This guide outlines curriculum and performance standards for second language instruction in Wisconsin elementary and secondary schools. An introductory section describes the rationale for development of, and use of the standards for foreign language instruction and briefly discusses applications across the curriculum. A second section gives an overview of the state's second language programs and the intent of the standards. Subsequent sections detail content standards and performance expectations for students at three levels (elementary school, middle school, high school) in these areas: communication (interpersonal, receptive, productive); culture (practices, products); making connections (across disciplines, cultural perspectives); making comparisons (language-related, cultural); and creating communities (use of language outside the classroom, language use for personal enrichment). Communication proficiency standards are also charted for three areas: accuracy; content; and cultural context. For several selected standards, sample tasks and samples of student work at each school level are presented. A list of contributors is appended. (MSE)
WISCONSIN'S MODEL ACADEMIC STANDARDS FOR FOREIGN LANGUAGES

Wisconsin Department of Public Instruction
Wisconsin’s Model Academic Standards for Foreign Languages

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# Table of Contents

**Foreword** ........................................................................................................... v

**Acknowledgments** ............................................................................................ vi

**Introduction** ......................................................................................................... vii

**Overview of Foreign Languages** .......................................................................... 1

**Communication**

A: Interpersonal: Conversation ................................................................................. 2  
B: Interpretive: Listening and Reading ........................................................................ 2
C: Presentational: Speaking and Writing ...................................................................... 4

**Culture**

D: Practices ................................................................................................................. 6
E: Products .................................................................................................................... 6

**Connections**

F: Across Disciplines ................................................................................................ 8
G: Added Perspective .................................................................................................. 8

**Comparisons**

H: Language ............................................................................................................... 9
I: Culture ..................................................................................................................... 9

**Communities**

J: Practical Applications ............................................................................................ 10
K: Personal Enrichment ............................................................................................. 10

**Sample Proficiency Standards** .............................................................................. 11

**Appendix** .............................................................................................................. 26
The past two years have been exciting for everyone at the Department of Public Instruction (DPI) as Wisconsin citizens became involved in the development of challenging academic standards in 12 curricular areas. We are now completing one of the most important educational planning efforts in the history of our state. Never before has there been greater discussion about education and what our students should know and be able to do before they graduate from high school.

Effective schools research tells us that one of the most important elements in improving the results of education is being clear about standards. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid and reliable assessments. The data from such assessments tells us where we need to place our emphasis as we improve teaching and learning. Being sure that the entire community has input into academic standards is essential if everyone is to have ownership in the education of our students. We are proud that we have developed challenging academic standards not only in the areas traditionally associated with large-scale state and district assessment, but also in subjects where assessment takes place primarily in the classroom.

We believe that these standards will greatly assist parents and educators in preparing students for the twenty-first century. Although Wisconsin has traditionally led the nation in educational excellence, clear statements about what students should know and be able to do are necessary to maintain this strong tradition. My thanks to those of you in all walks of life who have contributed to this important effort.

John T. Benson
State Superintendent
Acknowledgments

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Introduction

Defining the Academic Standards

What are academic standards? Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to what students should know and be able to do.
- Performance standards tell how students will show that they are meeting a standard.
- Proficiency standards indicate how well students must perform.

Why are academic standards necessary? Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, students may be unmotivated and confused.

Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

Why are state-level academic standards important? Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality educational programs. At a minimum, this requires clear statements of what all children in the state should know and be able to do as well as evidence that students are meeting these expectations. Furthermore, academic standards form a sound basis on which to establish the content of a statewide assessment system.

Why does Wisconsin need its own academic standards? Historically, the citizens of Wisconsin are very serious and thoughtful about education. They expect and receive very high performance from their schools. While educational needs may be similar among states, values differ. Standards should reflect the collective values of the citizens and be tailored to prepare young people for economic opportunities that exist in Wisconsin, the nation, and the world.

Developing the Academic Standards

How were Wisconsin’s model academic standards developed? Citizens throughout the state developed the academic standards. The first phase involved educators, parents, board of education members, and business and industry people who produced preliminary content and performance standards in 12 subjects including English language arts, mathematics, science, social studies, visual arts, music, theatre, dance, family and consumer education, foreign language, health education, and physical education. These standards are benchmarked to the end of grades 4, 8, and 12.

The next step required public input aimed at getting information to revise and improve the preliminary standards. This effort included forums and focus groups held throughout the state. The state superintendent used extensive media exposure, including telecommunications through the DPI home page, to ensure the widest possible awareness and participation in standards development.

Each subject had at least two drafts taken to the general public for their review. All comments received serious consideration. Based on this input, the standards were revised to reflect the values of Wisconsin’s citizens.

Who wrote the academic standards and what resources were used? Each subject area’s academic standards were drafted by teams of educators, parents, board of education members, and business and industry people that were sub-groups of larger task forces. This work was done after reviewing national
standards in the subject area, standards from other states, standards from local Wisconsin school districts, and standards developed by special groups like the nationwide New Standards Project.

How was the public involved in the standards process? The DPI was involved in extensive public engagement activities to gather citizen input on the first two drafts of the academic standards. Over 19 focus group sessions, 16 community forums, and more than 450 presentations at conferences, conventions, and workshops were held. More than 500,000 paper copies of the standards tabloids have been distributed across the state in addition to more than 4,000 citizen visits to the standards on the DPI web page. Input from these activities, along with more than 90 reviews by state and national organizations, provided the writers with feedback on Wisconsin’s model academic standards.

