# Module 6: Presentational Communication Standards

* 1. **Start Module**
     1. **Part 1: Welcome**

Welcome to the Massachusetts World Languages Curriculum Framework Implementation Training Series! This training is brought to you by the Massachusetts Department of Elementary and Secondary Education in collaboration with the Center for Applied Linguistics. These Online Learning Modules are one component of the Implementation Training Series and are designed to support you in understanding and using the 2021 Massachusetts World Languages Curriculum Framework.

You are in Module 6: Presentational Communication Standards. This module will discuss the Presentational Communication Standards in the Framework and highlight ways in which you can address these Standards in your classroom.

* + 1. **How do I navigate this module?**

First, let’s talk about how to navigate this module. To navigate between the slides of this module, you can click here: on the NEXT button, to see the next slide, and here: on the PREVIOUS button, to go back to the last slide. Please note that on slides that have interactive features, such as clickable icons or tabs to learn more, you will not be able to click NEXT to see the next slide until you click on each of these features.

At the bottom of each slide, you will also see the volume button to make the audio louder or quieter; the closed-captions button to turn on closed captions and read along with the audio; a seek bar, and a replay button.

You can click on the seek bar to control which part of the screen you want to see, and you can click on the replay button to replay the entire slide.

On the left, you can see the menu. You can click on any title to navigate to the slide you want to view. The menu also has a search bar, here. If you are looking for a particular topic, you can search for it. For example, if you want to learn about the Framework, you can type the word “Framework” into the search bar, and the menu will display all slides that mention the Framework.

On the top right, you can click here on the Resources button where you can find a transcript of the full text of this module as well as a one-page summary.

* + 1. **What are the goals of this module?**

Now let’s talk about the goals of this module. At the end of the module, you will be able to answer these questions:

* What is the Presentational Communication mode and why is it important to develop proficiency in this mode?
* What are the Massachusetts World Languages Standards for Presentational Communication?
* How can I address the Presentational Communication Standards in my classroom?

**1.2. Part 2: Presentational Communication**

* + 1. **What is the mode of Presentational Communication?**

Presentational Communication focuses on one-way communication without negotiated meaning. This form of communication is usually, but not always, rehearsed or prepared for in some way. It involves presenting information, concepts, ideas, feelings, opinions, and perspectives to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Presentational Communication is an important component of how students communicate and use the target language to acquire linguistic proficiency, and it is one of the four communicative modes included in the Domain of Communication Practices.

* + 1. **What do students do in the mode of Presentational Communication?**

In the Presentational Communication mode, students employ writing, signing, and/or speaking skills to plan and prepare communications for an audience. Students also employ their knowledge of culture and their audience to communicate messages that will be well-received by their listeners, readers, or viewers. Students use the target language in the Presentational Communication mode to express respect for others, build connections, and share information with diverse audiences.

* + 1. **Why is it important to develop proficiency in Presentational Communication?**

It is important to develop proficiency in Presentational Communication for many reasons. Click on each section of the circle to learn more.

Proficiency in this mode increases students’ overall abilities in generating ideas, drafting presentations, using feedback to revise them, and producing a final product.

Proficiency in Presentational Communication also supports students in understanding and using different presentational styles for different products or audiences, which increases their understanding of and respect for diverse peoples, cultures, and communities.

Proficiency in Presentational Communication is essential for advancing proficiency in other communicative modes, acquiring the cultural knowledge needed to communicate effectively in the target language, and applying what has been learned to make connections with diverse perspectives and communities.

Finally, planning presentations for varied audiences on topics that carry significance for students supports their engagement and building of connections and allows students to elevate their perspectives and experiences in the language, making proficiency in this mode important for students’ overall growth and development through Deeper Learning.

**1.2.4: Pause for Equity**

Now, let’s take a few minutes to pause for equity in line with Massachusetts’ vision for [Deeper Learning](https://www.doe.mass.edu/kaleidoscope/overview.html), which encompasses the Framework’s priorities for Social Justice and reflects Massachusetts’ goals of having all students explore identity, diversity, justice, and action, combined with mastery. If you are completing this module in a group, you may find it helpful to talk about the guiding questions on this slide with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

The questions are:

* What opportunities does the Presentational Mode create for students to:
  + demonstrate mastery?
  + center their own perspectives and experiences?
  + increase their own capacity for independent learning?

**1.3. Part 3: Presentational Communication Standards**

* + 1. **What are the Presentational Communication Standards?**

The Presentational Communication Standards are descriptions of the skills that students can demonstrate at different levels of proficiency in the Presentational Communication mode. The Standards in the Framework correspond to the ACTFL standards for Presentational Communication, and the Standards are organized by proficiency level from Novice Low to Superior. Each Presentational Communication Standard contains between two and five different Functions, and each Function has a Standard Identifier numbered from 3.a. to 3.e along with the proficiency level abbreviation.

