

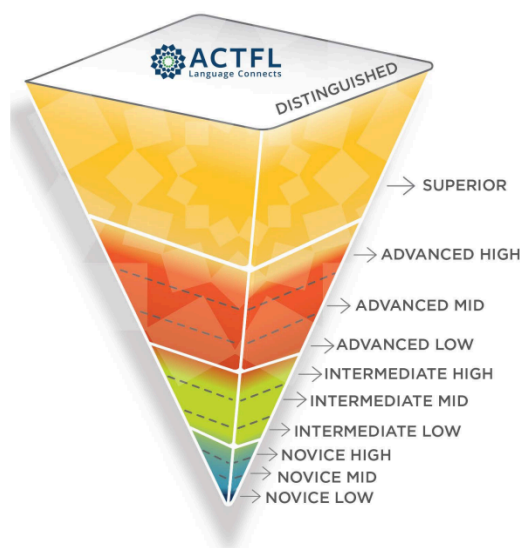
Proficiency Outcomes Document

K-12 World Languages - Office of Teaching and Learning

The Proficiency Outcomes Document (POD), a support tool for the 2024 North Carolina Standard Course of Study (SCoS) for World Languages, has program descriptions and color-coded proficiency charts describing the minimum student outcomes for the various K-12 programs and courses in Classical Languages, Dual Language/Immersion (DL/I), Heritage Languages, and Modern Languages, including American Sign Language (ASL), that are offered across the state.

The proficiency charts show what students should know and be able to do with the language they are studying once they complete a course level or a program's grade span. These student outcomes are based on current research about the time needed to build proficiency in a language, resources such as the *NCSSFL-ACTFL Can-Do Statements* and frameworks from the US Foreign Service Institute, and feedback from North Carolina educators. The proficiency charts reflect the minimum expectations for how a student can use the language independently or outside of the learning environment, where they have been practicing their performance in the various skill areas to build their proficiency.

Here are the summaries of the proficiency levels, which have been compiled from the objectives in the 2024 SCoS for World Languages.



Advanced Low <ul style="list-style-type: none"> Generating paragraphs that use complex sentences across time frames Interacting in a variety of situations, including those with an unexpected complication Analyzing authentic texts on academic, social, and professional topics 	Advanced Mid <ul style="list-style-type: none"> Generating logically sequenced paragraphs that use complex sentences across time frames Interacting in extended discussions and asking probing questions Analyzing authentic texts on a variety of familiar and unfamiliar academic, social, and professional topics 	Advanced High <ul style="list-style-type: none"> Demonstrating control of the language in complex narrations and cohesive presentations Discussing and supporting opinions on complex topics that may involve hypothetical or abstract issues Analyzing authentic texts on a variety of topics: familiar, unfamiliar, concrete, abstract, etc.
Intermediate Low <ul style="list-style-type: none"> Creating simple sentences and some complex sentences Asking follow-up questions Interpreting authentic texts on familiar situations 	Intermediate Mid <ul style="list-style-type: none"> Creating series of sentences, including some complex sentences Asking a variety of follow-up questions Interpreting authentic texts on familiar and some researched topics 	Intermediate High <ul style="list-style-type: none"> Creating connected sentences and short paragraphs with complex sentences Asking a variety of questions, sometimes involving a complication Interpreting authentic texts on familiar and some unfamiliar topics, including researched topics
Novice Low <ul style="list-style-type: none"> Communicating with memorized words or phrases Using simple questions Understanding authentic texts on very familiar topics 	Novice Mid <ul style="list-style-type: none"> Communicating with practiced or memorized words and phrases Using simple sentences and questions Understanding authentic texts on familiar topics and contexts 	Novice High <ul style="list-style-type: none"> Communicating with phrases and simple sentences Using some original questions Understanding authentic texts on familiar topics, contexts, and interests

Classical Language Programs

Classical Language Programs involve the study of languages such as Latin, Sanskrit, and Ancient Greek that are no longer a native or first language for any population in the world. These languages are accessible to contemporary students through a vast array of literary works, and they play an important role in understanding other disciplines as varied as art, history, law, linguistics, medicine, and political science. The study of Classical Languages builds skills in reading, writing, reciting, and translating. In many programs, there is not a conversation component, because the language being studied is not being used in an everyday way by a society, so the Interpersonal and Presentational standards are often not employed.

