide information by asking	1C.1I.IM.a: I can exchange information in conversations on	1C.1I.AM.a: I can maintain discussions on a wide variety

	and answering a few simple questions on familiar and everyday topics, using a combination of practiced or memorized words, phrases, and simple sentences.	familiar topics and some researched topics, creating sentences and series of sentences, and asking a variety of follow-up questions.	of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social, or professional topics, by using probing questions and providing detailed responses across time frames.
	1C.11.NM.b: I can express basic needs related to familiar and everyday activities, using a combination of practiced or memorized words, phrases, and questions.	1C.11.IM.b: I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	1C.11.AM.b: I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.
	1C.11.NM.c: I can express my own preferences or feelings and react to those of others, using a combination of practiced or memorized words, phrases, and questions.	1C.11.IM.c: I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	1C.11.AM.c: I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions, and expressing advice and emotions in detail across major time frames, and by asking probing questions.
High	1C.11.NH.a: I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	1C.11.IH.a: I can exchange information in conversations and some discussions on a variety of familiar and concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	1C.11.AH.a: I can discuss and sometimes debate a variety of complex, concrete, and some abstract academic, social, and professional topics and often deal with related issues hypothetically, using precise questions and explanations.
	1C.11.NH.b: I can express basic needs related to familiar and everyday activities, using a combination of practiced or memorized words, phrases, and questions.	1C.11.IH.b: I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	1C.11.AH.b: I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

	<p>1C.11.NH.c: I can express my own preferences or feelings and react to those of others, using a combination of practiced or memorized words, phrases, and questions.</p>	<p>1C.11.IH.c: I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs, and ask a variety of questions, often across various time frames</p>	<p>1C.11.AH.c: I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and ask precise questions.</p>
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Standard 2: Interpretive Communication (2I)

Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	Novice	Intermediate	Advanced
Proficiency Benchmark	<p>I can identify the general topic and some basic information in both familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or gestured.</p>	<p>I can understand the main idea and some pieces of authentic information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or gestured.</p>	<p>I can understand the message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organizational, and authentic texts that are spoken, written, or gestured.</p>
Low	<p>1C.2I.NL.a: I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</p>	<p>1C.2I.IL.a: I can identify the topic and related information from simple sentences in short informational texts.</p>	<p>1C.2I.AL.a: I can identify the underlying message and supporting details across major time frames in descriptive informational texts.</p>
	<p>1C.2I.NL.b: I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.</p>	<p>1C.2I.IL.b: I can identify the topic and related information from simple sentences in short fictional texts.</p>	<p>1C.2I.AL.b: I can follow the main story and some supporting details across major time frames in fictional texts.</p>
	<p>1C.2I.NL.c: I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</p>	<p>1C.2I.IL.c: I can identify the main idea in short conversations.</p>	<p>1C.2I.AL.c: I can understand the main message and supporting details across time frames in conversations and discussions.</p>

Mid	1C.2I.NM.a: I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.	1C.2I.IM.a: I can understand the main idea and key information in short, straightforward informational texts.	1C.2I.AM.a: I can understand the underlying message and most supporting details across major time frames in descriptive informational texts.
	1C.2I.NM.b: I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.	1C.2I.IM.b: I can understand the main idea and key information in short, straightforward fictional texts.	1C.2I.AM.b: I can follow the main story and most supporting details across major time frames in fictional texts.
	1C.2I.NM.c: I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.	1C.2I.IM.c: I can identify the main idea and key information in short, straightforward conversations.	1C.2I.AM.c: I can understand the main message and most supporting details across major time frames in conversations and discussions.
High	1C.2I.NH.a: I can identify the topic and some isolated facts from simple sentences in informational texts.	1C.2I.IH.a: I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.	1C.2I.AH.a: I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.
	1C.2I.NH.b: I can identify the topic and some isolated elements from simple sentences in short fictional texts.	1C.2I.IH.b: I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.	1C.2I.AH.b: I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.
	1C.2I.NH.c: I can understand familiar questions and statements from simple sentences in conversations.	1C.2I.IH.c: I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.	1C.2I.AH.c: I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

Standard 3: Presentational Communication (P)

Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can present information on both familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or gestured languages.	I can communicate information, make presentations, and express my thoughts about familiar topics using sentences and series of connected sentences through spoken or written language and through the use of gestures.	I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken or written language and through the use of gestures.
Low	1C.P.NL.a: I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	1C.P.IL.a: I can present personal information about my life, activities, and events, using original, simple sentences.	1C.P.AL.a: I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
	1C.P.NL.b: I can introduce myself and express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	1C.P.IL.b: I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	1C.P.AL.b: I can state a viewpoint with supporting evidence on some concrete academic, social, and professional topics of interest using paragraphs across major time frames.
	1C.P.NL.c: I can name familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	1C.P.IL.c: I can present on familiar and everyday topics, using original, simple sentences.	1C.P.AL.c: I can deliver presentations on some concrete academic, social, and professional topics of interest, using paragraphs across major time frames.
Mid	1C.P.NM.a: I can present information about myself, my interests, and my activities using a combination of practiced or memorized words, phrases, and simple sentences.	1C.P.IM.a: I can tell a story about my life, activities, events, and other social experiences, using sentences and series of connected sentences.	1C.P.AM.a: I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.
	1C.P.NM.b: I can express my likes and dislikes on familiar and everyday topics of interest,	1C.P.IM.b: I can state my viewpoint about familiar topics and give some reasons to	1C.P.AM.b: I can present an argument with supporting evidence based on a variety of

	using a combination of practiced or memorized words, phrases, and simple sentences.	support it, using sentences and series of connected sentences	concrete academic, social, and professional topics of interest, using organized paragraphs across major time frames.
	1C.P.NM.c: I can present information about familiar and everyday topics using a combination of practiced or memorized words, phrases, and simple sentences.	1C.P.IM.c: I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	1C.P.AM.c: I can deliver detailed presentations and elaborate on a variety of concrete academic, social, and professional topics of interest, using organized paragraphs across major time frames.
High	1C.P.NH.a: I can present personal information about my life and activities, using simple sentences most of the time.	1C.P.IH.a: I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various timeframes.	1C.P.AH.a: I can give complex, detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.
	1C.P.NH.b: I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.	1C.P.IH.b: I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.	1C.P.AH.b: I can clearly and accurately present an argument with supporting evidence on complex concrete issues and often deal with related issues hypothetically.
	1C.P.NH.c: I can present on familiar and everyday topics, using simple sentences most of the time.	1C.P.IH.c: I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.	1C.P.AH.c: I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

Cultures (2C)

Students interact effectively with cultural practices within the language.

Standard 1: Interacting with Other Cultures (IC)

Students use language to interact with others in and from other cultures.

Proficiency Benchmark	Novice	Intermediate	Advanced
		I can interact at a survival level in some familiar everyday contexts.	I can interact at a functional level in familiar contexts.
Language	2C.IC.NL.a: I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic awareness of cultural practices within the language.	2C.IC.IL.a: I can converse with peers from the target culture in familiar situations at school, work, online, or play, and identify basic similarities and differences in cultural practices within the language.	2C.IC.AL.a: I can converse comfortably and respectfully with others from the target culture in familiar and some unfamiliar situations and show an understanding of similarities and differences in cultural practices within the language.
Behavior	2C.IC.NB.a: I can recognize appropriate rehearsed behaviors and some obviously inappropriate behaviors in familiar everyday situations as appropriate for the related culture(s) of study.	2C.IC.IB.a: I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major social blunders.	2C.IC.AB.a: I can demonstrate awareness of subtle differences among customs and practices and adjust my behavior accordingly in familiar and some unfamiliar situations.

Standard 2: Relating to Cultural Practice and Products to Perspectives (Investigate) (CI)

Students use language to investigate, explain, and reflect on the relationship between the practices and products and the perspectives of the target culture of study.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can identify and investigate products and practices to help me understand perspectives in the target cultures of study and in my own.	I can make comparisons between products and practices to help me understand perspectives in the target cultures of study and in my own.	I can reflect on a variety of products and practices and how they relate to perspectives in the target cultures of study and in my own.
Standards	2C.CI.N.a: In my own and other cultures, I can identify some typical products related to familiar everyday life.	2C.CI.I.a: In my own and other cultures, I can compare products related to everyday life and personal interests or studies.	2C.CI.A.a: In my own and other cultures, I can reflect on how a variety of products of public and personal interest are related to perspectives.
	2C.CI.N.b: In my own and other cultures, I can identify some typical practices related to familiar everyday life.	2C.CI.I.b: In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.	2C.CI.A.b: In my own and other cultures, I can reflect on how a variety of practices within familiar and social situations are related to perspectives.

Connections (3C)

Students connect with other disciplines and acquire a variety of information and perspectives in order to use the language to think creatively and critically.