Will academic standards be developed in areas other than the 12 areas listed above? Yes, currently the DPI has convened five task forces to begin development of academic standards in agriculture, business, environmental education, marketing, and technology education. Task force members include educators, parents, school board members, and representatives of business and industry. These academic standards will be completed by the start of the 1998-99 school year.

Using the Academic Standards

How will local districts use the academic standards? Adopting these standards is voluntary, not mandatory. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. In some cases, this may result in significant changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the difference between academic standards and curriculum? Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

What is the link between statewide academic standards and statewide testing? Statewide academic standards in mathematics, English language arts, science, and social studies determine the scope of statewide testing. While these standards are much broader in content than any single Wisconsin Student Assessment System (WSAS) test, they do describe the range of knowledge and skills that may appear on the tests. If content does not appear in the academic standards, it will not be part of a WSAS test. The statewide standards clarify what must be studied to prepare for WSAS tests. If students have learned all of the material indicated by the standards in the assessed content areas, they should do very well on the state tests.

Relating the Academic Standards to All Students

Parents and educators of students with disabilities, with limited English proficiency (LEP), and with accelerated needs may ask why academic standards are important for their students. Academic standards serve as a valuable basis for establishing meaningful goals as part of each student’s developmental progress and demonstration of proficiency. The clarity of academic standards provides meaningful, concrete goals for the achievement of students with exceptional education needs (EEN), LEP, and accelerated needs consistent with all other students.
Academic standards may serve as the foundation for individualized programming decisions for students with EEN, LEP, and accelerated needs. While the vast majority of students with EEN and LEP should be expected to work toward and achieve these standards, accommodations and modifications to help these students reach the achievement goals will need to be individually identified and implemented. For students with EEN, these decisions are made as part of their individualized education program (IEP) plans. Accelerated students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Clearly, these academic standards are for all students. As our state assessments are aligned with these standards and school districts adopt, adapt, or develop their own standards and multiple measures for determining proficiencies of students, greater accountability for the progress of all students can be assured. In Wisconsin this means all students reaching their full individual potential, every school being accountable, every parent a welcomed partner, every community supportive, and no excuses.

**Applying the Academic Standards Across the Curriculum**

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem solving, and decision making. These areas connect or go beyond the mastery of individual subject areas. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of an educated person.

Community members need these skills to function as responsible citizens. Employers prize those employees who demonstrate these skills because they are people who can continue learning and connect what they have learned to the requirements of a job. College and university faculty recognize the need for these skills as the means of developing the level of understanding that separates the expert from the beginner.

Teachers in every class should expect and encourage the development of these shared applications, both to promote the learning of the subject content and to extend learning across the curriculum. These applications fall into five general categories:

1. **Application of the Basics**
2. **Ability to Think**
   - Problem solving
   - Informed decision making
   - Systems thinking
   - Critical, creative, and analytical thinking
   - Imagining places, times, and situations different from one's own
   - Developing and testing a hypothesis
   - Transferring learning to new situations
3. **Skill in Communication**
   - Constructing and defending an argument
   - Working effectively in groups
   - Communicating plans and processes for reaching goals
   - Receiving and acting on instructions, plans, and models
   - Communicating with a variety of tools and skills
4. **Production of Quality Work**
   - Acquiring and using information
   - Creating quality products and performances
   - Revising products and performances
   - Developing and pursuing positive goals
5. **Connections with Community**
   - Recognizing and acting on responsibilities as a citizen
   - Preparing for work and lifelong learning
   - Contributing to the aesthetic and cultural life of the community
   - Seeing oneself and one's community within the state, nation, and world
   - Contributing and adapting to scientific and technological change
Overview of Foreign Languages

People today are connecting across cultural, political, and economic borders via the Internet and other information technologies. To meet the challenges of ever-increasing global connections and to be a front-runner in a global economy now and in the twenty-first century, students in Wisconsin must communicate in a culturally appropriate manner with people from around the world. Our students must be aware of different perspectives reflected in both the language and behaviors of other people. They must possess language skills and an understanding of other cultures to be productive members of the diverse communities in which we all live.

These Wisconsin standards for foreign language learning are based on an instructional program in languages other than English for all students beginning in kindergarten and continuing through 12th grade. These standards are not meant to reflect the status quo of language learning in Wisconsin, but are a bold statement of what parents and community members continue to request: a strong foreign language program beginning in the elementary grades. These standards do not neglect the teaching of basic language structures, but rather encourage the student to go beyond this knowledge to develop real-life uses for foreign languages. It is the role of parents, teachers, and community members alike to encourage and guide the development of these skills in our students as they strive to become responsible citizens.

The Wisconsin standards for foreign language learning reflect the latest research in the field of second language instruction as presented in Standards for Foreign Language Learning: Preparing for the 21st Century. This document, developed by leaders in second language education from across the United States, outlines standards for language learning. The Wisconsin content standards were adopted from this national document. The Wisconsin standards document adds performance standards that support each content standard. These were developed for students in Wisconsin by Wisconsin educators and citizens.

