

Appendix A. World Languages (Foreign Language): Internal Quality Review

Depth

Standard	Grade Span	Within Span	Across Span	Comments
Standard 1	K–4	F		
Standard 1	5–8	F		
Standard 1	9–12	F		
Standard 1	Across		F	
1.1 Listening	K–4	F		
1.1 Listening	5–8	F		
1.1 Listening	9–12	F		
1.1 Listening	Across		F	
1.2 Speaking	K–4	F		
1.2 Speaking	5–8	F		
1.2 Speaking	9–12	F		
1.2 Speaking	Across		F	
1.3 Reading	K–4	P		The bulleted statement "showing comprehension of reading materials" is general and vague. As a result, it is difficult to determine the level of depth (e.g., in terms of length or grammatical complexity) of texts students are expected to be able to read, and the extent of comprehension (e.g., main ideas, specific details) students are expected to have.
1.3 Reading	5–8	P		The bulleted statement "responding to the reading selection" is general and vague. As a result, it is difficult to determine the level of depth (e.g., in terms of length or grammatical complexity) of texts students are expected to be able to read, and the ways in which the students are expected to respond (e.g., answering factual questions or summarizing).

Standard	Grade Span	Within Span	Across Span	Comments
1.3 Reading	9–12	P		The bulleted statement "expressing personal reactions to reading selections" is general and vague. As a result, it is difficult to determine the level (e.g., in terms of length or grammatical complexity) of texts students are expected to be able to read, or the expected extent of students' personal reactions (e.g., expressing like or dislike of the reading, or opinions).
1.3 Reading	Across		P	The bulleted statements for the grade spans are general and vague. As a result, it is difficult to determine the level of depth of texts students are expected to be able to read across the grade spans.
1.4 Writing	K–4	F		
1.4 Writing	5–8	F		
1.4 Writing	9–12	F		
1.4 Writing	Across		F	
Standard 2	K–4	F		
Standard 2	5–8	F		
Standard 2	9–12	F		
Standard 2	Across		F	

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Coherence

Standard	Grade Span	Appropriate Sequence	Appropriate Endpoints	Comments
Standard 1	K–4		F	
Standard 1	5–8		F	
Standard 1	9–12		F	
Standard 1	Across	P	F	
1.1 Listening	K–4		F	
1.1 Listening	5–8		F	
1.1 Listening	9–12		F	
1.1 Listening	Across	F	F	
1.2 Speaking	K–4		F	
1.2 Speaking	5–8		F	
1.2 Speaking	9–12		F	
1.2 Speaking	Across	F	F	
1.3 Reading	K–4		F	
1.3 Reading	5–8		F	
1.3 Reading	9–12		F	
1.3 Reading	Across	F	F	
1.4 Writing	K–4		F	
1.4 Writing	5–8		F	
1.4 Writing	9–12		F	
1.4 Writing	Across	F	F	

Standard	Grade Span	Appropriate Sequence	Appropriate Endpoints	Comments
Standard 2	K-4		F	
Standard 2	5-8		F	
Standard 2	9-12		F	
Standard 2	Across	F	F	

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Rigor

Standard	Grade Span	Rigor	Comments
Standard 1	K–4	F	
Standard 1	5–8	F	
Standard 1	9–12	F	
Standard 1	Across	F	
1.1 Listening	K–4	F	
1.1 Listening	5–8	F	For students starting foreign language instruction later than K–4, and especially later than 5–8, the Intermediate and Advanced levels are accelerated, in the sense that students are unlikely to reach the Advanced level. The introduction to the Colorado MCS for Foreign Language states that in this case, the levels do not necessarily equate to years of study. It might be useful to include guidance as to the expected years of study these levels represent (e.g., Beginning is two years, and Intermediate is two years).
1.1 Listening	9–12	F	For students starting foreign language instruction later than K–4, and especially later than 5–8, the Intermediate and Advanced levels are accelerated, in the sense that students are unlikely to reach the Advanced level. The introduction to the Colorado MCS for Foreign Language states that in this case, the levels do not necessarily equate to years of study. It might be useful to include guidance as to the expected years of study these levels represent (e.g., Beginning is two years, and Intermediate is two years).
1.1 Listening	Across	F	
1.2 Speaking	K–4	F	
1.2 Speaking	5–8	F	
1.2 Speaking	9–12	F	
1.2 Speaking	Across	F	
1.3 Reading	K–4	I	The bulleted statement "showing comprehension of reading materials" is general and vague, so it is difficult to determine the level (e.g., in terms of length or grammatical complexity) of texts students are expected to be able to read, and the extent of comprehension (e.g., main ideas, specific details) students are expected to have.
1.3 Reading	5–8	I	The bulleted statement "responding to the reading selection" is general and vague, so it is difficult to determine the level (e.g., in terms of length or grammatical complexity) of texts students are expected to be able to read, and the ways in which the students are expected to respond (e.g., answering factual questions or summarizing).