Standard 1: Acquiring a Variety of Information and Perspectives (IP)

Students access and evaluate information and diverse perspectives that are available through the target language and its cultures.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can access and recognize basic information and perspectives that are available through the target languages and cultures.	I can access and evaluate more complex information and perspectives that are available through the target languages and cultures.	I can access and evaluate in-depth information and perspectives that are available through the target languages and cultures.
Standards	3C.IP.N.a: I can access basic information and recognize views on topics such as hobbies, everyday activities, and life (e.g., the school day; cultural meaning of colors and numbers; meals; daily routines).	3C.IP.I.a: I can comprehend and evaluate views on topics (e.g., healthy lifestyles; cuisines; rites of life: weddings, funerals; school rules and routines).	3C.IP.A.a: I can comprehend and evaluate views on complex topics (e.g., education, agriculture, technology).

Standard 2: Making Connections (MC)

Students build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can connect content from the target language to other disciplines.	I can expand my knowledge of other disciplines while using the target language and/or to solve problems creatively.	I can reinforce and build my critical thinking skills in other disciplines through target language instruction.
Standards	3C.MC.N.a: I can reinforce my geography skills using maps of the target language and culture.	3C.MC.I.a: I can expand my skills in business by filling out applications or creating resumes in the target language.	3C.MC.A.a: I can build upon my history knowledge by studying and analyzing the history of the target culture.

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	<p>3C.MC.N.b: I can reinforce my skills in mathematics using numbers in the target language.</p>	<p>3C.MC.I.b: I can expand my skills in home economics by following recipes in the target language.</p>	<p>3C.MC.A.b: I can read written works in the target language to expand my knowledge of East Asian literature.</p>
		<p>3C.MC.I.c: I can expand my geographical knowledge of the target culture by studying transportation systems or climate.</p>	<p>3C.MC.A.c: I can expand my knowledge and problem-solving skills in environmental science by studying and analyzing recycling or other environmental topics relevant to the target culture.</p>

Comparisons (4C)

Students develop insight into the nature of language and culture in order to interact effectively in the target culture of study.

Standard 1: Cultural Comparisons (CC)

Through the target language(s), students investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can identify differences and similarities between my community and cultures of the target language of study.	I can explain and provide generic details about differences and similarities between my community and cultures of the target language of study.	I can explain, provide details about, and give specific examples of differences and similarities between my community and cultures of the target language of study.
Standards	4C.CC.N.a: I can explain the similarities and differences of popular activities in my community and the target culture of study.	4C.CC.I.a: I can explain the similarities and differences in systems in my community and the target culture of study.	4C.CC.A.a: I can explain the similarities and differences between the recycling programs available in my community and the target culture of study.

Standard 2: Language Comparisons (LC)

Students investigate, explain, and reflect on the concept of language through comparisons of the cultures studied with their own.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can identify differences and similarities between my own language and the target language.	I can explain and provide generic details about differences and similarities between my own language and the target language.	I can explain, provide details about, and give specific examples of differences and similarities between my own language and the target language.
Standards	4C.LC.N.a: I can explain the differences in writing systems (e.g., Pinyin, simplified/traditional Chinese characters; Hiragana, Katakana, Kanji) between my native language and the target language.	4C.LC.I.a: I can explain the differences in sentences between the target and native languages, specifically, how sentences are organized.	4C.LC.A.a: I can explain the differences between target and native languages in organizing paragraphs or discourses.

Communities (5C)

Students communicate and interact effectively in the target culture of study in order to participate in multilingual communities at home and around the world.

Standard 1: School and Global (SG)

Students use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Proficiency Benchmark	Novice	Intermediate	Advanced
	I can use the target language both within and beyond the classroom to interact and learn in my community and in the globalized world.	I can use the target language both within and beyond the classroom to interact and collaborate in my community and in the globalized world.	I can use the target language both within and beyond the classroom to interact, collaborate, and contribute in my community and the globalized world.
Standards	5C.SG.N.a: I can introduce myself to speakers of the target language in broader social and virtual settings.	5C.SG.I.a: I can form and sustain relationships with others in the target language in a social community.	5C.SG.A.a: I can collaborate and create projects and presentations with others in the target language for their community.
	5C.SG.N.b: I can correctly address people in the target language (e.g., students know how to address teachers in the target language).	5C.SG.I.b: I can respond appropriately if others praise me in the target language.	5C.SG.A.b: I can demonstrate actions and language that indicate I know the appropriate level of politeness and respect required for the situation.

Standard 2: Lifelong Learning (LL)

Students set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Proficiency Benchmark / Standard	Novice	Intermediate	Advanced
	5C.LL.N.a: I can set goals for the progress I intend to achieve during the term.	<p>5C.LL.I.a: I can make decisions about topics that will be studied for the course.</p> <p>5C.LL.I.b: I can self-assess at the end of a term on the progress I have made and what I have learned.</p>	5C.LL.A: I can reflect on how I participate with the language and culture outside of my language class.