These standards are standards for all languages taught in Wisconsin schools, which at the time of printing include American Sign Language, Chinese, French, German, Hebrew, Japanese, Latin, Menominee, Norwegian, Ojibwe, Oneida, Russian, and Spanish. All of these languages have unique characteristics that may require some modifications in the standards to reflect their special traits. For example, Latin places a stronger emphasis on reading, while oral skills receive less emphasis. Non-Roman alphabet languages, such as Chinese, Japanese; and Russian, may require more time to develop reading and writing skills.

Five key words summarize the intent of these standards

- COMMUNICATION: communicate in languages other than English
- CULTURES: gain knowledge and understanding of other cultures
- CONNECTIONS: connect with other disciplines and acquire information
- COMPARISONS: develop insight into the nature of language and culture
- COMMUNITIES: participate in multilingual communities at home and around the world

With communication and culture as the cornerstone for language learning, the goal is for all students to learn how, when, and why to say what to whom.²

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2 Ibid.
FOREIGN LANGUAGE COMMUNICATION

A: Interpersonal: Conversation

CONTENT STANDARD

*Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.*

*Rationale*: Students must know how to use the language effectively in order to exchange ideas and information with other people in a culturally appropriate manner. This standard focuses on the goal of learning to engage in conversations.

FOREIGN LANGUAGE COMMUNICATION

B: Interpretive: Listening and Reading

CONTENT STANDARD

*Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.*

*Rationale*: Students must develop strong listening and reading skills to interpret the concepts, ideas, and opinions expressed by members of other cultures through their media and their literatures. This standard focuses on increasing the level of understanding as students listen to, read, or view materials in a new language.
MIDDLE SCHOOL STUDENTS WILL:

A1: sustain a conversation including descriptions on selected topics about themselves and their state or country
A2: ask and answer a variety of questions, giving reasons for their answers
A3: state personal preferences and feelings with some explanation
A4: give possible solutions to a problem related to a personal need
A5: ask for simplification and suggest alternative words to ensure understanding

HIGH SCHOOL STUDENTS WILL:

A1: discuss or debate a wide variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion
A2: ask and answer a variety of questions that require elaboration and substantiation of opinions
A3: defend personal preferences, feelings, and opinions with substantive arguments
A4: suggest options and negotiate to solve a problem
A5: ask for clarification and be able to paraphrase to ensure understanding

MIDDLE SCHOOL STUDENTS WILL:

B1: understand selected written materials on topics of personal interest
B2: begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order
B3: understand spoken and written language that incorporates familiar vocabulary and structures
B4: comprehend the main idea and some supporting ideas of selected authentic materials

HIGH SCHOOL STUDENTS WILL:

B1: understand written materials on a wide variety of topics
B2: use word forms, word order, contextual clues, and prediction to derive meaning
B3: use extensive listening and reading strategies to understand a wide variety of topics
B4: comprehend the main ideas and supporting ideas of authentic materials
C: Presentational: Speaking and Writing

CONTENT STANDARD

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

Rationale: Students must develop strong speaking and writing skills to communicate their thoughts, concepts, and opinions effectively to members of other cultures. This standard focuses on presenting information in a way that is appropriate for the audience.

PERFORMANCE Standards

ELEMENTARY STUDENTS WILL:

C1: dramatize songs, short poems, or dialogues
C2: write and present a short narrative about their personal lives
C3: give simple commands to a classmate
C4: tell a simple story
C5: write brief messages to friends (postcard, letter, or e-mail)
**MIDDLE SCHOOL STUDENTS WILL:**

C1: present student-created and/or authentic short plays and skits

C2: write and deliver a short presentation about their school or community

C3: give simple directions to a classmate in order to complete a task

C4: tell a story incorporating some description and detail

C5: write short compositions and letters

**HIGH SCHOOL STUDENTS WILL:**

C1: present student-created works and authentic literature

C2: write and present a speech on a substantive topic

C3: give a series of detailed instructions to someone

C4: create a story with substantive description and detail

C5: write formal compositions and letters for a variety of purposes
D: Practices

CONTENT STANDARD

Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Rationale: To fully understand another culture, students need to develop an awareness of another people's way of life, of the patterns of behavior that order their world, and of the traditional ideas, attitudes, and perspectives that guide their behaviors.

E: Products

CONTENT STANDARD

Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Rationale: To respect and appreciate the diversity of their world, students need to learn about the contributions of other cultures to the world and the solutions they offer to problems confronting them. Awareness of these contributions helps students understand how their views and other people's views of the world have been influenced.
**MIDDLE SCHOOL STUDENTS WILL:**

D1: interact with culturally appropriate patterns of behavior in everyday situations

D2: compare and contrast activities from other cultures to their own

D3: identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes

**HIGH SCHOOL STUDENTS WILL:**

D1: interact in a variety of cultural contexts with sensitivity and respect

D2: examine the role and importance of various activities within the cultures studied

D3: explain how beliefs, perspectives, and attitudes affect behaviors within the cultures studied

**MIDDLE SCHOOL STUDENTS WILL:**

E1: compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture

E2: identify major contributions and historical figures from the cultures studied that are significant in the world today

E3: identify some historical and contemporary influences from other cultures that impact today's society, such as the democratic form of government and environmental concerns

**HIGH SCHOOL STUDENTS WILL:**

E1: connect objects and symbols of other cultures to the underlying beliefs and perspectives

E2: examine the role and significance of the contributions of other cultures in today's world

E3: discuss how historical and contemporary influences from other cultures shape people's views of the world and their own attitudes toward issues facing the world
The following six standards encourage students to go beyond their knowledge of and skills in language and culture to develop real-life applications for communication throughout the world. That is why these standards are presented in a different format, illustrating that they provide a context for the development of skills in communication and culture. Students at all levels of language development engage in similar types of activities in connections, comparisons, and communities; the difference is in the increasing sophistication with which students use their language skill and cultural knowledge.