Standard	Grade Span	Rigor	Comments
1.3 Reading	9–12	I	The bulleted statement "expressing personal reactions to reading selections" is general and vague, so it is difficult to determine the level (e.g., in terms of length or grammatical complexity) of texts students are expected to be able to read, or the expected extent of students' personal reactions (e.g., expressing like or dislike of the reading, or opinions).
1.3 Reading	Across	I	The bulleted statements for the grade spans are general and vague. As a result, it is difficult to determine the level of rigor of texts students are expected to be able to read across the grade spans.
1.4 Writing	K–4	F	
1.4 Writing	5–8	F	
1.4 Writing	9–12	F	
1.4 Writing	Across	F	
Standard 2	K–4	F	
Standard 2	5–8	F	
Standard 2	9–12	F	
Standard 2	Across	F	

World Languages (Foreign Language): Internal Quality Review

Breadth

Standard	Grade Span	Breadth Within Span	Contains Essential Content	Free of Extraneous Content	Comments
Across	K–4	F	F	F	
Standard 1	K–4		F	F	
1.1 Listening	K–4		F	F	
1.2 Speaking	K–4		F	F	
1.3 Reading	K–4		P	F	The bulleted statement "showing comprehension of reading materials" does not have sufficient breadth. The type, the length, and the grammatical complexity of texts students are expected to read do not show sufficient breadth. As a result, the extent of comprehension (e.g., main ideas, specific details) lacks breadth.
1.4 Writing	K–4		F	P	Handwriting and word processing are technical skills, not foreign language skills, and are extraneous.
Standard 2	K–4		F	F	
Across	5–8	F	F	F	
Standard 1	5–8		F	F	
1.1 Listening	5–8		F	F	
1.2 Speaking	5–8		P	F	Use and level of grammatical structures are not mentioned.
1.3 Reading	5–8		P	F	The bulleted statement "responding to the reading selection" does not have sufficient breadth. The type, the length, and the grammatical complexity of texts students are expected to read do not show sufficient breadth. As a result, the ways in which the students are expected to respond (e.g., answering factual questions or summarizing) lack breadth.
1.4 Writing	5–8		F	F	
Standard 2	5–8		F	F	

Standard	Grade Span	Breadth Within Span	Contains Essential Content	Free of Extraneous Content	Comments
Across	9–12	F	F	F	
Standard 1	9–12		F	F	
1.1 Listening	9–12		F	F	
1.2 Speaking	9–12		P	F	Use and level of grammatical structures are not mentioned.
1.3 Reading	9–12		P	F	The bulleted statement "expressing personal reactions to reading selections" does not have sufficient breadth. The type, the length, and the grammatical complexity of texts students are expected to be able read do not show sufficient breadth. As a result, the expected extent of students' personal reactions (e.g., expressing like or dislike of the reading, or opinions) lacks breadth.
1.4 Writing	9–12		F	F	
Standard 2	9–12		F	F	
Across	Across	F	F	F	
Standard 1	Across		F	F	
1.1 Listening	Across		F	F	
1.2 Speaking	Across		F	F	
1.3 Reading	Across		P	F	The bulleted statements are broad and vague, so it is difficult to determine the level (e.g., in terms of length or grammatical complexity) of texts students are expected to be able to read, or the expected extent of students' responses.
1.4 Writing	Across		F	F	
Standard 2	Across		F	F	

Appendix B. World Languages (Foreign Language): External Referent Review — California
External Referent: Foreign Language Framework for California Public Schools — K – 12th Grade (2003)

Organization/Structure

Subcategory	Similarities	Differences	Comments
Grade articulation	Both the Colorado MCS for Foreign Language and the <i>Foreign Language Framework for California Public Schools</i> have proficiency levels.	<p>The Colorado MCS for Foreign Language has 3 grade spans/levels:</p> <ul style="list-style-type: none"> • K–4/Beginning • 5–8/Intermediate • 9–12/Advanced <p>The <i>Foreign Language Framework for California Public Schools</i> has 5 stages:</p> <ul style="list-style-type: none"> • Stage I • Stage II • Stage III • Stage IV • Stage V 	The <i>Foreign Language Framework for California Public Schools</i> indicates that foreign languages are offered in grades K–12.
Hierarchy of standards		<p>Colorado MCS for Foreign Language:</p> <ul style="list-style-type: none"> • standards • benchmarks • rationale • grade span bullets <p><i>Foreign Language Framework for California Public Schools</i>:</p> <ul style="list-style-type: none"> • function • context • text type • accuracy • content 	The <i>Foreign Language Framework for California Public Schools</i> is not a foreign language standards document. Instead, it is a framework document that describes foreign language teaching, and it includes charts for five proficiency levels, called stages, in the language learning continuum. The charts describe learning outcomes for the following categories: function, context, and text type, as well as descriptions of accuracy and content.

