

Janet Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education

Oklahoma C3 Standards
Oklahoma Standards for World Languages — Intermediate Range
End of Instruction Student Self Evaluation
Reflecting on Learning

Goal: COMMUNICATION			
Standards: Interpersonal, Interpretive, and Presentational Communication			
Progress Indicators — Interpersonal Communication			
USING THE LANGUAGE THAT I AM LEARNING:			
1. I can sustain a conversation on selected topics about others and myself using details and descriptions.			NOTES
Yes	Somewhat	No	
2. I can ask and answer a variety of questions, giving reasons for my answers.			
Yes	Somewhat	No	
3. I can express personal preferences and feelings with some explanation.			
Yes	Somewhat	No	
4. I can initiate a series of commands.			
Yes	Somewhat	No	
Progress Indicators — Interpretive Communication			
1. I can understand spoken language that incorporates familiar vocabulary and structures including high frequency idioms.			
Yes	Somewhat	No	

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2. I can understand some detailed information in written advertisements, schedules, and menus.			
Yes	Somewhat	No	
3. I can comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos, and Internet resources.			
Yes	Somewhat	No	
4. I can comprehend the main idea and some supporting ideas of selected authentic written materials such as short stories, narratives, advertisements, and brochures on topics of personal interest.			
Yes	Somewhat	No	
5. I can respond to a series of commands.			
Yes	Somewhat	No	
Progress Indicators — Presentational Communication			
1. I can describe in written or spoken format a short presentation on familiar topics (e.g., school, community, or personal experiences).			
Yes	Somewhat	No	
2. I can give directions to someone in order to complete a multistep task.			
Yes	Somewhat	No	

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3. I can recount an event incorporating some description and detail.				
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Yes	Somewhat	No		
4. I can write one-page compositions and letters.				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; border: 1px solid black;">Yes</td> <td style="width: 33%; text-align: center; border: 1px solid black;">Somewhat</td> <td style="width: 33%; text-align: center; border: 1px solid black;">No</td> </tr> </table>	Yes	Somewhat	No	
Yes	Somewhat	No		
5. I can present student-created and/or authentic short plays, stories, skits, poems, and songs.				
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Yes	Somewhat	No		
Goal: CULTURES				
Standards: Practices of Culture; Products of Culture				
Progress Indicators — Practices of Culture				
USING THE LANGUAGE THAT I AM LEARNING:				
1. I can interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations.				
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Yes	Somewhat	No		
2. I can explain in simple terms the reasons for different traditions and customs of the target culture.				
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<u>Yes</u>	<u>Somewhat</u>	<u>No</u>		
3. I have experienced cultural and social activities common to a student of similar age in the target culture such as school life, sports, music, and other entertainment.				
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4. I can identify and discuss perspectives typically associated with the target culture s business practices.			
Yes	Somewhat	No	
5. I can discuss some commonly held generalizations about the target culture.			
Yes	Somewhat	No	
Progress Indicators — Products of Culture			
1. I can explain the significance of objects, images, and symbols, and products of the target culture.			
Yes	Somewhat	No	
2. I can describe major contributions and historical figures from the target culture including contributions in science, mathematics, government, and fine arts.			
Yes	Somewhat	No	
3. I can identify the influence of the target culture on the products of the United States.			
Yes	Somewhat	No	
4. I can explain the impact of the target country s geography on daily life in the target culture.			
Yes	Somewhat	No	
5. I can identify the target culture s basic perspectives in its art, literature, music, and dance.			
Yes	Somewhat	No	

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Goal: CONNECTIONS			
Standards: Interdisciplinary Connections; Distinctive Viewpoints			
Progress Indicators — Interdisciplinary Connections			
USING THE LANGUAGE THAT I AM LEARNING:			
1. I can transfer and apply information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, English) to the target language classroom.			
Yes	Somewhat	No	
2. I can apply the information gathered through target language resources in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English) in order to supplement learning.			
Yes	Somewhat	No	
Progress Indicators — Distinctive Viewpoints			
1. Using authentic target language sources, (such as the Internet, books, and magazines) I am able to acquire and apply information about the target culture.			
Yes	Somewhat	No	
2. I can use authentic sources to explore the distinctive perspectives of the foreign culture.			
Yes	Somewhat	No	

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Goal: COMPARISONS			
Standards: Comparisons of Language and Culture			
Progress Indicators — Comparisons of Language			
USING THE LANGUAGE THAT I AM LEARNING:			
1. I have explored the historical and cultural reasons for cognates and borrowed words.			
Yes	Somewhat	No	
2. I use knowledge of sound and writing systems (including stress, intonation, punctuation) to communicate on topics of personal interest.			
Yes	Somewhat	No	
3. I am able to contrast identified structural patterns of the language studied (such as tense, gender, word order, agreement) to structural patterns in my own language.			
Yes	Somewhat	No	
4. I am able to use appropriate idiomatic expressions in limited settings.			
Yes	Somewhat	No	
Progress Indicators — Comparisons of Culture			
1. I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.			
Yes	Somewhat	No	

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2. I can give basic descriptions of crosscultural similarities and differences in the practices of the target culture.				
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3. I can give basic descriptions of crosscultural similarities and differences in the products of the target culture.				
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4. I can give simple descriptions of crosscultural similarities and differences in the perspectives of the target culture.				
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Yes	Somewhat	No		
Goal: COMMUNITIES				
Standards: School and Community; Personal Enrichment				
Progress Indicators — School and Community				
USING THE LANGUAGE THAT I AM LEARNING:				
1. I am able to investigate and/or participate in activities where the ability to communicate in a second language is beneficial, such as local business visitations, exchange programs, and sister-city projects.				
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Yes	Somewhat	No		
2. I can communicate with others who speak or have a working knowledge of the language about a variety of topics, such as sports, hobbies, or current events.				
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3. I am able to establish contact with a native speaker through Internet, e-mail, and personal travel.			
Yes	Somewhat	No	
4. I take part in language-related activities to benefit my school and/or community such as tutoring, interpreting, or public performance.			
Yes	Somewhat	No	
Progress Indicators — Personal Enrichment			
1. I can exchange information with native speakers about topics of personal interest.			
Yes	Somewhat	No	
2. I have explored various target language resources to expand my knowledge of individual hobbies or interests.			
Yes	Somewhat	No	
3. I am able to research current issues of interest using various foreign language/culture sources.			
Yes	Somewhat	No	
4. I have demonstrated extracurricular use of target language media as a source of entertainment.			
Yes	Somewhat	No	