



ADMINISTRATIVE RULES OF MONTANA



10.53.1408 WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL

- (1) At the advanced level for the interpersonal mode of communication, a language learner expresses oneself fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. A learner can communicate in paragraph-length conversations about events with detail and organization. A learner confidently handles situations with an unexpected complication. A learner shares point of view in discussions. A learner:
 - (a) can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events;
 - (b) may show emerging evidence of the ability to participate in discussions about issues beyond the concrete;
 - (c) functions fully and effectively in contexts both personal and general;
 - (d) understands that content areas include topics of personal and general interest (community, national, and international events) and work-related topics and areas of special competence;
 - (e) may show emerging evidence of the ability to communicate in more abstract content areas;
 - (f) is able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. A learner is able to ask questions to probe beyond basic details;
 - (g) understands that language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners;
 - (h) understands that consistent control of basic high-frequency structures facilitates comprehension and production;
 - (i) comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest;
 - (j) uses a range of strategies to maintain communication:
 - (i) request clarification;
 - (ii) repeat;
 - (iii) restate;
 - (iv) rephrase; and
 - (v) circumlocute; and

- (k) understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. A learner shows conscious awareness of significant cultural differences and attempts to adjust accordingly.
- (2) At the advanced level for the interpretive mode of communication, a learner understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure. A learner:
- (a) comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts;
 - (b) makes inferences and derives meaning from context and linguistic features;
 - (c) comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts;
 - (d) comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature;
 - (e) demonstrates sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices;
 - (f) derives meaning by:
 - (i) understanding sequencing, time frames, and chronology; and
 - (ii) classifying words or concepts according to word order or grammatical use;
 - (g) comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience, and an expanding number of idiomatic expressions;
 - (h) comprehends fully the intent of the message adapting strategies for one's own purposes and uses some or all of the following strategies:
 - (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;
 - (v) use linguistic knowledge;
 - (vi) identify the organizing principle of the text;
 - (vii) create inferences; and
 - (viii) differentiate main ideas from supporting details in order to verify; and
 - (i) uses knowledge of cultural differences between one's own culture and target culture(s) and increases knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

- (3) At the advanced level for the presentational mode of communication, a learner communicates information and expresses oneself with detail and organization on familiar and some new concrete topics using paragraphs. A learner:
- (a) produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics;
 - (b) may show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view;
 - (c) creates messages fully and effectively in contexts both personal and general;
 - (d) demonstrates that content areas include topics of personal and general interest (community, national, and international events), work-related topics, and areas of special competence;
 - (e) may show emerging evidence of the ability to create messages in more abstract content areas;
 - (f) produces full paragraphs that are organized and detailed;
 - (g) demonstrates that control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners;
 - (h) with practice, polish, or editing, shows evidence of advanced-level control of grammar and syntax;
 - (i) produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise;
 - (j) may use some or all of the following strategies to communicate and maintain audience interest:
 - (i) demonstrate conscious efforts at self-editing and correction;
 - (ii) elaborate and clarify;
 - (iii) provide examples, synonyms, or antonyms;
 - (iv) use cohesion, chronology, and details to explain or narrate fully; and
 - (v) circumlocute; and
 - (k) uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural practices and perspectives.

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