**F: Across Disciplines**

**CONTENT STANDARD**

*Students in Wisconsin will reinforce and further their knowledge of other disciplines through a language other than English.*

**Rationale:** The conscious effort to connect the study of languages with other disciplines opens doors to information and experiences which enrich students' entire lives. Students can use information and skills learned in other classes to practice their new language. Conversely, language classes provide additional information to enhance what students learn in other disciplines.

**PERFORMANCE STANDARDS**

**ELEMENTARY, MIDDLE, AND HIGH SCHOOL STUDENTS WILL:**

- F1: use topics and skills from other school subjects to discuss and/or write in the language studied
- F2: read material, listen to and/or watch programs in the language studied on topics from other classes
- F3: access resources in the language studied on topics being discussed or researched in other classes

**G: Added Perspective**

**CONTENT STANDARD**

*Students in Wisconsin will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.*

**Rationale:** Being able to access information in more than one language gives students a much richer base of knowledge. Not only is there a greater choice of resources, but there is also the opportunity to analyze a topic from another culture's perspective, providing students with unique insights.
**H: Language**

**CONTENT STANDARD**

_Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own._

_Rationale:_ Students who study more than one language gain insight into the nature of their own language and can analyze the power of word choice. They can compare how different language systems express meaning and reflect culture.


**I: Culture**

**CONTENT STANDARD**

_Students in Wisconsin will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own._

_Rationale:_ Students who study more than one language continuously compare and contrast the practices of people in different cultures. This helps students understand themselves better and builds understanding of different responses to similar situations.
J: Practical Applications

CONTENT STANDARD

Students in Wisconsin will use the language both within and beyond the school setting.

Rationale: As businesses expand domestic and international markets, and as people of the world meet each other more often through face-to-face encounters and/or the use of technology, the need for students to be proficient in other languages becomes critical in order for the United States to maintain international respect and economic competitiveness.

K: Personal Enrichment

CONTENT STANDARD

Students in Wisconsin will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Rationale: Students who study another language are better prepared to be responsible members of their communities because of their global perspective. They have expanded their employment opportunities both at home and abroad and have access to a wider variety of resources where they can pursue topics of personal interest.
These proficiency standards are designed to inform instruction and assessment. The performance standards describe how students will show achievement of the content standards and how the focus for learning will shift from the elementary grades to middle school and then at the high school level. The goal of the proficiency standards is to describe how well students are able to do what is described in the performance standards. The proficiency standards help students chart their progress by describing the elements for improved use of the language at four checkpoints, ranging from the focus for a beginning student through the description of a highly functional user of the foreign language. The growth described in these proficiency standards is possible when a foreign language program provides continuous instruction from the early elementary grades through 12th grade. Just as students continue to develop skill in their first language through their life, the same applies to acquiring a second language. The description of the functional language user implies lifelong learning.

The proficiency standards are a useful tool for analyzing students' strengths and areas needing improvement. Criteria are described within three proficiency categories: accuracy, content, and cultural context. The criteria under "accuracy" describe six areas that are important for improving one's skills in conversing, interpreting, and presenting. The criteria under "content" make it clear that what one says is as important as how accurate one's written or spoken skills are. The criteria under "cultural context" underline the importance of being able to adjust one's manner of communication to fit particular situations and expectations that may vary from one culture to another. It is also important to remember that as students and their teachers evaluate their proficiency, for any particular student, skills may be further along in some criteria and not as developed in others. This helps students focus their attention on those areas that need additional practice.

In foreign language education, the term "proficient" is used to describe a language learner who has spent several years studying a language. To reach an advanced proficiency level, students need to begin their study in kindergarten and have continuous instruction through 12th grade. Because this understanding of the term is widely accepted by language teachers both in Wisconsin and nationally, it would be inappropriate to describe beginning and intermediate levels of student work as "proficient." Therefore, the student examples shown here represent work that is competent relative to the amount of time the student studied the language. Note the contrast between middle school and senior high programs, showing growth in what students can do in their second language.
## COMMUNICATION - Proficiency Standards

### Accuracy

<table>
<thead>
<tr>
<th></th>
<th>BEGINNING</th>
<th>FUNCTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time/Tense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receptive - Imitative</td>
<td>Can imitate any tense modeled and memorized</td>
<td>Tenses reflect speaker's/writer's intentions including hypothesizing, stating doubt, opinion, etc.</td>
</tr>
<tr>
<td>Imitative - Reflective</td>
<td>Begins to distinguish present, past, and future cues; can produce some present, past, and future tenses with cues</td>
<td>Comfortable expressing oneself in the past, present and future; beginning to use memorized patterns for hypothesizing, wishing, stating opinions</td>
</tr>
</tbody>
</table>

| **Vocabulary** |           |            |
| Limited to memorized content provided by the teacher | Depends on vocabulary presented in class; may begin to use a dictionary to look up unknown words but will have difficulty selecting correct translation | If precise vocabulary is lacking, can find another way to express an idea/term; uses dictionary as needed and selects correct translation most of time |
| Has a broad vocabulary to discuss with some precision most topics of a non-technical nature | |