Subcategory	Similarities	Differences	Comments
Number of standards		<p>Colorado MCS for Foreign Language:</p> <ul style="list-style-type: none"> • 2 standards (communication, culture) • 4 benchmarks for the communication standard (listening, speaking, reading, writing) • 3-7 grade span bullets per benchmark <p><i>Foreign Language Framework for California Public Schools:</i></p> <ul style="list-style-type: none"> • 4-8 function bullets per stage • 1-4 context bullets per stage • 2-4 accuracy bullets per stage • 2 content bullets per stage 	
Design/Format		<p>The Colorado MCS for Foreign Language is organized by skill area/mode and then by grade span/proficiency level.</p> <ul style="list-style-type: none"> • introduction • standards • glossary • 11 pages <p><i>Foreign Language Framework for California Public Schools:</i></p> <ul style="list-style-type: none"> • Rationale for studying foreign languages • Proficiency levels • Content category curriculum • Implementation of curriculum and instructional practices • Assessment of students and evaluations of programs • Professional development 	

Subcategory	Similarities	Differences	Comments
<p>Design/Format Cont'd</p>		<ul style="list-style-type: none"> • The role of Parents or Guardians, Administrators, and the Community • Criteria for Evaluating Kindergarten-Through-Grade-Eight Foreign Language Materials • References • 64 pages <p><i>The Foreign Language Framework for California Public Schools</i> presents learning outcomes by categories and stages.</p>	

External Referent: Foreign Language Framework for California Public Schools — K – 12th Grade (2003)

Content

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
Standard 1	Both the Colorado MCS for Foreign Language and the <i>Foreign Language Framework for California Public Schools</i> address communication skills.	The <i>Foreign Language Framework for California Public Schools</i> has a greater focus on functions, while the MCS has a greater focus on essential language skills.	
1.1 Listening	Both the Colorado MCS for Foreign Language and the <i>Foreign Language Framework for California Public Schools</i> address comprehension and a variety of listening contexts.	The <i>Foreign Language Framework for California Public Schools</i> has more detail on functions than does the Colorado MCS for Foreign Language.	
1.2 Speaking	Both the Colorado MCS for Foreign Language and the <i>Foreign Language Framework for California Public Schools</i> address speaking contexts, functions, and general accuracy.	The <i>Foreign Language Framework for California Public Schools</i> has more detail on functions than does the MCS. The Colorado MCS for Foreign Language addresses pronunciation and intonation, which the <i>Foreign Language Framework for California Public Schools</i> does not.	
1.3 Reading	Both the Colorado MCS for Foreign Language and the <i>Foreign Language Framework for California Public Schools</i> address functions of reading comprehension.	The <i>Foreign Language Framework for California Public Schools</i> has more detail on reading contexts and text types than does the Colorado MCS for Foreign Language.	
1.4 Writing	Both the Colorado MCS for Foreign Language and the <i>Foreign Language Framework for California Public Schools</i> address writing contexts, functions, and general accuracy.	The <i>Foreign Language Framework for California Public Schools</i> has more detail on functions and contexts than does the Colorado MCS for Foreign Language. The Colorado MCS for Foreign Language addresses grammatical structures and the writing process, which CA does not.	

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
Standard 2			The <i>Foreign Language Framework for California Public Schools</i> does not address culture per se in the continuum charts, although the content sections include cultural elements.
Grades K–4	Stage I of the <i>Foreign Language Framework for California Public Schools</i> is roughly comparable to the Beginning level of the Colorado MCS for Foreign Language.		
Grades 5–8	Stages II and III of the <i>Foreign Language Framework for California Public Schools</i> is roughly comparable to the Intermediate level of the Colorado MCS for Foreign Language.		
Grades 9–12	Stage IV of the <i>Foreign Language Framework for California Public Schools</i> is roughly comparable to the Advanced level of the Colorado MCS for Foreign Language. Stage V of the <i>Foreign Language Framework for California Public Schools</i> is roughly comparable to the “for students extending their foreign language education” section of the Advanced level of the Colorado MCS for Foreign Language.		

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
Across			The <i>Foreign Language Framework for California Public Schools</i> does not organize the continuum charts by grade span.
Wording/specificity			The Colorado MCS for Foreign Language uses verbs to describe student skills/abilities. The <i>Foreign Language Framework for California Public Schools</i> uses verbs for functions, text type, and accuracy, adverbial or noun phrases for context, and nouns for content.

**Appendix C. World Languages (Foreign Language): External Referent Review — New Jersey
External Referent: World Languages — New Jersey Core Curriculum Content Standards — K – 12th Grade (2004)**

