

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

Oklahoma C3 Standards
Oklahoma Standards for World Languages – Novice Level
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 greet people, give introductions, and say good-bye to people.			NOTES
Yes	Somewhat	No	
2. I can ask and answer basic questions based on myself and familiar material such as family members, personal belongings, school and leisure activities, time, and weather.			
Yes	Somewhat	No	
3. I can express my personal needs, preferences, and feelings.			
Yes	Somewhat	No	
4. I can express quantity, location, and give simple descriptions.			
Yes	Somewhat	No	
5. I can give simple commands.			
Yes	Somewhat	No	
Progress Indicators – Interpretive Communication			
1. I can comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.			
Yes	Somewhat	No	

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2. I can understand key words in written material such as advertisements, schedules and menus.			
Yes	Somewhat	No	
3. I can comprehend the main idea of selected, age-appropriate authentic recordings, broadcasts and videos.			
Yes	Somewhat	No	
4. I can comprehend the main idea of selected, short authentic written materials that use familiar vocabulary and language structures.			
Yes	Somewhat	No	
5. I can respond to simple commands.			
Yes	Somewhat	No	
Progress Indicators – Presentational Communication			
1. I can describe in written or spoken format basic information, such as self, family members and others, events, interests, school, activities and personal belongings.			
Yes	Somewhat	No	
2. I can give simple commands and make requests of another person or group.			
Yes	Somewhat	No	
3. I can retell a simple story using familiar vocabulary and language structures.			
Yes	Somewhat	No	

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4. I can write personal journals and send brief messages to friends.			
Yes	Somewhat	No	
5. I can act out or sing student-created and/or authentic songs, short poems, skits or dialogues.			
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 imitate patterns of behavior such as greetings or gestures used with friends and family in the target culture.			
Yes	Somewhat	No	
2. I can imitate patterns of behavior such as greetings or gestures used in formal settings in the target culture.			
Yes	Somewhat	No	
3. I can identify some customs and traditions such as celebrations and holiday practices of the target culture.			
Yes	Somewhat	No	
4. I can participate in cultural activities such as games, songs, and dances of the target culture.			
Yes	Somewhat	No	

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5. I can identify some viewpoints of the target culture, such as those relating to time, work, school, transportation, pastimes, and the role of family members.				
<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		
Progress Indicators – Products of Culture				
1. I can identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture.				
<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		
2. I can identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts.				
<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		
3. I can identify some historical and contemporary influences from the target culture that are significant in my own culture, such as explorers and settlers, music and sports.				
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Yes	Somewhat	No		
4. I can identify countries, regions, and geographic features where the target language is spoken.				
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Yes	Somewhat	No		
Goal: CONNECTIONS				
Standards: Interdisciplinary Connections; Distinctive Viewpoints				
Progress Indicators – Interdisciplinary Connections				
USING THE LANGUAGE THAT I AM LEARNING:				

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1. I can identify and/or use information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.				
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Yes	Somewhat	No		
2. Using authentic target language resources, (such as the Internet, books, magazines) I can identify and/or use information to reinforce or expand learning in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English).				
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center; border: none;">Yes</td> <td style="width: 33%; text-align: center; border: none;">Somewhat</td> <td style="width: 33%; text-align: center; border: none;">No</td> </tr> </table>	Yes	Somewhat	No	
Yes	Somewhat	No		
Progress Indicators – Distinctive Viewpoints				
1. I can extract information about the target culture from selected authentic sources (such as the Internet, books, magazines).				
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Yes	Somewhat	No		
2. I can use authentic sources to gain insight about the perspectives of the target culture.				
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Yes	Somewhat	No		
Goal: COMPARISONS				
Standards: Comparisons of Language and Culture				
Progress Indicators – Comparisons of Language				
USING THE LANGUAGE THAT I AM LEARNING:				

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1. I can recognize cognates and borrowed words and am aware of their usefulness in comprehending language.					
Yes	Somewhat	No			
2. I can identify and compare the sound and writing patterns of the target language with my native language, including stress, intonation, punctuation, etc.					
Yes	Somewhat	No			
3. I can identify basic grammatical structures of the language studied and compare these structures to my own language, including word order, gender, agreement, etc.					
Yes	Somewhat	No			
4. I can recognize identified idiomatic expressions that cannot be directly translated into my own language.					
Yes	Somewhat	No			
Progress Indicators – Comparisons of Culture					
1. I can identify similarities and differences in verbal and non-verbal behavior between cultures.					
Yes	Somewhat	No			
2. I can recognize cross-cultural similarities and differences in the practices of the culture studied (such as time schedules, meals, leisure activities).					
Yes	Somewhat	No			

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3. I can identify cross-cultural similarities and differences in the products of the culture studied (such as toys, sports, clothing, equipment, food, rhymes, songs, dances).			
Yes	Somewhat	No	
4. I can recognize cross-cultural similarities and differences in the perspectives (attitudes, ideas, beliefs, viewpoints) within the target culture.			
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 can identify the use of the target language in my environment.			
Yes	Somewhat	No	
2. I can identify professions/occupations which are enhanced by proficiency in another language.			
Yes	Somewhat	No	
3. I practice oral or written use of the foreign language with people outside the classroom.			
Yes	Somewhat	No	
4. I can communicate on a personal level with speakers of the language via short letters, e-mail, audio, and/or videotapes.			
Yes	Somewhat	No	

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5. I can produce short skits, stories, poems, multimedia shows, etc., and present my works at school and/or in the community.			
Yes	Somewhat	No	
Progress Indicators – Personal Enrichment			
1. I demonstrate a willingness to interact with native speakers.			
Yes	Somewhat	No	
2. I discover and explore a variety of entertainment sources representative of the target culture.			
Yes	Somewhat	No	
3. I can identify current issues of interest within the target culture.			
Yes	Somewhat	No	
4. I discover and explore samples of art, literature, music, etc., representative of the target culture.			
Yes	Somewhat	No	