* + 1. **How do the Presentational Communication Standards progress across proficiency levels?**

In Module 4, you learned that Context, Text type, Supports, and Comprehensibility progress in a similar way across proficiency levels for all of the Communication Standards. In addition to these linguistic components, Functions, which describe what students can do with the language, gradually progress in difficulty, rigor, and/or complexity across proficiency levels in the Communication Standards, though this progression make look different for each of the communicative modes. Click here to see a chart showing how Functions progress across proficiency levels within the Presentational Communication Standards.

As shown in the chart, some Functions are repeated from level to level (as indicated by a check mark) and some Functions progress from level to level (as indicated by a check mark in a new row or a check mark with a plus sign). These Functions, which are brand new Functions that emerge at higher proficiency levels or new, more rigorous features of a previously acquired Function, appear in bolded text within the Framework. We will look at the Presentational Communication Standards in greater detail in the following slides, and while we will be focusing on the progression of Functions across proficiency levels, we recommend that you also reflect on ways in which other linguistic components (Context, Text Type, Supports, and Comprehensibility) progress from level to level throughout this Module.

* + 1. **What is the Presentational Communication Standard at the Novice Low level?**

There are two Functions within the Presentational Communication Standard at the Novice Low level, marked as NL 3.a and 3.b. As you can see, students at this level can demonstrate awareness and understanding of themselves and their audience and provide simple, basic, prepared information in culturally appropriate ways.

* + 1. **What is the Presentational Communication Standard at the Novice Mid level?**

There are two Functions within the Presentational Communication Standard at the Novice Mid level, marked as NM 3.a and 3.b. These Functions are repeated from the Novice Low level. The progression from Novice Low is instead seen in greater comprehensibility and use of some practiced or memorized sentences in addition to words and phrases.

* + 1. **Discussion/Reflection**

There will be several opportunities for discussion and reflection in this part of the Module. The questions presented on the Discussion/Reflection slides are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

This set of questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice Low to Novice Mid levels?
* What can your Novice-level students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Novice standards?
* What do you expect Novice High students who are moving up into the Intermediate level to be able to do with the target language?
  + 1. **What is the Presentational Communication Standard at the Novice High level?**

There are three Functions within the Presentational Communication Standard at the Novice High level, marked as NH 3.a, 3.b, and 3.c. As you can see, one of the Functions is repeated from the Novice Mid level, one Function is similar to what is defined at the Novice Mid level but has more rigorous features of the previously acquired Function, and one Function is brand-new. As shown in NH 3.a, students at this level can also demonstrate awareness and understanding of relevant topics and sources, and they can express their own authentic thoughts and preferences, as shown in NH 3.c. In these modules, Novice High is grouped with Intermediate Low and Intermediate Mid because students can accomplish the Functions at those levels, just without the consistency.

* + 1. **What is the Presentational Communication Standard at the Intermediate Low level?**

There are three Functions within the Presentational Communication Standard at the Intermediate Low level, marked as IL 3.a, 3.b, and 3.c. As you can see, one of the Functions is repeated from the Novice High level. The second and third Functions are similar to those at the Novice High level but have more rigorous features of the previously acquired Functions, as students at this level can raise awareness and explain their own authentic thoughts.

* + 1. **What is the Presentational Communication Standard at the Intermediate Mid level?**

There are three Functions within the Presentational Communication Standard at the Intermediate Mid level, marked as IM 3.a, 3.b, and 3.c. As you can see, two of the Functions are repeated from the Intermediate Low level. The third Function, IM 3.c., is similar to the Function at the Intermediate Low level but has more rigorous features of the previously acquired Function, as students at this level can state a viewpoint and provide reasons to support it.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice High to Intermediate Mid levels?
* What can your Intermediate-level students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Intermediate standards?
* What do you expect Intermediate High students who are moving up into the Advanced level to be able to do with the target language?
  + 1. **What is the Presentational Communication Standard at the Intermediate High level?**

There are four Functions within the Presentational Communication Standard at the Intermediate High level, marked as IH 3.a, 3.b, 3.c, and 3.d. As you can see, one of the Functions is repeated from the Intermediate Mid level, and three of the Functions are similar to those at the Intermediate Mid level but have more rigorous features of the previously acquired Functions. As shown in IH 3.a, students at this level demonstrate understanding of their cultural context and adapt a presentation to a variety of settings. Students at this level can also apply authentic resources to state and support a viewpoint, as shown in IH 3.c. Finally, as shown in IH 3.d, students at this level can produce descriptions, narrations, and comparisons across time frames. In these modules, Intermediate High is grouped with Advanced Low and Advanced Mid because students can accomplish the Functions at those levels, just without the consistency.