Organization/Structure

Subcategory	Similarities	Differences	Comments
Grade articulation	Both the Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> are divided by grade spans corresponding to proficiency levels based on K–12 foreign language instruction.	<p>The Colorado MCS for Foreign Language has 3 grades spans/levels:</p> <ul style="list-style-type: none"> • K–4/Beginning • 5–8/Intermediate • 9–12/Advanced <p>The <i>New Jersey Core Curriculum Content Standards for World Languages</i> has 4 levels:</p> <ul style="list-style-type: none"> • Novice-Mid • Novice-High • Intermediate-Low • Pre-Advanced 	The <i>New Jersey Core Curriculum Content Standards for World Languages</i> also includes a chart (from ACTFL) showing differential attainment of proficiency level depending on age of start and length of study time (by grade/year).
Hierarchy of standards	<p>Both the Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> subdivide the communication standard (into benchmarks or strands).</p> <p>Colorado MCS for Foreign Language:</p> <ul style="list-style-type: none"> • standards • benchmarks • rationale • grade span bullets 	<p>The Colorado MCS for Foreign Language does not subdivide the culture standard, whereas the <i>New Jersey Core Curriculum Content Standards for World Languages</i> does.</p> <p>The Colorado MCS for Foreign Language subdivides the communication standard (but not the culture standard) by skill areas, whereas the <i>New Jersey Core Curriculum Content Standards for World Languages</i> subdivides both standards by modes (based on ACTFL).</p>	

Subcategory	Similarities	Differences	Comments
Hierarchy of standards Cont'd	<p><i>New Jersey Core Curriculum Content Standards for World Languages:</i></p> <ul style="list-style-type: none"> • standards • strands • indicators • indicator bullets 	<p>The <i>New Jersey Core Curriculum Content Standards for World Languages</i> has a third-level subdivision of the indicators into bullets, whereas the Colorado MCS for Foreign Language does not have this third-level subdivision.</p>	
Number of standards	<p>Colorado MCS for Foreign Language:</p> <ul style="list-style-type: none"> • 2 standards (communication, culture) • 4 benchmarks for the communication standard (listening, speaking, reading, writing) • 3–7 bullets per each benchmark <p><i>New Jersey Core Curriculum Content Standards for World Languages:</i></p> <ul style="list-style-type: none"> • 2 standards (communication, culture) • 3 strands for each standard (interpretive mode, interpersonal mode, presentational mode) • 4–7 progress indicators per strand • 0–4 indicator bullets per indicator 	<p>The Colorado MCS for Foreign Language subdivides the communication standard into (only) by 4 skill areas, whereas the <i>New Jersey Core Curriculum Content Standards for World Languages</i> subdivides both standards by 3 modes.</p> <p>The MCS has 3-7 bullets for each of the 4 communication benchmarks, whereas the <i>New Jersey Core Curriculum Content Standards for World Languages</i> has 4–7 progress indicators for each of the 6 total strands, with the progress indicators having 0–4 bullets each.</p>	
Design/Format	<p>Both the Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> organize the standards first by skill area/mode and then by grade span/level.</p>	<p>Colorado MCS for Foreign Language:</p> <ul style="list-style-type: none"> • introduction • standards • glossary • 11 pages <p><i>New Jersey Core Curriculum Content Standards for World Languages:</i></p> <ul style="list-style-type: none"> • introduction • references • standards • 19 pages 	

Subcategory	Similarities	Differences	Comments
Design/Format Cont'd		The <i>New Jersey Core Curriculum Content Standards for World Languages</i> includes more background information than the Colorado MCS for Foreign Language, including a chart of student performance outcomes by level.	

External Referent: World Languages — New Jersey Core Curriculum Content Standards — K – 12th Grade (2004)

Content

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
Standard 1	Both the Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> address a similar breadth and depth of content.	The Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> have some differences in the focus or detail of some of the content.	
1.1 Listening	Both the Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> address a variety of listening sources and contexts.	While the focus of the Colorado MCS for Foreign Language is on comprehension, the focus of the <i>New Jersey Core Curriculum Content Standards for World Languages</i> is on functions (e.g., following directions).	
1.2 Speaking	Both the Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> address a variety of speaking strategies and contexts.	While the Colorado MCS for Foreign Language addresses functions (e.g., asking and answering questions) only at Beginning and Intermediate, the <i>New Jersey Core Curriculum Content Standards for World Languages</i> addresses functions at all levels.	
1.3 Reading	Both the Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> address responding to reading selections/materials.	The Colorado MCS for Foreign Language addresses vocabulary (at the Beginning and Intermediate levels), whereas the <i>New Jersey Core Curriculum Content Standards for World Languages</i> does not. The <i>New Jersey Core Curriculum Content Standards for World Languages</i> mentions characteristics of texts (e.g., descriptions, messages, authentic selections), whereas the Colorado MCS for Foreign Language does not.	

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
1.4 Writing	Both the Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> address a variety of writing tasks and topics.	<p>The Colorado MCS for Foreign Language addresses using vocabulary and grammar, whereas the <i>New Jersey Core Curriculum Content Standards for World Languages</i> does not (except for comparing and contrasting linguistic elements with English).</p> <p>The Colorado MCS for Foreign Language addresses the writing process, whereas the <i>New Jersey Core Curriculum Content Standards for World Languages</i> does not.</p>	
Standard 2	Both the Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> address key elements of studying and communicating about the target culture.	The <i>New Jersey Core Curriculum Content Standards for World Languages</i> has more detailed descriptions of what students should know and be able to do regarding cultural elements, and also includes some elements of culture in the communication standard, whereas the Colorado MCS for Foreign Language contain fewer, more general statements, and do not include cultural aspects in the communication standard, except for reading.	
Grades K–4	The type of content and general performance level are mostly similar.	There are no major differences in sequencing or distribution of general content except as noted for each benchmark above.	

