

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

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

<b>Goal: COMMUNICATION</b>			
<b>Standards: Interpersonal, Interpretive, and Presentational Communication</b>			
<b>Progress Indicators — Interpersonal Communication</b>			
<b>USING THE LANGUAGE THAT I AM LEARNING:</b>			
<b>1. I can initiate, sustain, and conclude communication on a variety of topics.</b>			<b>NOTES</b>
Yes	Somewhat	No	
<b>2. I can ask and answer a variety of questions that require follow-up questions and responses for more information.</b>			
Yes	Somewhat	No	
<b>3. I am able to support personal preferences, feelings, opinions with more complete explanation</b>			
Yes	Somewhat	No	
<b>4. I can persuade another person to do something.</b>			
Yes	Somewhat	No	
<b>Progress Indicators — Interpretive Communication</b>			
<b>1. I can understand spoken language that incorporates more advanced vocabulary and structures, including idiomatic expressions.</b>			
Yes	Somewhat	No	

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2. I can understand more complex written materials in both concrete and abstract contexts.			
Yes	Somewhat	No	
3. I can comprehend the main ideas and supporting ideas of oral and written presentations, and selected authentic materials, including videos, radio and television broadcasts, and Internet resources.			
Yes	Somewhat	No	
4. I can analyze the main elements of authentic literary texts.			
Yes	Somewhat	No	
5. I am able to respond appropriately to compound directions, instructions, and commands.			
Yes	Somewhat	No	
6. I can research and synthesize information from a variety of sources.			
Yes	Somewhat	No	
<b>Progress Indicators — Presentational Communication</b>			
1. I can describe in written or spoken format a presentation on a topic of personal interest.			
Yes	Somewhat	No	
2. I can give a series of directions to someone, coaching the person in order to complete the tasks.			
Yes	Somewhat	No	

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<b>3. I can recount an event with substantive description and detail.</b>				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Yes</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Somewhat</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>No</u></td> </tr> </table>	<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>		
<b>4. I can write formal compositions and letters for a variety of purposes.</b>				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Yes</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Somewhat</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>No</u></td> </tr> </table>	<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>		
<b>5. I can present student-created works and excerpts of authentic literature.</b>				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Yes</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Somewhat</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>No</u></td> </tr> </table>	<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>		
<b>Goal: CULTURES</b>				
<b>Standards: Practices of Culture; Products of Culture</b>				
<b>Progress Indicators — Practices of Culture</b>				
<b>USING THE LANGUAGE THAT I AM LEARNING:</b>				
<b>1. I can interact according to the social and cultural requirements of most social and some formal contexts.</b>				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Yes</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Somewhat</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>No</u></td> </tr> </table>	<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>		
<b>2. I can discuss inappropriately used verbal and nonverbal expressions and analyze the cultural implications.</b>				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Yes</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Somewhat</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>No</u></td> </tr> </table>	<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>		
<b>3. I have participated in and can analyze cultural events.</b>				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Yes</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Somewhat</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>No</u></td> </tr> </table>	<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>		
<b>4. I can exhibit deeper knowledge of historical background of the target culture that explain their cultural practices.</b>				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Yes</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>Somewhat</u></td> <td style="width: 33%; text-align: center; border: 1px solid black;"><u>No</u></td> </tr> </table>	<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
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5. I can analyze some commonly held generalizations about the target culture.			
Yes	Somewhat	No	
<b>Progress Indicators — Products of Culture</b>			
1. I have researched the cultural significance of objects, images, and symbols of the target culture.			
Yes	Somewhat	No	
2. I can describe the target culture through its visual arts, architecture, literature, and music.			
Yes	Somewhat	No	
3. I can describe the role and significance of the contributions of the target culture in today s world.			
Yes	Somewhat	No	
4. I am able to research an environmental issue from the target country and use the language to tell/write of its impact on the target country.			
Yes	Somewhat	No	
5. I can identify some of the target language s literary masterpieces and authors and explore the cultural perspectives representative of their work.			
Yes	Somewhat	No	

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<b>Goal: CONNECTIONS</b>			
<b>Standards: Interdisciplinary Connections; Distinctive Viewpoints</b>			
<b>Progress Indicators — Interdisciplinary Connections</b>			
<b>USING THE LANGUAGE THAT I AM LEARNING:</b>			
<b>1. I can interpret information and apply skills from other content areas (such as the arts, health, social studies, English) to the target language classroom.</b>			
Yes	Somewhat		
<b>2. I can locate target language resources in order to analyze and synthesize information for use in other content areas (such as the arts, health, social studies, sciences, mathematics, English).</b>			
Yes	Somewhat		
<b>Progress Indicators — Distinctive Viewpoints</b>			
<b>1. I can synthesize information about the target culture, using authentic sources.</b>			
Yes	Somewhat		
<b>2. I can use authentic sources to analyze the distinctive perspectives of the target culture.</b>			
Yes	Somewhat		
<b>Goal: COMPARISONS</b>			
<b>Standards: Comparisons of Language and Culture</b>			
<b>Progress Indicators — Comparisons of Language</b>			
<b>USING THE LANGUAGE THAT I AM LEARNING:</b>			

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1. I have some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future.			
Yes	Somewhat	No	
2. I am able to apply knowledge of sound and writing systems in spontaneous communicative situations.			
Yes	Somewhat	No	
3. I am able to use knowledge of structural patterns of my own language and the target language for effective communication.			
Yes	Somewhat	No	
4. I am able to apply idiomatic expression in a variety of social contexts.			
Yes	Somewhat	No	
<b>Progress Indicators — Comparisons of Culture</b>			
1. I am able to apply appropriate verbal and nonverbal behavior between cultures.			
Yes	Somewhat	No	
2. I can analyze crosscultural similarities and differences in the practices of the culture studied.			
Yes	Somewhat	No	
3. I can analyze crosscultural similarities and differences in the products of the culture studied.			
Yes	Somewhat	No	

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4. I can analyze and infer crosscultural similarities and differences in the perspectives of the culture studied.			
Yes	Somewhat	No	
<b>Goal: COMMUNITIES</b>			
<b>Standards: School and Community; Personal Enrichment</b>			
<b>Progress Indicators — School and Community</b>			
<b>USING THE LANGUAGE THAT I AM LEARNING:</b>			
1. I am able to research the benefits of being able to communicate in more than one language.			
Yes	Somewhat	No	
2. I am able to interact appropriately in the target language in real-life situations.			
Yes	Somewhat	No	
3. I can maintain ongoing personal contact with a native speaker.			
Yes	Somewhat	No	
4. I am able to provide services such as tutoring, interpreting, and public performances within and beyond the school community using the target language.			
Yes	Somewhat	No	

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<b>Progress Indicators — Personal Enrichment</b>			
<b>1. I am able to initiate and sustain long-term associations with others proficient in the language.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>2. I am able to use a variety of sources for entertainment or personal growth such as films, books, Internet, or social events.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>3. I can critically discuss current issues of the target culture.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	
<b>4. I have pursued personal interests in various aspects of the target culture.</b>			
<b>Yes</b>	<b>Somewhat</b>	<b>No</b>	

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