* + 1. **What is the Presentational Communication Standard at the Advanced Low level?**

There are four Functions within the Presentational Communication Standard at the Advanced Low level, all of which are similar to those at the Intermediate High level but have more rigorous features of the previously acquired Functions. Students at this level can apply their understanding of different components of presentations; present detailed and organized information, raise awareness, and question assumptions; examine and defend a viewpoint; and describe, narrate, and compare across all major time frames.

* + 1. **What is the Presentational Communication Standard at the Advanced Mid level?**

There are four Functions within the Presentational Communication Standard at the Advanced Mid level, one of which is repeated from the Advanced Low level and three of which are similar to those at the Advanced Low level but have more rigorous features of the previously acquired Functions. As you can see, students at this level can present complex and culturally relevant information, as shown in AM 3.b. Students at this level can also apply multiple relevant authentic resources to construct complex, detailed, organized, and respectful arguments that offer possible solutions to general societal issues, as shown in AM 3.c. Finally, as shown in AM 3.d, students at this level can describe, narrate, and compare in a rich, organized, complex, and detailed manner.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Intermediate High to Advanced Mid levels?
* What can your Advanced-level students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Advanced standards?
* What do you expect Advanced High students who are moving up into the Superior level to be able to do with the target language?
  + 1. **What is the Presentational Communication Standard at the Advanced High level?**

There are five Functions within the Presentational Communication Standard at the Advanced High level, marked as AH.3.a, 3.b, 3.c, 3.d, and 3.e. As you can see, one of the Functions is repeated from the Advanced Mid level, three Functions are similar to those at the Advanced Mid level but have more rigorous features of the previously acquired Functions, and one Function is brand-new. Students at this level can adapt a presentation to a variety of audiences, cultures, communities, and contexts, as shown in AH.3.a. They can present rich information (AH.3.b), and they can clearly, accurately, and cohesively deliver an argument supported by credible, authentic resources (AH.3.c). Finally, the new Function that emerges at this proficiency level, AH.3.e, indicates that students can provide detailed, reasonable hypotheses and speculations. In these modules, Advanced High is grouped with Superior because students can accomplish the Functions at that level, just without the consistency.

* + 1. **What is the Presentational Communication Standard at the Superior level?**

There are five Functions within the Presentational Communication Standard at the Superior level, one of which is repeated from the Advanced High level and four of which are similar to those at the Advanced High level but have more rigorous features of the previously acquired Functions. Students at this level can impactfully present information (S.3.b); deliver arguments that challenge previously held conceptions (S.3.c); describe, narrate, and compare with precision of expression in culturally appropriate ways (S.3.d); and construct complex, thorough, reasonable, and well-supported hypotheses to novel situations (S.3.e).

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Advanced High to Superior levels?
* What can your Advanced High and Superior students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Superior standards?
  1. **Part 4: Addressing the Standards**
     1. **How do I address the Presentational Communication Standards in my classroom?**

To address the Presentational Communication Standards in your classroom, it is important to set unit goals/objectives for Presentational Communication; design summative assessment tasks to determine if students have met unit goals/objectives for Presentational Communication; and plan learning experiences to develop and advance students’ Presentational Communication skills and abilities. To align with Massachusetts’ vision for Deeper Learning, goals, assessments, and instruction should allow students to demonstrate Mastery, Identity, and Creativity. Click [here](https://www.doe.mass.edu/kaleidoscope/overview.html) to learn more.

* + 1. **How do I set goals and objectives for Presentational Communication?**

When setting unit goals/objectives for Presentational Communication, we recommend that you start by selecting at least one NCSSFL-ACTFL Can-Do Statement for this mode of communication. You should then align the statement with the Massachusetts World Languages Standards for Presentational Communication that are listed for the targeted proficiency level(s) of your unit. Finally, you should adapt the statement based on your students’ individual needs, interests, and abilities, as well as the topics or themes of your unit. Click here to learn more and to view the [NCSSFL-ACTFL Can-Do Statements](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) for Presentational Communication.

* + 1. **How do I assess Presentational Communication?**

To assess Presentational Communication, we recommend that you use the Integrated Performance Assessment (IPA) model, in which Presentational Communication tasks come after and build upon Interpretive Communication tasks. Interpretive tasks can be followed next by an Interpersonal task or a Presentational task, and we recommend that you consider your context and needs when determining the order in which these tasks are introduced in your IPAs.