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
Grades 5–8	The type of content and general performance level are mostly similar.	There are no major differences in sequencing or distribution of general content except as noted for each benchmark above.	
Grades 9–12	The type of content and general performance level are mostly similar.	There are no major differences in sequencing or distribution of general content except as noted for each benchmark above.	
Across	The type of content and general performance level are mostly similar.	There are no major differences in sequencing or distribution of general content except as noted for each benchmark above.	
Wording/specificity	Both the Colorado MCS for Foreign Language and the <i>New Jersey Core Curriculum Content Standards for World Languages</i> use verbs corresponding to specific skills students are expected to have.	The <i>New Jersey Core Curriculum Content Standards for World Languages</i> standards contain more detailed descriptions, as well as sample topics or materials for many of the indicators.	

Appendix D. World Languages (Foreign Language): External Referent Review — Finland
External Referent: Foreign Languages —Finland National Core Curriculum for Basic Education (2004) and National Core Curriculum for Upper Secondary Schools (2003)

Organization/Structure

Subcategory	Similarities	Differences	Comments
Grade articulation	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum are divided by grade spans.	<p>Colorado: The Colorado MCS for Foreign Language has three grade spans/levels:</p> <ul style="list-style-type: none"> • K-4/Beginning • 5-8/Intermediate • 9-12/Advanced <p>Finland: The Finland National Core Curriculum has four grade spans:</p> <ul style="list-style-type: none"> • 1-2 • 3-6 • 7-9 • general upper secondary <p>The Finland National Core Curriculum does not make reference to levels, unlike the Colorado MCS for Foreign Language.</p> <p>The Finland National Core Curriculum has compulsory and specialization language courses at grade span 7-9. It has specialization courses at the general upper secondary grade span.</p>	

Subcategory	Similarities	Differences	Comments
Grade articulation Cont'd		The Finland National Core Curriculum distinguishes between curriculum for an A language course and curriculum for a B1 language course and for a B2 language course. The A language course is begun in grade span 1–2, and promotes competence in the language and the culture. The B1 and B2 language courses begin in grade span 7–9. The B1 course focuses on basic proficiency in the foreign language. The B2 course focuses on spoken communication in day-to-day situations.	
Hierarchy of standards	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum have headings with bulleted lists of statements.	<p>The Colorado MCS for Foreign Language:</p> <ul style="list-style-type: none"> • standards • benchmarks • rationale • grade span bullets <p>The Finland National Core Curriculum does not have standards per se; rather, it has:</p> <ul style="list-style-type: none"> • objectives • objective bullets • core content • core content bullets • performance descriptors • performance descriptor bullets <p>Each objective section, core content section, and performance descriptor section is subdivided (e.g., grade span 3–6 objectives: language proficiency, cultural skills, learning strategies)</p>	

Subcategory	Similarities	Differences	Comments
Number of standards	<p>The Colorado MCS for Foreign Language and the Finland National Core Curriculum are not similar, because the Finland National Core Curriculum does not have standards.</p>	<p>The Colorado MCS for Foreign Language:</p> <ul style="list-style-type: none"> • 2 standards (communication, culture) • 4 benchmarks for the communication standard (listening, speaking, reading, writing) • 3-7 grade span bullets per benchmark <p>The Finland National Core Curriculum:</p> <ul style="list-style-type: none"> • 4-13 objective bullets depending on the grade span • 3-15 core content bullets depending on the grade span • 2-4 performance descriptor bullets depending on the grade span 	
Design/Format	<p>Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum divide descriptors by grade span and content/skills.</p>	<p>The Colorado MCS for Foreign Language organizes the standards first by skill area/mode and then by grade span/level:</p> <ul style="list-style-type: none"> • introduction • standards • glossary • 11 pages <p>The standards of the Finland National Core Curriculum are presented in two documents—one for basic education, one for upper secondary curriculum. Each foreign language section is part of a much larger national core curriculum document that includes other subject areas.</p>	

Subcategory	Similarities	Differences	Comments
<p style="text-align: center;">Design/Format Cont'd</p>		<p>Finland organizes the descriptors first by grade span and then by objectives/content/performance:</p> <ul style="list-style-type: none"> • Finland National Core Curriculum for Basic Education: 19 pages • Finland National Core Curriculum for Upper Secondary Education: 8 pages • The Finland National Core Curriculum for Upper Secondary Education includes course descriptions for compulsory and specialization courses. 	

