Steering Committee Guidance for Writing Team

General

1. Adapt the ACTFL World-Readiness Standards for Language Learning, such that:

○ The five ACTFL goal areas are represented as five Maine Learning Results strands*;
○ ACTFL standards are represented as Maine Learning Results standards within the strands; and
○ ACTFL proficiency benchmarks (NCSSFL-ACTFL Can-Do statements) are represented as the Maine Learning Results performance (using generalized reference to learners rather than "I").

2. Align performance expectations with proficiency levels (according to the ACTFL proficiency scale) across the complete span of grades, such that the ultimate proficiency level goal is advanced-low.
3. Provide definitions and framing of each strand and standard, referencing ACTFL definitions.
4. Update terminology to be more reflective of the current approaches to language learning, avoiding words like "imitate."
5. Remove Anglo-centric language and the assumption that English is a student's first language. Decolonize the document to be more reflective of the variety of cultures, languages, and perspectives worldwide.
6. Be consistent with terms and language across the document.
7. Continue to differentiate between modern, classical, and ASL.
8. Include/expand mentions of incorporating technology into the study of world languages and cultures.
9. Continue references to "authentic resources," as defined by ACTFL, throughout the document across grade spans.
10. Use consistent formatting throughout.
11. Emphasize the use of the target language for learning.
12. Provide performance expectations that can be assessed (attention to how they are written, as in ACTFL "I can" statements that would lead to rubric development)

Introduction

1. Make connections to the guiding principles.
2. Emphasize that different languages require differing amounts of instructional time to reach the same level of proficiency.
3. Emphasize the importance of recognizing multiple entry points across the grades and referring to proficiency levels reflective of the grade during which students begin their study of a new language.
4. Maintain the essence of "communication" in the study of world languages.
5. Focus on communicative and intercultural proficiency.

6. Be inclusive of all languages, including those of indigenous cultures.
7. Include a reference to contact hours (time-on-task) and developmental level/trajectory. (See this [resource](#) from Ohio DOE for guidance.)
8. Clarify what proficiency levels are, where they come from, and what the expectations are for programs starting at different points.
9. Include text that addresses intercultural communicative competencies.
10. Make clear the relevance of learning world languages.
11. Acknowledge equity of access issues that may limit expectations of student output in addressing the standards; Expanding equity of access may be a challenge from a budgetary standpoint, and/or societal (parenting) challenges, and/or access to opportunities within their school/community.

Strand A – Communication

1. Ground in human and language development
2. Emphasize inclusion of culture**s**
3. Emphasize inclusion of non-lexical meaning (e.g. pronunciation, intonation, gestures, non-manual markers)
4. Use the term "target language" to open up to all languages
5. References to use of idiomatic expressions and authentic grammar could be moved from A4 to A1
6. Recognize pragmatic and functional use of World Language
7. Embed A4 in others (A1, A2, A3)
8. Cultural appropriateness and behaviors need to be clear and consistent across grade spans
9. Underline cultural differences
10. Handle cultural appropriation sensitively

Strand B - Culture

1. Reorganize/align the standards to reflect the ACTFL standards of cultural competence (ACTFL proficiency benchmarks from investigation, interaction)*.
2. Be consistent in the language through the strand (e.g., "in the United States", "In one's own culture).
3. Provide more clarity in terminology; give attention to clarifying intercultural/multicultural terminology.
4. Provide Performance Indicator descriptors for B2.
5. Students approach the target language culture from their own cultural background
6. Combine B1, B2, and B3.
7. Add a Performance Indicator for 9-diploma about the use of the target language/culture through history.
8. Add intercultural competence proficiency below the grade spans.
8. Include age-appropriate/culturally-appropriate indicators throughout all grade spans.

Strand C – Connections

1. Reorganize/align the standards to reflect the ACTFL standards of "interculturality" (ACTFL proficiency benchmarks from investigation, interaction)*.
2. Continue connections between target languages and cultures and the students' own language(s) and culture(s).
3. Use the specialized terminology of language education, with the expectation that both experienced and new teachers will develop a common understanding.
4. Work toward understanding and avoiding biases when using authentic materials*.
5. Continue integration of other content areas with the study of world languages, paying more attention to the fact that languages are different and may have different approaches.
6. Articulate ways that teachers can use the target language to teach about other content areas with authentic resources.

Strand D – Communities

1. Use the ACTFL benchmarks, specifically the intercultural benchmarks, as well as the "communities readiness standards" to reorganize this strand.
2. Include/keep opportunities for students to use higher-order thinking skills as they address this standard
3. Emphasize the personal connection with the language through personal interests, the people we know - friends, family, community, and/or professions
4. Keep the idea that students are studying both the culture(s) and the language
5. Address the formatting/labeling issue with "D" and "D1" - fix that so it is clear

*Note that the Strand names will shift to align with the ACTFL World-Readiness Standards for Learning Languages. The chart below reflects the new Strand organization. The Comparisons Strand will derive its performance expectations from Can-Do Statements that relate to language and culture comparisons.

Strand A: Communication	Strand B: Cultures	Strand C: Connections	Strand D: Comparisons	Strand E: Communities