| **Ease** |           |            |
| High degree of comfort with memorized phrases; little or no ability to interpret unfamiliar words. Few errors in memorized language. | Pauses, hesitations when attempting to restate or recombine. Can interpret some new phrases within a familiar context. Many errors in interpreting meaning both actively and receptively | Smooth interpretation and expression of language on familiar topics; may pause when using complex structures and compound tenses; errors decrease significantly |
| Interprets and expresses with little hesitation most topics of a non-technical nature; errors are minor | |

| **Spelling/Orthography** |           |            |
| Can copy with accuracy memorized language; will not notice errors | Will begin to notice errors in well-learned items and can correct high-frequency items | Pays more attention to correct orthography |
| Accurately writes most language | |

| **Pronunciation** |           |            |
| Imitates sounds as part of the memorization process | May mispronounce words in new context or words being read for the first time | Converses comfortably with an accent which is understandable to a native speaker |
| Uses rules of pronunciation effectively with few errors; attentive to intonation patterns and pauses | |

| **Monitoring** |           |            |
| Self-corrects only on high frequency items | Self-corrects on well-learned items | Begins to notice need for idiomatic language |
| Self-corrects to a high degree of accuracy | | |
### COMMUNICATION - Proficiency Standards
#### Content

<table>
<thead>
<tr>
<th>Situation</th>
<th>Receptive - Imitative</th>
<th>Interactive - Interactive</th>
<th>Functional - Interactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can accomplish a task directed by the teacher</td>
<td>Can meet basic communication needs in a controlled setting</td>
<td>Can meet communication needs on familiar topics in a variety of settings</td>
<td>Can communicate in most situations effectively</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spontaneity</th>
<th>Receptive - Imitative</th>
<th>Interactive - Interactive</th>
<th>Functional - Interactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imitative: cannot respond without rehearsal except for simple phrases, such as, “Hello,” “I'm fine”</td>
<td>Responds with short answers to questions which have been well-rehearsed; asks simple memorized questions</td>
<td>Responds to unrehearsed comments on familiar topics; asks questions for clarification</td>
<td>Initiates and carries on conversations/communication on most non-technical topics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complexity/Sophistication</th>
<th>Receptive - Imitative</th>
<th>Interactive - Interactive</th>
<th>Functional - Interactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeats memorized vocabulary phrases, short sentences</td>
<td>Begins combining and re-combining vocabulary and phrases; begins to experiment with cognates</td>
<td>Combines structures, cognates, vocabulary, and patterns in a creative response; seeks out vocabulary to meet communicative needs; begins to use circumlocution.</td>
<td>Uses a wide variety of vocabulary; uses language patterns and idioms successfully; expresses with ease opinions and emotions; supports ideas with detailed reasoning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length/Organization</th>
<th>Receptive - Imitative</th>
<th>Interactive - Interactive</th>
<th>Functional - Interactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single words, short phrases, simple statements</td>
<td>Short statements with a connector (“and,” “or”); paragraphs are series of simple sentences on a single topic with little detail</td>
<td>Uses longer sentences with descriptions, some clauses; paragraphs include more explanation, description; creates short compositions</td>
<td>Complex and compound sentences are used frequently; creates longer compositions with extensive details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition of Information</th>
<th>Receptive - Imitative</th>
<th>Interactive - Interactive</th>
<th>Functional - Interactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can ask simple yes/no questions and memorized formula questions, such as What’s your name? What time is it?</td>
<td>Asks informational questions: Who? What? When? Where? How? Why?</td>
<td>Uses some expressive reactions and questions to encourage the speaker to extend his/her answers or to elicit further details</td>
<td>Consistently uses a variety of strategies to initiate, advance, and/or redirect topics of conversation</td>
</tr>
</tbody>
</table>
## COMMUNICATION - Proficiency Standards

### Cultural Context

<table>
<thead>
<tr>
<th></th>
<th>BEGINNING</th>
<th>FUNCTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Receptive - Imitative</td>
<td>Interactive - Initiative</td>
</tr>
<tr>
<td><strong>Verbal</strong></td>
<td>Imitates appropriate linguistic patterns (register, formal vs. informal address, intonation)</td>
<td>Uses linguistic patterns appropriately within the target culture(s); is sensitive to the underlying meaning and importance of these patterns</td>
</tr>
<tr>
<td></td>
<td>Begins to recognize and produce linguistic patterns appropriate to the target culture(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes and produces linguistic patterns appropriate to the target culture(s); is aware of the underlying meaning and importance of these patterns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses linguistic patterns appropriately within the target culture(s); is sensitive to the underlying meaning and importance of these patterns</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Verbal</strong></td>
<td>When given a model, can imitate non-verbal patterns of behavior appropriate to the target culture(s), e.g., gestures, proximity, eye contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begins to use culturally correct behaviors outside the memorized context, showing some awareness of the implied meanings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begins to use culturally correct behaviors to enhance verbal communication, showing some understanding of the implied meanings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can act in a culturally correct manner in most contexts with sensitivity and understanding of the implied meanings</td>
<td></td>
</tr>
</tbody>
</table>
Sample Proficiency Standard