K - 8 programs include Foreign Language in the Elementary School (FLES) and Middle School (MS) courses. Students do not earn high school credit in FLES or MS courses, though they may establish a proficiency level high enough to be placed in a Level II course, if there is a minimum of 90 minutes per week of instruction in the language across time as noted in the chart. Middle schools can also offer high school credit courses. Please see the details in the section on Levels I - VI courses for high school credit below. K - 8 program variations that do not meet the 90 minutes per week minimum are Foreign Language EXploratory (FLEX) programs, which are not designed to build proficiency and may be offered as a brief introduction to a language or languages and are sometimes referred to as part of the “wheel,” that lay the foundation for future interest in proficiency-based language study.

Standards & Skills→	#1 Interpretive		#2 Interpersonal	#3 Presentational	
K - 8 Classical Language Courses↓	Reading	Listening, Viewing	Speaking & Writing	Speaking	Writing
		Optional - Included for Classical Language Programs that choose to have an oral component (Interpretive) or a speaking component (Interpersonal or Presentational)			
Exploratory	Please choose from the Novice Low objectives for FLEX offerings.				
Beginning <ul style="list-style-type: none">FLES for 0 - 2 yearsMS for 1 year	Novice Mid	Novice Low - Mid	Novice Low - Mid	Novice Low - Mid	Novice Mid
Continuing <ul style="list-style-type: none">FLES for 3 - 4 yearsMS for 2 years	Novice High	Novice Mid - High	Novice Mid - High	Novice Mid - High	Novice High
Extending <ul style="list-style-type: none">FLES for 5 - 6 yearsMS for 3 years	Intermediate Low	Novice High	Novice High	Novice High	Intermediate Low

Classical Language Programs (continued)

Levels I - VI courses for high school credit are intended to develop proficiency in the classical language and to articulate to advanced coursework, such as Advanced Placement (AP), International Baccalaureate (IB), or dual credit language courses. These courses provide credits and/or the proficiency level students need to fulfill the World Language requirement for the Global Languages Endorsement (GLE), North Carolina's Seal of Biliteracy. Advanced courses provide the opportunity for students to be competitive in post-secondary pursuits: college, career, or military.

	#1 Interpretive		#2 Interpersonal	#3 Presentational	
Classical Language Courses↓	Reading	Listening, Viewing	Speaking & Writing	Speaking	Writing
		Optional - Included for Classical Language Programs that choose to have an oral component (Interpretive) or a speaking component (Interpersonal or Presentational)			
Level I*	Novice Mid - High	Novice Low - Mid	Novice Low - Mid	Novice Low - Mid	Novice Mid
Level II*	Novice High - Intermediate Low	Novice Mid - High	Novice Mid - High	Novice Mid - High	Novice High
Level III Honors	Intermediate Mid	Novice High	Novice High	Novice High	Intermediate Low
Level IV Honors	Intermediate High	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid
Level V Honors	Advanced Low - Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate High
Level VI Honors	Advanced Mid - High	Intermediate High - Advanced Low	Intermediate High - Advanced Low	Intermediate High - Advanced Low	Advanced Low

*Level I and II courses are available as Standard and Honors offerings, and Level III and above are Inherently Honors.

Dual & Heritage Language Programs

Dual & Heritage Language Programs include dual language/immersion (DL/I) programs and heritage language courses.

Elementary DL/I Programs use two languages for literacy and content instruction. They provide the same academic content and address the same content or state standards as traditional educational programs where instruction is in one language. DL/I programs usually begin in Kindergarten and continue through at least Grade 5, with instructional time described as percentages in the DL/I program language and English, such as 90/10, 80/20, 70/30, or 50/50, so that students have the opportunity to develop biliteracy skills.

Secondary DL/I Programs and Heritage Language Courses at the middle and high school levels are available for DL/I continuation and heritage language students so that they can maintain their heritage, home, or immersion language, while they further develop literacy skills and then bridge into advanced modern language courses. Some DL/I continuation programs may also include content courses taught in the DL/I program or heritage language, which may result in a higher level modern language course placement.