External Referent: Foreign Languages — Finland National Core Curriculum for Basic Education (2004) and National Core Curriculum for Upper Secondary Schools (2003)

Content

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
Standard 1	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum address skills in the four language skill areas.	The MCS tends to include more detail than Finland.	
1.1 Listening	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum address basic listening comprehension skills at each level.	The MCS includes more detail than Finland on listening contexts and sources.	
1.2 Speaking	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum address basic speaking skills at each level.	The MCS includes more detail than Finland on speaking contexts and content.	
1.3 Reading	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum address basic reading comprehension skills.	The MCS includes some details on vocabulary (Beginning and Intermediate) and textual analysis (Advanced).	
1.4 Writing	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum address writing messages and descriptions.	The MCS includes more detail than Finland on writing contexts and skills, including the writing process. The MCS addresses a higher level of writing ability than Finland.	
Standard 2	Both the Colorado MCS for Foreign Language and Finland National Core Curriculum address general cultural awareness.	The MCS has more focus on applying target language cultural elements in communication, while Finland has more emphasis on comparing and contrasting the target language culture with students' own culture.	

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
Grades K–4	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum address basic skills appropriate at each grade span.	The Finland National Core Curriculum does not include reading and writing skills for grade span 1–2, while the Colorado MCS for Foreign Language does include reading and writing skills for grade span K–4.	Finland divides the grade spans by 1–2, 3–6, and 7–9, while the MCS divides the grade spans by K–4, 3–6 and 9–12, so it is difficult to compare content by grade spans. Therefore, the comments in this section may apply to the set of grade spans.
Grades 5–8	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum address basic skills appropriate at each grade span.	The Finland National Core Curriculum standards for grade span 7–9 skills tend to be comparable to the Colorado MCS for Foreign Language grade span 5–8 skills.	Finland divides the grade spans by 1–2, 3–6, and 7–9, while the MCS divides the grade spans by K–4, 3–6, and 9–12, so it is difficult to compare content by grade spans. Therefore, the comments in this section may apply to the set of grade spans.
Grades 9–12	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum address basic skills appropriate at each grade span.	The Colorado MCS for Foreign Language tends to include more high-level skills for grade span 9–12 than the Finland National Core Curriculum does through grade span 7–9.	Finland divides the grade spans by 1–2, 3–6, and 7–9, while the MCS divides the grade spans by K–4, 3–6, and 9–12, so it is difficult to compare content by grade spans. Therefore, the comments in this section may apply to the set of grade spans.
Across	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum address relevant skill areas across the grade spans.	The Finland National Core Curriculum tends to address a similar level of skills across the grade spans, whereas the Colorado MCS Foreign Language increases the cognitive complexity of skills across the grade spans.	
Wording/specificity	Both the Colorado MCS for Foreign Language and the Finland National Core Curriculum use verbs to describe student knowledge and skills.	The Colorado MCS for Foreign Language describes student process skills (e.g., “demonstrating comprehension”), whereas the Finland National Core Curriculum tends to describe student outcomes (e.g., “come to understand”).	

Appendix E. World Languages (Foreign Language): External Referent Review — Singapore
External Referent: Foreign Language — Arabic Scheme of Work (2008), Indonesian Scheme of Work (2008), French Scheme of Work (2009), German Scheme of Work (2009), Japanese Scheme of Work (2009), Higher Malay Scheme of Work (2008), and Malay (Special Programme) Department Scheme of Work (2008)

Organization/Structure

Subcategory	Similarities	Differences	Comments
Grade articulation		<p>The Colorado MCS for Foreign Language has three grade spans/levels:</p> <ul style="list-style-type: none"> • K-4/Beginning • 5-8/Intermediate • 9-12/Advanced <p>Singapore: Foreign language instruction begins at the secondary level.</p> <p>Language courses are articulated into sections, each lasting a school year.</p> <ul style="list-style-type: none"> • French (sections 1-4, sections H1 and H2) • German (sections 1-4, sections H1 and H2) • Arabic (1 section) <p>Students ranking in the top 10% of the Primary School Leaving Exam (PSLE) are eligible to apply to study a foreign language in Secondary One.</p>	<p>English is taught as an official Singapore language, starting in preschool. Other foreign languages are offered in secondary school to students scoring in the top 10% of the PSLE (Primary School Leaving Exam).</p>

Subcategory	Similarities	Differences	Comments
Grade articulation Cont'd		<p>Eligible foreign languages are French, German, Japanese, Arabic, and Bahasa Indonesia.</p> <p>Students applying for an Asian Language course (e.g., Bahasa Indonesia and Arabic) as a Third Language must be in the Express or Normal Academic educational track. Students in the vocational educational track are not eligible to study Asian Languages as a Third Language.</p> <p>Students studying French, German, and Japanese will attend their language courses outside of their schools' curriculum time at the Ministry of Education Learning Centre (MOELC).</p>	
Hierarchy of standards		<p>Colorado MCS for Foreign Language:</p> <ul style="list-style-type: none"> • standards • benchmarks • rationale • grade span bullets <p>Singapore: Singapore schemes of work are foreign language curriculum pacing guides and not foreign language standards. Each language curriculum document reviewed is organized by:</p> <ul style="list-style-type: none"> • unit or chapter • objectives (communicative functions) • grammatical structures • vocabulary • topics/themes/activities 	<p>Singapore does not have foreign language standards. Instead, it provides curriculum documents for each language studied. Each document is organized by objectives (communicative functions), grammatical structures and vocabulary, and topics/themes/activities (which include cultural aspects).</p>

