## Westfield Public School District

## **Grades 3-5 World Language Benchmarks**

Grade 3								
<u>N</u> eeds Support		Progressing Toward Standard	<u>A</u> chieves Standard	Exceeds Standard				
Not yet grasping or applying key concepts and skills, and requires constant teacher support		Beginning to grasp key concepts and skills and progressing toward stated benchmarks	Consistently grasps and applies concepts and skills while meeting stated benchmarks	Consistently extends key concepts and skills and works beyond stated benchmarks				
Demonstrates knowledge and skills related to interpretive language. (Interpretation of what the author,								
speak	er, or producer want	s the receiver of the message	ge to understand)					
	participates in one-way communication with no recourse to the active negotiation of meaning with the writer,							
	speaker, or produce	r						
			tween the lines," including und	lerstanding from within the				
	cultural mindset or perspective							
	accurately recognizes meaning when exposed to culturally authentic materials							
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	information and other sources related to targeted themes							
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	appropriate physical response							
Domo	netratos knowlodgo	and skills rolated to interne	sonal language. (Active neg	notiation of mouning)				
				<u> </u>				
	age-appropriate classroom and cultural activities							
	and daily interaction		talget caltal o(o)/lallgaage call	ng greetinge, reave takinge,				
Demonstrates knowledge and skills related to presentational language. (Creation of messages)								
			opportunity for the active nego					
	•	<u> </u>	e interpretation of the intended	_				
	peech, describing a poster),							
	-	s (video or PowerPoint)		,				
	copies/writes words, phrases, or guided texts on familiar topics							
	presents information from age and level-appropriate, culturally authentic materials orally or in writing							

Grade 4								
<u>N</u> eeds Support	<u>P</u> 1	rogressing Toward Standard	<u>A</u> chieves Standard	Exceeds Standard				
Not yet grasping of applying key concepts skills, and require constant teacher supp	s and co	eginning to grasp key encepts and skills and gressing toward stated benchmarks	Consistently grasps and applies concepts and skills while meeting stated benchmarks	Consistently extends key concepts and skills and works beyond stated benchmarks				
Demonstrates knowledge and skills related to interpretive language. (Interpretation of what the author, speaker, or producer wants the receiver of the message to understand)								
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speaker, or pr								
	cultural mindset or perspective							
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	information and other sources related to targeted themes							
	demonstrates comprehension of simple, oral and written directions, commands, and requests through appropriate physical response							
Demonstrates knowledge and skills related to interpersonal language. (Active negotiation of meaning)								
			their meanings and intentions	are being communicated				
	adjusts and clarifies accordingly							
	give and follow simple oral and written directions, commands, and requests when participating in							
age-appropria								
		estures and intonation of the target culture(s)/language during greetings, leave-takings,						
and daily inter	ractions							
Demonstrates knowl	edge and s	kills related to present	ational language. (Creation	of messages)				
	onstrates knowledge and skills related to presentational language. (Creation of messages)  ☐ facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists							
ensures the in	ntended audi	ence is successful in the	e interpretation of the intended	message				
accurately wri	tes (messag	jes, articles, reports), sp	eaks (telling a story, giving a s	peech, describing a poster),				
•	•	eo or PowerPoint)						
copies/writes	words, phras	ses, or guided texts on f	amiliar topics					

□ presents information from age and level-appropriate, culturally authentic materials orally or in writing

	Grade 5								
<u>N</u> eeds Support		Progressing Toward Standard	Achieves Standard	Exceeds Standard					
applyii ski	ot yet grasping or ing key concepts and ills, and requires ant teacher support	Beginning to grasp key concepts and skills and progressing toward stated benchmarks	Consistently grasps and applies concepts and skills while meeting stated benchmarks	Consistently extends key concepts and skills and works beyond stated benchmarks					
Demor	Demonstrates knowledge and skills related to interpretive language. (Interpretation of what the author,								
	speaker, or producer wants the receiver of the message to understand)								
	speaker, or producer								
	cultural mindset or perspective								
	accurately recognizes meaning when exposed to culturally authentic materials								
_	information and other sources related to targeted themes								
	demonstrates comprehension of simple, oral and written directions, commands, and requests through								
	appropriate physical response								
Demor	nstratos knowledge :	and skills related to interner	rsonal language (Active neg	notiation of meaning)					
	nonstrates knowledge and skills related to interpersonal language. (Active negotiation of meaning)  observes and monitors self and peers to see how their meanings and intentions are being communicated								
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	•	ssroom and cultural activities	,	1 1 0					
	imitate appropriate g	estures and intonation of the	target culture(s)/language dur	ng greetings, leave-takings,					
	and daily interactions								
Demor	Demonstrates knowledge and skills related to presentational language. (Creation of messages)								
	accurately writes (me	essages, articles, reports), spe	eaks (telling a story, giving a s	peech, describing a poster),					
ı	or visually represent	s (video or PowerPoint)							
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□ presents information from age and level-appropriate, culturally authentic materials orally or in writing

□ copies/writes words, phrases, or guided texts on familiar topics