All Languages

Standards & Skills→	#1 Interpretive		#2 Interpersonal	#3 Presentational	
DL/I Program Gradespans↓	Reading, Viewing	Listening	Speaking & Writing	Speaking	Writing
Grades K - 2*	Novice High	Novice High	Novice High	Novice High	Novice High
Grades 3 - 5*	Intermediate Low - Mid	Intermediate Low - Mid	Intermediate Low - Mid	Intermediate Low - Mid	Intermediate Low - Mid
Grades 6 - 8	Proficiency outcomes may vary in Grades 6 - 8, depending on the DL/I continuation program design and course availability. Pathways may include DL/I Literacy courses where students do not earn high school credit, or Heritage Language and/or Modern Language courses for high school credit. Refer to the Heritage Language or Modern Language proficiency outcome charts in this document for placement of students.				
Grades 9 - 12	Refer to the Heritage Language or Modern Language proficiency outcome charts in this document for placement of students.				

*See the Navigators for additional guidance on proficiency outcomes by grade level.

Dual & Heritage Language Programs (continued)

Heritage Language Levels I and II courses help students maintain strengths in their heritage, home, or immersion language, while developing new ones, particularly in academic vocabulary and literacy skills. These courses are secondary language arts courses, unlike the lower level Modern World Language courses, which are focused on language acquisition. In the past, heritage language courses were sometimes called Spanish for Native Speakers or Native Speakers courses, but they can be offered in any modern language. Heritage language courses also serve as a bridge to upper level modern language courses or advanced coursework such as Advanced Placement (AP), International Baccalaureate (IB), or dual credit language courses.

In practice, Heritage I and II courses are often composed of students with widely ranging skills across the three modes of communication. This includes heritage speakers who use the language at home and may or may not have received some formal education in that language, DL/I continuation students who have a long history of academic exposure to the language, military-connected students who have been enrolled in another country during a deployment, etc. Therefore, Heritage courses often require significant differentiation to accommodate the variety of skill sets that students bring to class. The exit expectations in the charts below recognize this variety while holding all students accountable to meeting the same minimum proficiency outcomes across the communication modes by the end of the course.

Middle schools can offer high school credit courses to their students, including Heritage Language Levels I and II.

Category I & II Languages: Danish, French, German, Italian, Norwegian, Portuguese, Spanish, Swahili, Swedish, etc.

Standards & Skills→	#1 Interpretive		#2 Interpersonal	#3 Presentational	
Heritage Courses↓	Reading, Viewing	Listening	Speaking & Writing	Speaking	Writing
Heritage Level I*	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
Heritage Level II Honors	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Low
Students continue in local sequence with placement in Level III Honors, Level IV Honors, or Advanced Programs courses (AP, IB SL, CIE), etc.					

*The Heritage Level I course is available as a Standard and Honors offering, and Heritage Level II is Inherently Honors.

Dual & Heritage Language Programs
(continued)

Category III & IV Languages: Arabic, Bulgarian, Cherokee, Chinese, Greek, Hebrew, Hindi, Japanese, Korean, Persian, Pohnpeian, Russian, Tamil, Telugu, Turkish, Ukrainian, Urdu, Vietnamese, etc.

Standards & Skills→	#1 Interpretive		#2 Interpersonal	#3 Presentational	
Heritage Courses↓	Reading, Viewing	Listening	Speaking & Writing	Speaking	Writing
Heritage Level I*	Novice High	Intermediate Low	Intermediate Low	Intermediate Low	Novice High
Heritage Level II Honors	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Low
Students continue in local sequence with placement in Level III Honors, Level IV Honors, or Advanced Programs courses (AP, IB SL, CIE), etc.					

*The Heritage Level I course is available as a Standard and Honors offering, and Heritage Level II is Inherently Honors.