Subcategory	Similarities	Differences	Comments
Number of standards		<p>Colorado MCS for Foreign Language:</p> <ul style="list-style-type: none"> • 2 standards (communication, culture) • 4 benchmarks for the communication standard (listening, speaking, reading, writing) • 3–7 grade span bullets per benchmark <p>Singapore: <u>Arabic</u></p> <ul style="list-style-type: none"> • 16 learning objectives • 4–5 instructional objectives per week 	<p>Because the Colorado MCS for Foreign Language is a standards document and the Singapore documents are curriculum documents, the number of standards is much different for each document.</p>
Design/Format		<p>The Colorado MCS for Foreign Language organizes the standards first by skill area/mode and then by grade span/level.</p> <ul style="list-style-type: none"> • introduction • standards • glossary • 11 pages <p>Singapore: The language schemes of work are presented by term and weekly unit, chapter, or theme.</p> <ul style="list-style-type: none"> • Arabic: 15 pages • French: 22 pages • German: 22 pages 	<p>The Colorado MCS for Foreign Language is a standards document. The Singapore documents are curriculum documents.</p>

External Referent: Foreign Language — Arabic Scheme of Work (2008), Indonesian Scheme of Work (2008), French Scheme of Work (2009), German Scheme of Work (2009), Japanese Scheme of Work (2009), Higher Malay Scheme of Work (2008), and Malay (Special Programme) Department Scheme of Work (2008)

Content

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
Standard 1	Singapore curriculum documents address language learning activities in the classroom on which the the skills described in the Colorado MCS for Foreign Language could be based.	The Singapore curriculum documents are organized by language functions, not by skill area. Therefore, specific language communication skills or strategies students know and can do are not described in the Singapore documents as they are in the Colorado MCS for Foreign Language.	Singapore does not have standards; Singapore curriculum documents are organized by communicative functions, grammar, activities and topics, and not by language skill area. Note that there are differences in organization and content among the documents for each foreign language offered in Singapore, so analyst comments reflect overall impressions across the documents.
1.1 Listening	The Singapore curriculum documents appear to address listening activities in the classroom (e.g., for French, “understanding and giving simple directions”). The Colorado MCS for Foreign Language describes listening skills on which listening activities could be based (e.g., “demonstrating comprehension of everyday conversations including familiar situations and simple instruction”).	The Singapore curriculum documents are organized by language functions, not by skill area. Therefore, specific listening skills or strategies students know and can do are not described in the Singapore documents as they are in the Colorado MCS for Foreign Language.	Singapore does not have standards; Singapore curriculum documents are organized by communicative functions, grammar, activities and topics, and not by language skill area. Note that there are differences in organization and content among the documents for each foreign language offered in Singapore, so analyst comments reflect overall impressions across the documents.

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
1.2 Speaking	<p>The Singapore curriculum documents appear to address speaking activities in the classroom (e.g., for French, “asking for the price of an object”).</p> <p>The Colorado MCS for Foreign Language describes speaking skills on which speaking activities could be based (e.g., “asking and answering simple questions”).</p>	<p>The Singapore curriculum documents are organized by language functions, not by skill area. Therefore, specific speaking skills or strategies students know and can do are not described in the Singapore documents as they are in the Colorado MCS for Foreign Language.</p>	<p>Singapore does not have standards; Singapore curriculum documents are organized by communicative functions, grammar, activities and topics, and not by language skill area.</p> <p>Note that there are differences in organization and content among the documents for each foreign language offered in Singapore, so analyst comments reflect overall impressions across the documents.</p>
1.3 Reading	<p>The Singapore curriculum documents appear to address reading activities in the classroom (e.g., for French, “understanding an informative article”).</p> <p>The Colorado MCS for Foreign Language describes speaking skills on which reading activities could be based (e.g., “comprehending main ideas of reading selections based on familiar vocabulary”).</p>	<p>The Singapore curriculum documents are organized by language functions, not by skill area. Therefore, specific reading skills or strategies students know and can do are not described in the Singapore documents as they are in the Colorado MCS for Foreign Language.</p>	<p>Singapore does not have standards; Singapore curriculum documents are organized by communicative functions, grammar, activities and topics, and not by language skill area.</p> <p>Note that there are differences in organization and content among the documents for each foreign language offered in Singapore, so analyst comments reflect overall impressions across the documents.</p>

