



ADMINISTRATIVE RULES OF MONTANA



10.53.1406 WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL

- (1) At the novice level for the interpersonal mode of communication, a language learner expresses oneself in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized. A learner:
 - (a) can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying;
 - (b) may show emerging evidence of the ability to engage in simple conversation;
 - (c) is able to function in some personally relevant contexts on topics that relate to basic biographical information;
 - (d) may show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and one's immediate environment;
 - (e) understands and produces highly practiced words and phrases and an occasional sentence. A learner is able to ask formulaic or memorized questions;
 - (f) can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures;
 - (g) can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty;
 - (h) is able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions;
 - (i) may use some or all of the following strategies to maintain communication:
 - (i) imitate modeled words;
 - (ii) use facial expressions and gestures;
 - (iii) repeat words;
 - (iv) resort to first language;
 - (v) ask for repetition; and
 - (vi) indicate lack of understanding; and

- (j) may use culturally appropriate gestures and formulaic expressions in highly practiced applications. A learner may show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.
- (2) At the novice level for the interpretive mode of communication, a language learner understands words, phrases, and formulaic language that have been practiced and memorized to get the meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support. A learner:
- (a) comprehends meaning through recognition of key words and phrases;
 - (b) may show emerging evidence of the ability to make inferences based on background and prior knowledge;
 - (c) comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences);
 - (d) derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar;
 - (e) comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information;
 - (f) primarily relies on vocabulary to derive meaning from texts;
 - (g) may derive meaning by recognizing structural patterns that have been used in familiar and some new contexts;
 - (h) comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions;
 - (i) may use some or all of the following strategies to comprehend texts:
 - (i) skim and scan;
 - (ii) rely on visual support and background knowledge;
 - (iii) predict meaning based on context, prior knowledge, and experience;
 - (iv) for alphabetic languages:
 - (A) rely on recognition of cognates;
 - (B) may recognize word family roots, prefixes, and suffixes; and
 - (j) uses own culture to derive meaning from texts that are heard, read, or viewed.
- (3) At the novice level for the presentational mode of communication, a language learner communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized. A learner:
- (a) presents simple, basic information on very familiar topics by producing words, lists, notes, and formulaic language using highly practiced language;
 - (b) may show emerging evidence of the ability to express one's own thoughts and preferences;
 - (c) creates messages in some personally relevant contexts on topics that relate to basic biographical information;

- (d) may show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and their immediate environment;
- (e) produces words and phrases and highly practiced sentences or formulaic questions;
- (f) produces memorized language that is appropriate to the context. Limited language control may require a sympathetic audience to be understood;
- (g) with practice, polish, or editing, may show emerging evidence of intermediate-level language control;
- (h) produces a number of high-frequency words and formulaic expressions. A learner is able to use a limited variety of vocabulary on familiar topics;
- (i) may use some or all of the following strategies to communicate:
 - (i) rely on a practiced format;
 - (ii) use facial expressions and gestures;
 - (iii) repeat words;
 - (iv) resort to first language;
 - (v) use graphic organizers to present information;
 - (vi) rely on multiple drafts and practice sessions with feedback;
 - (vii) support presentational speaking with visuals and notes; and
 - (viii) support presentational writing with visuals or prompts; and
- (j) may use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

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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