American Sign Language (ASL)**

Standards & Skills→	#1 Interpretive		#2 Interpersonal	#3 Presentational	
Heritage Courses↓	Receptive - Fingerspelling	Receptive	Interactive	Expressive	<i>Glossing Optional - Included for ASL Programs that choose to have a written component</i>
Heritage Level I*	Novice High	Intermediate Low	Intermediate Mid	Novice High - Intermediate Low	Novice Low - Mid
Heritage Level II Honors	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate Low - Mid	Novice High
Students continue in local sequence with placement in Level III Honors, Level IV Honors, or Advanced Programs courses (AP, IB SL, CIE), etc.					

*The Heritage Level I course is available as a Standard and Honors offering, and Heritage Level II is Inherently Honors.

**ASL is the predominant language most commonly used by the Deaf community in the United States and Canada. In 2007, the General Assembly of North Carolina passed legislation (§ 115C-81.85) recognizing ASL as a modern language that fulfills the UNC System requirements for foreign language at our state's colleges and universities. Manually Coded English (MCE) systems, such as Signing Exact English and Seeing Essential English (SEE), do not meet the requirement.

Modern Language Programs

Modern Language Programs involve the study of languages that are currently used as a first language and/or by a specific population for communication. These programs are the most common, where language is taught as a separate subject, and are part of articulated, sequenced, language-focused programs that develop proficiency in the modern language in all skill areas.

K - 8 programs include Foreign Language in the Elementary School (FLES) and Middle School (MS) courses. Students do not earn high school credit in FLES or MS courses, though they may establish a proficiency level high enough to be placed in a Level II course, if there is a minimum of 90 minutes per week of instruction in the language across time as noted in the chart. Middle schools can also offer high school credit courses. Please see the details in the section on Levels I - VIII courses for high school credit below. K - 8 program variations that do not meet the 90 minutes per week minimum are Foreign Language EXploratory (FLEX) programs, which are not designed to build proficiency and may be offered as a brief introduction to a language or languages and are sometimes referred to as part of the “wheel,” that lay the foundation for future interest in proficiency-based language study.

Category I & II Languages: Danish, French, German, Italian, Norwegian, Portuguese, Spanish, Swahili, Swedish, etc.

Standards & Skills→	#1 Interpretive		#2 Interpersonal	#3 Presentational	
K - 8 Modern Language Courses↓	Reading, Viewing (infographic or other visuals with text)	Listening, Viewing (video or other audio with or without text)	Speaking & Writing	Speaking	Writing
Exploratory	Please choose from the Novice Low objectives for FLEX offerings.				
Beginning <ul style="list-style-type: none"> FLES for 0 - 2 years MS for 1 year 	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid
Continuing <ul style="list-style-type: none"> FLES for 3 - 4 years MS for 2 years 	Novice High	Novice High	Novice Mid	Novice Mid	Novice High
Extending <ul style="list-style-type: none"> FLES for 5 - 6 years MS for 3 years 	Intermediate Low	Intermediate Low	Novice High	Novice High	Intermediate Low

Modern Language Programs
(continued)

Category III & IV Languages: American Sign Language (ASL), Arabic, Bulgarian, Cherokee, Chinese, Greek, Hebrew, Hindi, Japanese, Korean, Persian, Pohnpeian, Russian, Tamil, Telugu, Turkish, Ukrainian, Urdu, Vietnamese, etc.

Standards & Skills→	#1 Interpretive		#2 Interpersonal	#3 Presentational	
K - 8 Modern Language Courses↓	Reading, Viewing (infographic or other visuals with text)	Listening, Viewing (video or other audio with or without text)	Speaking & Writing	Speaking	Writing
Exploratory	Please choose from the Novice Low objectives for FLEX offerings.				
Beginning • FLES for 0 - 2 years • MS for 1 year	Novice Mid	Novice Mid	Novice Mid	Novice Low	Novice Low
Continuing • FLES for 3 - 4 years • MS for 2 years	Novice Mid	Novice High	Novice Mid	Novice Mid	Novice Mid
Extending • FLES for 5 - 6 years • MS for 3 years	Novice High	Intermediate Low	Novice High	Novice High	Novice Mid

Modern Language Programs
(continued)

Levels I - VIII courses for high school credit are intended to develop proficiency in the modern language and to articulate to advanced coursework, such as Advanced Placement (AP), International Baccalaureate (IB), Cambridge (CIE), or dual credit language courses. These courses provide credits and/or the proficiency level students need to fulfill the World Language requirement for the Global Languages Endorsement (GLE), North Carolina's Seal of Biliteracy. Advanced courses provide the opportunity for students to be competitive in post-secondary pursuits-- college, career, or military.