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
1.4 Writing	<p>The Singapore curriculum documents appear to address writing activities in the classroom (e.g., for Arabic, “write short descriptive and narrative texts in the form of postcards, greeting cards, e-mail”).</p> <p>The Colorado MCS for Foreign Language describes writing skills on which writing activities could be based (e.g., “writing about everyday topics and expressing personal opinions and desires using learned vocabulary”).</p>	<p>The Singapore curriculum documents are organized by language functions, not by skill area. Therefore, specific writing skills or strategies students know and can do are not described in the Singapore documents as they are in the Colorado MCS for Foreign Language.</p>	<p>Singapore does not have standards; Singapore curriculum documents are organized by communicative functions, grammar, activities and topics, and not by language skill area.</p> <p>Note that there are differences in organization and content among the documents for each foreign language offered in Singapore, so analyst comments reflect overall impressions across the documents.</p>
Standard 2	<p>The Singapore curriculum documents appear to address some cultural elements in the classroom (e.g., for French, “the newspapers in France”).</p> <p>The Colorado MCS for Foreign Language describes cultural elements on which communication activities could be based (e.g., “analyzing aspects of the cultures being studied such as social and political institutions and laws”).</p>	<p>The Singapore curriculum documents are organized by language functions, not by skill area. Therefore, specific cultural elements students know and culturally relevant communication skills they can do are not described in the Singapore documents as they are in the Colorado MCS for Foreign Language.</p>	<p>Singapore does not have standards; Singapore curriculum documents are organized by communicative functions, grammar, activities and topics, and not by language skill area.</p> <p>Note that there are differences in organization and content among the documents for each foreign language offered in Singapore, so analyst comments reflect overall impressions across the documents.</p>

Subcategory	Similarities in emphasis	Differences in emphasis	Comments
Grades K–4	N/A	N/A	The Singapore curriculum documents provided for analysis are for foreign languages at the secondary level.
Grades 5–8			The Singapore curriculum documents provided for analysis describe curricula for a term, but do not provide information on grade or level.
Grades 9–12			The Singapore curriculum documents provided for analysis describe curricula for a term, but do not provide information on grade or level.
Across			The Singapore curriculum documents provided for analysis describe curricula for a term, but do not provide information on grade or level.
Wording/specificity	In some of the Singapore curriculum documents, the outcomes or objectives are worded similarly to grade span bullets of the Colorado MCS for Foreign Language (e.g., for Arabic, “recognise familiar words and follow simple instructions” is comparable to MCS Listening rationale bullet “recognize common expressions”).	The Colorado MCS for Foreign Language mostly describes standards (what students know and can do) at a broad level, while the Singapore curriculum documents mostly describe activities students perform in the classroom, and provide lists of grammatical or communicative topics.	Note that there are differences in organization and content among the documents for each foreign language offered in Singapore, so analyst comments reflect overall impressions across the documents.

Appendix F. World Languages (Foreign Language): 21st Century Skills and Postsecondary Workforce and Readiness

21st Century Skills

Standard	Grade Span	Critical thinking and reasoning	Information literacy	Collaboration	Self-direction	Invention	Comments
Standard 1	Across	F	F	P	P	P	More emphasis could be placed on interacting with other students (Collaboration), self-correction (Self-direction), and learning strategies. Invention will tend to be limited at lower levels of foreign language acquisition.
1.1 Listening	K-4		F	F			
1.1 Listening	5-8	F	F	F			
1.1 Listening	9-12	F	F	F			
1.2 Speaking	K-4		F	F			
1.2 Speaking	5-8	F	F	F			
1.2 Speaking	9-12	F	F	F			
1.3 Reading	K-4	F	F				
1.3 Reading	5-8	F	F				
1.3 Reading	9-12	F	F				

Standard	Grade Span	Critical thinking and reasoning	Information literacy	Collaboration	Self-direction	Invention	Comments
1.4 Writing	K-4		F		F	F	
1.4 Writing	5-8	F	F	F	F	F	
1.4 Writing	9-12	F	F	N	P	F	Working with other students on the writing process (as in 5-8) could be added for Collaboration; writing process applied to one's own work could be added for Self-direction (also as in 5-8).
Standard 2	K-4		F	F			
Standard 2	5-8	P	N	F		F	More emphasis could be placed on comparing and contrasting cultural elements (Critical thinking); descriptions could be added on the resources from which students gain information on cultural elements (Information literacy).
Standard 2	9-12	F	F	F		F	
Standard 2	Across	P	P	F		F	More emphasis could be placed on comparing and contrasting cultural elements (Critical thinking); descriptions could be added on the resources from which students gain information on cultural elements (Information literacy).
	Comments						

Postsecondary and Workforce Readiness

Standard	Grade Span	Application of reading, writing, and computing skills with minimal remediation or training	Logical reasoning and argumentation abilities	Identification and solving of problems	Information management skills	Human relation skills	Analysis and interpretation skills	Comments
Standard 1	9–12	F	F	N		F	F	See benchmark comments below.
1.1 Listening	9–12		F			F		
1.2 Speaking	9–12		F	N		F		Self-correcting speaking performance could be added.
1.3 Reading	9–12	F	F			F	F	
1.4 Writing	9–12	F	F	N		F	F	Self-correcting writing performance could be added.
Standard 2	9–12	F	F			F	F	
	Comments							