A: Interpersonal: Conversation

CONTENT STANDARD

Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

PERFORMANCE STANDARDS

A1: sustain a conversation including descriptions on selected topics about themselves and their state or country
A2: ask and answer a variety of questions, giving reasons for their answers
A3: state personal preferences and feelings with some explanation

SAMPLE TASK

Pairs of students carry on a conversation that is recorded on audiotape. They are to discuss and ask about their daily lives and activities. Students are to ask questions of each other. They are also to provide additional information that is appropriate. Students continue their conversation as long as possible, up to two minutes. These conversations are not rehearsed, and students do not use a dictionary for help.
SAMPLES OF STUDENT WORK

EXPLANATIONS OF RATINGS OF STUDENT WORK

MIDDLE SCHOOL EXAMPLE: AFTER ONE SEMESTER OF INSTRUCTION IN JAPANESE

The students staged their conversation as a phone call. They greeted each other in a culturally appropriate manner and then continued by discussing a rock concert, homework, math class, and a weekend soccer game. Despite a very limited exposure to the language, the students were able to maintain the conversation without many pauses. While much of the conversation was memorized expressions, the speakers began to show some original combinations. They were able to discuss topics related to self and school as well as their likes and dislikes. Their pronunciation was clear and understandable. Although a few errors existed, their conversation was comprehensible.

MIDDLE SCHOOL SAMPLE

Mary (Mary)                                     Ian (宇生)

Knock, knock...

我是玛丽。

很好，我喜欢茶。

你今天下午有空吗？

我想去打乒乓球。

我教你，好吗？

下午三点，行吗？

我喜欢吃中国饭。为什么？

在哪里？

不行，我不喜欢你爸爸作的饭！

是太辣的！

一会儿见！

三点半在小明家。别迟到了！
The conversation began with one student explaining that he was very tired because of a weekend visit to the zoo with a friend for a biology class assignment. The students continued the conversation by discussing plans for after graduation, their reasons for studying Japanese, and finally their plans for winter break. The students maintained the conversation for the two minutes with few hesitations. They were able to provide transitions from topic to topic, reacting smoothly to each other's unrehearsed comments. They were able to use longer sentences with some complex language structures. Pronunciation was uneven, but could be understood by someone used to hearing non-native speakers of Japanese. The variety of vocabulary and structural accuracy made this conversation easy to understand.

**Senior High Sample**

- 「今日は、よしきさん。」
- 「今日は、だいすくさん。」
- 「ねむいのようですですね。」
- 「うん、とてもねむいです。」
- 「どうして。」
- 「週末は忙しかった。」
- 「週末に何をしていましたか。」
- 「動物園へ行きました。」
- 「だれと一緒にいきましたか。」
- 「ジョンさんと一緒に行きました。ジョンさんはちょっとヘんな人だ。」
- 「どうしてへんですか。」
- 「うさぎを食べます。」
- 「そうですか。あなたもうさぎを食べたことがありますか。」
- 「いいえ、食べたことはありません。」
- 「わたしも。」
- 「ジョンさんはどうしてうさぎを食べますか。」
- 「おいしい」と言いました。」
- 「どうして動物園へ行きましたか。」
- 「宿題でした。」
- 「何科目の宿題でしたか。」
- 「生物学の宿題でした。だいすくさんは週末に何をしていましたか。」
- 「週末は忙しかったです。えいごを見たり、本を読んだり、宿題をしたりしました。」
- 「大変ですね。...高校をすつぎょうしたあと、何をしますか。」
- 「まだわかりません。でも大学に行きます。」
- 「わたしも大学に行くつもりです。」
- 「どの大学に行きますか。」
- 「ミネソタの大学が好きです。」
- 「そうですか。...どうして。」
- 「...わかりません。」
- 「だいすくさんはどうして日本語を勉強していますか。」
- 「日本語はおもしろい外国語ですから。」
- 「漢字が好きですか。」
- 「いいえ...」
- 「わたしは漢字がとても好きです。」「どうして好きですか。」
- 「きれいだから。」
- 「そうですね。...毎日漢字の勉強をしますか。」「いいえ、ときどきだけ。」
- 「でも、去年毎日勉強しましたか。」
- 「そうです。赤い本の宿題をしました。」
- 「...冬休みには何をしますか。」
- 「スキーに行きます。」
- 「だれと一緒にしますか。」
- 「家族とやります。」
- 「わたしはスキーをしたことはありません。」
FOREIGN LANGUAGE COMMUNICATION

C: Presentational: Speaking and Writing

CONTENT STANDARD

*Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.*

PERFORMANCE STANDARD

C5: write short compositions and letters

FOREIGN COMMUNITIES

J: Practical Applications

CONTENT STANDARD

*Students in Wisconsin will use the language both within and beyond the school setting.*

PERFORMANCE STANDARD

J3: exchange information with people locally and around the world through avenues, such as penpals, e-mail, video, speeches, and publications

SAMPLE TASK

Students write a letter about how they spent their summer to a penpal from a sister school (from Wisconsin's sister states in Germany or Mexico, for example) using e-mail or fax. Students are told to describe their summer activities and to ask questions about their penpal's summer experiences, asking what the penpal did and what other people in that culture do. Students are to write their letter on a computer, if possible. For this sampling, no rewriting or dictionaries are allowed.
SAMPLES OF STUDENT WORK

EXPLANATIONS OF RATINGS OF STUDENT WORK

MIDDLE SCHOOL EXAMPLE: AFTER ONE YEAR OF INSTRUCTION IN SPANISH

The student talked about swimming, eating, playing with her cats, and watching television or movies on days of bad weather. She concluded that summers are boring for her. Basically, the student was understandable. This student stayed in the present tense and used common vocabulary, so in spite of some errors in word forms, accuracy was high. The content of the letter shows evidence of communicating beyond the level of a beginning student: The student communicated basic information, asked memorized questions, and started to put expressions together in new ways. Few details were given. The student wrote in a conversational style using some slang expressions, appropriate for a penpal letter.