Category I & II Languages: Danish, French, German, Italian, Norwegian, Portuguese, Spanish, Swahili, Swedish, etc.

Standards & Skills→	#1 Interpretive		#2 Interpersonal	#3 Presentational	
Modern (Spoken) Language Courses↓	Reading, Viewing (infographic or other visuals with text)	Listening, Viewing (video or other audio with or without text)	Speaking & Writing	Speaking	Writing
Level I*	Novice High	Novice High	Novice Mid	Novice Mid	Novice Mid
Level II*	Intermediate Low	Intermediate Low	Novice High	Novice High	Novice High
Level III Honors	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Low
Level IV Honors	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
Level V Honors	Advanced Low	Intermediate High	Intermediate High	Intermediate High	Intermediate High
Level VI Honors	Advanced Low	Advanced Low	Advanced Low	Advanced Low	Advanced Low
Level VII Honors	Advanced Mid	Advanced Low	Advanced Low	Advanced Low	Advanced Mid
Level VIII Honors	Advanced Mid	Advanced Mid	Advanced Mid	Advanced Mid	Advanced Mid

*Level I and II courses are available as Standard and Honors offerings, and Level III and above are Inherently Honors.

Modern Language Programs
(continued)

Category III & IV Languages: Arabic, Bulgarian, Cherokee, Chinese, Greek, Hebrew, Hindi, Japanese, Korean, Persian, Pohnpeian, Russian, Tamil, Telugu, Turkish, Ukrainian, Urdu, Vietnamese, etc.

Standards & Skills→	#1 Interpretive		#2 Interpersonal	#3 Presentational	
	Reading, Viewing (infographic or other visuals with text)	Listening, Viewing (video or other audio with or without text)	Speaking & Writing	Speaking	Writing
Modern (Spoken) Language Courses↓					
Level I*	Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid
Level II*	Novice Mid	Novice High	Novice High	Novice High	Novice Mid
Level III Honors	Novice High	Intermediate Low	Intermediate Low	Novice High	Novice High
Level IV Honors	Intermediate Low	Intermediate Mid	Intermediate Low	Intermediate Low	Novice High
Level V Honors	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
Level VI Honors	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Low
Level VII Honors	Advanced Low	Advanced Low	Intermediate High	Intermediate Mid	Intermediate Mid
Level VIII Honors	Advanced Low	Advanced Low	Intermediate High	Intermediate High	Intermediate High

*Level I and II courses are available as Standard and Honors offerings, and Level III and above are Inherently Honors.

Modern Language Programs
(continued)

American Sign Language (ASL)**

Standards & Skills→	#1 Interpretive		#2 Interpersonal	#3 Presentational	
Modern (Signed) Language Courses↓	Receptive - Fingerspelling	Receptive	Interactive	Expressive	<i>Glossing Optional - Included for ASL Programs that choose to have a written component</i>
Level I*	Novice High	Novice High	Novice Mid	Novice Mid	<i>Novice Mid</i>
Level II*	Intermediate Low	Intermediate Low	Novice High	Novice High	<i>Novice High</i>
Level III Honors	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low	<i>Intermediate Low</i>
Level IV Honors	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid	<i>Intermediate Mid</i>
Level V Honors	Intermediate High	Intermediate High	Intermediate High	Intermediate High	<i>Intermediate High</i>
Level VI Honors	Advanced Low	Advanced Low	Advanced Low	Advanced Low	<i>Advanced Low</i>
Level VII Honors	Advanced Mid	Advanced Mid	Advanced Mid	Advanced Mid	<i>Advanced Mid</i>
Level VIII Honors	Advanced Mid	Advanced Mid	Advanced Mid	Advanced Mid	<i>Advanced Mid</i>

*Level I and II courses are available as Standard and Honors offerings, and Level III and above are Inherently Honors.

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