



ADMINISTRATIVE RULES OF MONTANA

10.53.1407 WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE INTERMEDIATE LEVEL

- (1) At the intermediate level for the interpersonal mode of communication, a language learner expresses oneself and participates in conversations on familiar topics using sentences and series of sentences. A learner handles short social interactions in everyday situations by asking and answering a variety of questions. A learner can communicate about oneself, others, and everyday life. A learner:
 - (a) can communicate by understanding and creating personal meaning;
 - (b) can understand, ask, and answer a variety of questions;
 - (c) consistently is able to initiate, maintain, and end a conversation to satisfy basic needs or to handle a simple transaction;
 - (d) may show emerging evidence of the ability to communicate about more than the "here and now";
 - (e) is able to communicate in contexts relevant to oneself and others, and one's immediate environment;
 - (f) may show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics;
 - (g) is able to understand and produce discrete sentences, strings of sentences, and some connected sentences. A learner is able to ask questions to initiate and sustain conversations;
 - (h) understands straightforward language that contains mostly familiar structures;
 - (i) has control of language sufficient to be understood by those accustomed to dealing with language learners;
 - (j) communicates using high-frequency and personalized vocabulary within familiar themes or topics;
 - (k) uses some of the following strategies to maintain communication, but not all of the time and inconsistently:
 - (i) ask questions;
 - (ii) ask for clarification;
 - (iii) self-correct or restate when not understood; and
 - (iv) circumlocute; and

- (l) recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. A learner recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.
- (2) At the intermediate level for the interpretive mode of communication, a language learner understands main ideas and some supporting details on familiar topics from a variety of texts. A learner:
 - (a) comprehends main ideas and identifies some supporting details;
 - (b) may show emerging evidence of the ability to make inferences by identifying key details from the text;
 - (c) comprehends information related to basic personal and social needs and relevant to one's immediate environment such as oneself and everyday life, school, community, and particular interests;
 - (d) comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts;
 - (e) generally comprehends connected sentences and most paragraph-like discourse;
 - (f) comprehends information-rich texts with highly predictable order;
 - (g) has sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics. A learner has limited control of language to understand some more complex texts;
 - (h) may derive meaning by:
 - (i) comparing target language structures with those of their native language; and
 - (ii) recognizing parallels in structure between new and familiar language;
 - (i) comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions;
 - (j) uses some or all of the following strategies to comprehend texts:
 - (i) skim and scan;
 - (ii) use visual support and background knowledge;
 - (iii) predict meaning based on context, prior knowledge, or experience;
 - (iv) use context clues; and
 - (v) recognize word family roots, prefixes, and suffixes;
 - (k) for non-alphabetic languages, recognizes radicals; and
 - (l) generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.
- (3) At the intermediate level for the presentational mode of communication, a language learner communicates information and expresses one's own thoughts about familiar topics using sentences and series of sentences. A learner:

- (a) expresses one's own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time;
- (b) may show emerging evidence of the ability to tell or retell a story and provide additional description;
- (c) creates messages in contexts relevant to oneself and others, and one's immediate environment;
- (d) may show emerging evidence of the ability to create messages on general interest and work-related topics;
- (e) produces sentences, series of sentences, and some connected sentences;
- (f) understands that control of language is sufficient to be understood by audiences accustomed to language produced by language learners;
- (g) with practice, polish, or editing, may show emerging evidence of advanced-level language control;
- (h) produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied;
- (i) may use some or all of the following strategies to communicate and maintain audience interest:
 - (i) show an increasing awareness of errors and able to self-correct or edit;
 - (ii) use phrases, imagery, or content;
 - (iii) simplify;
 - (iv) use known language to compensate for missing vocabulary;
 - (v) use graphic organizer; and
 - (vi) use reference resources as appropriate; and
- (j) uses some culturally appropriate vocabulary, expressions, and gestures. A learner reflects some knowledge of cultural differences related to written and spoken communication.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

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