En el verano, me gusta nadar, ¿qué hace en el verano? ¿Te gusta comer? Me encanta comer, pero vivo lejos de los restaurantes. ¡Qué lastima! En el verano me gusta tocar con mis gatos y voy al centro comercial. En los días de mal tiempo, miro la televisión o voy al cine. Los veranos es muy aburridos para mí, ¿y tú?

SENIOR HIGH EXAMPLE: AFTER FOUR YEARS OF INSTRUCTION IN SPANISH

This student described working as a lifeguard, assisting at an optometrist's office, and playing volleyball over the summer. She asked the penpal several general questions about summer activities. This student was very easy to understand. The writer used present and past tenses comfortably. Most of the errors were incorrect choice of vocabulary. When a word was not known, the student described what was meant. The student developed this familiar topic smoothly within the limited time for writing, providing some details. The student showed signs of complexity by combining structures and vocabulary creatively. Longer sentences, more description, and some use of clauses were signs of higher proficiency. The student maintained a conversational style.

Querida [name],
¿Cómo estás? ¿Cómo estuvieron las vacaciones del verano?
¿Hiciste muchas cosas?
Mis vacaciones del verano estaban así así. Por mucho tiempo, trabajé todos los días entre las horas y las vieron a dos trabajos. Mi primer trabajo era a la persona de mi escuela. Allí tuve a todos que nadar y enseñar a los estudiantes cómo nadar bien. Me gustó el trabajo mucho porque gané mucho dinero y trabajé con las personas chidas. El trabajo segundo que tenía estábamos con un doctor de los que en su oficina. Ayudó a los pacientes mucho cuando llegaron a la oficina. También trabajé en las personas muy simpáticas. Por el resto de mis vacaciones del verano jugué el vóley en un equipo en mucho talento. También asistí un concierto grande con mis padres y mis hermanos. Visité a la universidad de [a quién] en Wisconsin y la Universidad de Madison, Wisconsin, la capitán de Wisconsin.

¿Hiciste mucho trabajo en las vacaciones durante la estación del verano? ¿Cómo hace el tiempo donde vives? ¿Qué cosas típicas hace durante el verano?

Hubo donde que fue buena en año bien en cosas diferentes.

Con abrazos y besos,
MIDDLE SCHOOL EXAMPLE: AFTER ONE YEAR OF INSTRUCTION IN GERMAN

This writer began by describing her family. Then the letter talked about weather and her favorite summer activities of swimming, soccer, and visiting friends. It closed by asking about weather in Germany and the penpal’s family and favorite animal. Even though there were some grammatical errors, the letter was quite clear and understandable. The student used only present tense and depended on vocabulary from class. The writer generally asked basic memorized questions and inserted an informal expression appropriately. At least one expression that is unique to German was used correctly. The student showed understanding of the German letter-writing form.

SENIOR HIGH EXAMPLE: AFTER FOUR YEARS OF INSTRUCTION IN GERMAN

The body of the letter tells of the student’s trip to Germany and Switzerland this past summer, including descriptions of the host families. At the end, several questions are asked about the penpal’s summer, such as if it is hard for the whole family to take a trip together. This student showed a higher level of proficiency by taking risks in trying to express thoughts, working around limited vocabulary knowledge. This led to several grammatical and spelling errors, but the content was still very comprehensible. The writer was comfortable using the present and future tenses and stayed consistently in the narrative past. The student successfully used some connecting words to create longer sentences. The overall tone was conversational, and provided some details, appropriate for this type of letter.

Liebe ?,

Was hast du diesen Sommer gemacht? Wie lange sind deine Sommer Ferien? Hast du in deinem Leben die Schweitz besucht? Was machen meistens die Deutsche Leute im Sommer? Ist es schwer fuer die ganze Familie eine Sommer Ausflug zusammen zu machen?
FOREIGN LANGUAGE COMMUNICATION

C: Presentational: Speaking and Writing

CONTENT STANDARD

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

PERFORMANCE STANDARD

C3: give simple directions to a classmate in order to complete a task

SAMPLE TASK

One student is given a city map and asks a second student for directions on how to get to the post office. The city map has a circle and arrow indicating where he/she is standing in the city. The second student tells the first student how to get to the post office. The post office is indicated with an “X” on the second student’s map. The second student coaches the first student on how to walk to the post office. The first student draws the route on his or her copy of the city map. They are given two minutes to communicate without the use of dictionaries. The task is videotaped; a transcript of the conversation is provided here.
MIDDLE SCHOOL EXAMPLE: AFTER TWO YEARS OF INSTRUCTION IN FRENCH

Through a series of basically memorized commands, the coach accomplished the task. There was no added vocabulary to help the listener understand. The student following the directions did not check to make sure the right idea had been understood. The use of French is at a bare minimum, with several pauses.

