

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

Goal: COMMUNICATION			
Standards: Interpersonal, Interpretive, and Presentational Communication			
Progress Indicators — Interpersonal Communication			
USING THE LANGUAGE THAT I AM LEARNING:			
1. I can initiate, sustain, and conclude communication on a variety of topics.			NOTES
Yes	Somewhat	No	
2. I can ask and answer a variety of questions that require follow-up questions and responses for more information.			
Yes	Somewhat	No	
3. I am able to support personal preferences, feelings, opinions with more complete explanation			
Yes	Somewhat	No	
4. I can persuade another person to do something.			
Yes	Somewhat	No	
Progress Indicators — Interpretive Communication			
1. I can understand spoken language that incorporates more advanced vocabulary and structures, including idiomatic expressions.			
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
Progress Indicators — Presentational Communication		
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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3. I can recount an event with substantive description and detail.			
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
4. I can write formal compositions and letters for a variety of purposes.			
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
5. I can present student-created works and excerpts of authentic literature.			
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
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 according to the social and cultural requirements of most social and some formal contexts.			
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
2. I can discuss inappropriately used verbal and nonverbal expressions and analyze the cultural implications.			
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
3. I have participated in and can analyze cultural events.			
<u>Yes</u>	<u>Somewhat</u>	<u>No</u>	
4. I can exhibit deeper knowledge of historical background of the target culture that explain their cultural practices.			
<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	
Progress Indicators — Products of Culture			
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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Goal: CONNECTIONS			
Standards: Interdisciplinary Connections; Distinctive Viewpoints			
Progress Indicators — Interdisciplinary Connections			
USING THE LANGUAGE THAT I AM LEARNING:			
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.			
Yes	Somewhat		
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).			
Yes	Somewhat		
Progress Indicators — Distinctive Viewpoints			
1. I can synthesize information about the target culture, using authentic sources.			
Yes	Somewhat		
2. I can use authentic sources to analyze the distinctive perspectives of the target culture.			
Yes	Somewhat		
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 have some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Yes</td> <td style="width: 33%; text-align: center;">Somewhat</td> <td style="width: 33%; text-align: center;">No</td> </tr> </table>	Yes	Somewhat	No		
Yes	Somewhat	No			
2. I am able to apply knowledge of sound and writing systems in spontaneous communicative situations.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Yes</td> <td style="width: 33%; text-align: center;">Somewhat</td> <td style="width: 33%; text-align: center;">No</td> </tr> </table>	Yes	Somewhat	No		
Yes	Somewhat	No			
3. I am able to use knowledge of structural patterns of my own language and the target language for effective communication.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Yes</td> <td style="width: 33%; text-align: center;">Somewhat</td> <td style="width: 33%; text-align: center;">No</td> </tr> </table>	Yes	Somewhat	No		
Yes	Somewhat	No			
4. I am able to apply idiomatic expression in a variety of social contexts.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Yes</td> <td style="width: 33%; text-align: center;">Somewhat</td> <td style="width: 33%; text-align: center;">No</td> </tr> </table>	Yes	Somewhat	No		
Yes	Somewhat	No			
Progress Indicators — Comparisons of Culture					
1. I am able to apply appropriate verbal and nonverbal behavior between cultures.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Yes</td> <td style="width: 33%; text-align: center;">Somewhat</td> <td style="width: 33%; text-align: center;">No</td> </tr> </table>	Yes	Somewhat	No		
Yes	Somewhat	No			
2. I can analyze crosscultural similarities and differences in the practices of the culture studied.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Yes</td> <td style="width: 33%; text-align: center;">Somewhat</td> <td style="width: 33%; text-align: center;">No</td> </tr> </table>	Yes	Somewhat	No		
Yes	Somewhat	No			
3. I can analyze crosscultural similarities and differences in the products of the culture studied.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Yes</td> <td style="width: 33%; text-align: center;">Somewhat</td> <td style="width: 33%; text-align: center;">No</td> </tr> </table>	Yes	Somewhat	No		
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
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 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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Progress Indicators — Personal Enrichment			
1. I am able to initiate and sustain long-term associations with others proficient in the language.			
Yes	Somewhat	No	
2. I am able to use a variety of sources for entertainment or personal growth such as films, books, Internet, or social events.			
Yes	Somewhat	No	
3. I can critically discuss current issues of the target culture.			
Yes	Somewhat	No	
4. I have pursued personal interests in various aspects of the target culture.			
Yes	Somewhat	No	

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