-Où est la poste s'il vous plaît?
-Commencez la rue Pinel...
-Oui.
-Allez tout droit. Tournez à gauche, à la rue des Arts.
   Continuez...Tournez à droite à la rue Moulin.
-Oui.
-Tournez à gauche à la Boulevard Clichy.
-Oui (nods).
-Continuez à la deuxième rue.
-Oui.
-Tournez à droite...oui...oh! Continuez to the troisième rue...Excusez-moi, tournez à droite à la troisième rue, le Boulevard de Garibaldi. Continuez...la poste est...le post office est entre le Boulevard Garibaldi et l'avenue de Jeanne d'Arc, à gauche. Vous êtes ici.

SENIOR HIGH EXAMPLE: AFTER THREE YEARS OF INSTRUCTION IN FRENCH

Both speakers became involved in the activity and worked together to communicate. They responded to unrehearsed comments within this familiar task. The student who was asking for directions verified the directions at each step. There was a variety of errors, but the students could still communicate well enough to complete the task. Their conversation includes appropriate pauses, inflections, and vocabulary to accomplish the task. The speakers showed less hesitation, more spontaneity, and better imitation of French intonation compared to the middle school students.

- Alors Charles, commence à la rue Pinel.
- Rue Pinel...
- Euh. Tout droit comme ça à la droite. Et quand on arrive à la rue des Arts...
- Des Arts...
- Tournez à gauche.
- Gauche?
- A gauche. Et continue à la rue Moulin.
- Moulin.
- Et à la rue Boulevard Clichy.
- Clichy?
- Tout droit.
- Tout droit?
- Continue jusqu'à tu arrives à la Boulevard de Garibaldi. Est-ce que tu es là?
- Oui.
- Alors, tourne à droite...
- Tourne à droite?
- ...et continue...euh...continue tout droit presque...quand tu passes la rue Avenue de du Pont...
- Avenue du Pont?
- Regarde à ta gauche.
- Gauche?
- À ta gauche...regarde à ta gauche. Ne tourne pas! A gauche!
- OK?
- Quand tu passes à la gauche, il y avait une petite chose là-bas. Tourne à gauche dans l'espace...
- Oui. Et je suis...
- Tu es à la poste.
- La poste? Poste...ici.
- Là-bas.
B: Interpretive: Listening and Reading

CONTENT STANDARD

Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

PERFORMANCE STANDARD

B2: begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order

SAMPLE TASK

Students are given a reading from an American magazine. Working independently, the students are to underline words which have Latin roots. On a separate sheet of paper, students list the English words they have found, underline the Latin root, and write a definition for the word based on the Latin root.

MIDDLE SCHOOL EXAMPLE: AFTER THIRTY HOURS OF INSTRUCTION IN LATIN

Even after just over one month of studying Latin, this student was able to identify several English words derived from Latin. The student only defined the Latin word and did not use this to help define the English word.

H: Language

CONTENT STANDARD

Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

PERFORMANCE STANDARD

H1: identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning
SENIOR HIGH EXAMPLE: AFTER ONE YEAR OF INSTRUCTION IN LATIN

This student identified many more words with Latin roots compared to the middle school student. There was clear awareness of the role of prefixes. The student correctly translated the Latin root and applied this knowledge to defining the English word.

Navigate Navigio to travel through from navigio meaning to sail
Glorified gloria-ae f. praised or admired from gloria = "glory praise"
Content teneo/corn what is held within something from teneo meaning to hold and corn meaning within
Navigational Navigio adjective of Navigate
Future Futura ahead in time, pertaining from futura meaning future
Example Examplia something which shows meaning from examplia meaning example
Via Via road or way by means something is done from via meaning roadway

Provocative - us co-are based on voce meaning to call, provocate is an adjective which means "something calls the attention of many people"

human-computer - humana from humana meaning man
advocated - advoco-are from voco meaning to call and ad meaning to advocated means to spoke for something

Audience audio a group that hears or experiences something from audio meaning to hear

Predicted dicto-pre tell before hand from pre meaning before and dicto meaning to say for every hundred from per for every and onto ="100"

Fortune forvna-ae f. sun of money or wealth from fortuna meaning

Unique unus trait which is particular to one person or thing from unus meaning one
Spectrum specto-ere what is seen from specto meaning to look at
Imagining imaginis what is thought up by the mind or image in the mind from imaginis meaning image

Script scripto a writing or something written from scripto a verb meaning to write
Database Data computer application which contains information from data meaning information

Unfortunately fortuna unlucky from fortuna meaning luck or chance with the prefix un meaning not

Addition addo something which is added from the verb addo meaning to add

Include includo-ere meaning to put in from includo meaning to shut in

Product producere something which is made
Access accesso-ere to go into
Appendix

The following people contributed to the development of these Wisconsin Academic Standards in Foreign Language Learning by serving as a reviewer, a performance task pilot site, and/or a member of a focus group. Their contributions are gratefully acknowledged.

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Executive Board of the Wisconsin Association of Foreign Language Teachers
Members of the State Superintendent’s Parents Advisory Council
Executive Council of the American Council on the Teaching of Foreign Languages
Members of the National K-12 Student Standards Task Force for Foreign Language Learning
State Superintendent’s Advisory Council on Bilingual/Bicultural and English as a Second Language Education
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