It is important to design tasks that align with your unit goals/objectives, and tasks should reflect an authentic, age-appropriate, real-world situation related to the overall theme of the IPA in which students would present information with awareness of the audience. Finally, Presentational Communication tasks will ideally encourage polished language use that is somehow prepared for or rehearsed. Click on the boxes at the bottom of the slide to view resources from [CARLA](https://carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html), the Center for Advanced Research on Language Acquisition, [STARTALK](https://www.startalk.info/educators-principles-conducting/), and the [Ohio Department of Education](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies#assessmentrubrics) that may support you in assessing Interpersonal Communication.

* + 1. **How should Presentational Communication tasks be designed?**

Tasks used in IPAs and independent performance tasks should be designed with all students in mind, including students with disabilities and students from diverse linguistic, racial, and cultural backgrounds. As mentioned on the previous slide, Presentational Communication tasks should build upon and connect to previous tasks, including the Interpretive Communication task. Presentational Communication tasks should also be designed to provide the information needed for students to complete any subsequent Interpersonal Communication tasks. It is also important to think about how you will evaluate student performances on Presentational Communication tasks, and you may find it helpful to rate the following aspects of student performance:

* Language function (what the student can do with the language)
* Text type (the quantity and quality of the student’s language/discourse)
* Comprehensibility (how well the student is understood)

Other criteria that you may wish to consider when rating student performances might include:

* Communication strategies (the level of engagement in the performance)
* Language control (the student’s accuracy, fluency, and use of vocabulary)
  + 1. **How do I teach Presentational Communication?**

Click on each tab to learn more about how to teach Presentational Communication.

When teaching Presentational Communication, it is important to design learning activities and experiences with all students in mind, including students with disabilities and students from diverse linguistic and cultural backgrounds.

Presentational Communication learning activities and experiences should align with your unit goals/objectives.

Presentational Communication activities should also build upon what has been learned during Interpretive Communication activities, and we recommend that you expose students to a variety of presentational products, such as posters, brochures, briefs, advertisements, podcasts, letters, multimedia presentations, and more through the authentic resources used throughout the course of instruction.

Students will also benefit from continuous and varied opportunities to practice their Presentational Communication skills. Students benefit from activities that allow them to practice producing rehearsed and on-demand presentations; using various multimedia tools, materials, and resources; and delivering presentations in different formats and to different audiences.

Click on the boxes at the bottom of the slide to view resources from [STARTALK](https://startalkcreate.org/lpg/learning-plan/show/search-form?query=share&data=%7B%22cn__searchCombo%22:%22presentational%22,%22xx__custom%22:%5B%22All%20Published%22%5D,%22_action%22:%22db-search%22,%22_asciiOnly%22:1,%22_forceNotLoggedInExperience%22:%220%22,%22_actionFlowFromClient2DB%22:%22tbd%22%7D) and the [Ohio Department of Education](https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx) that may support you in teaching Presentational Communication.

* + 1. **What does addressing Presentational Communication look like in different contexts?**

Click on the boxes to see examples of Presentational Communication goals/objectives and tasks for different contexts. The example tasks provided on this slide could be used in IPAs for summative assessment purposes or included as key learning activities and/or formative assessments during the course of instruction. You can view all examples or the one that is most similar to your context, as you only need to click on one example before you are able to move on to the next slide.

* Elementary, Novice
  + Context: Elementary French (Novice Mid)
  + Goal/objective: I can name places in my community using a mixture of practiced or memorized words, phrases, and some sentences with the help of visuals and gestures.
  + Task: Students draw pictures of places in their home or school community and then present them to the class in French. If your district is part of the Deeper Learning initiative, note how this task incorporates Mastery, Identity, and Creativity.
* American Sign Language, Novice
  + Context: Secondary American Sign Language (Novice Mid)
  + Goal/objective: I can give some simple information about historical figures using practiced or memorized signs with the help of visuals and gestures.
  + Task: Students compile photographs of a famous Deaf person that they would like to know more about and deliver a small group presentation in ASL about them. If your district is part of the Deeper Learning initiative, note how this task incorporates Mastery, Identity, and Creativity.
* Secondary, Novice
  + Context: Secondary Spanish (Novice Mid)
  + Goal/objective: I can name the traits of different characters using practiced or memorized words, phrases, and some sentences with the help of visuals and gestures.
  + Task: Students create a poster about an American character and a Spanish character from one of the books or films they explored in class and then present the information in Spanish to a partner. If your district is part of the Deeper Learning initiative, note how this task incorporates Mastery, Identity, and Creativity.
* Secondary, Advanced:
  + Context: Secondary Arabic (Advanced Mid)
  + Goal/objective: I can present a topic from my world history class using a series of connected paragraphs.
  + Task: Students research the history of trade, migration, or linguistic/cultural exchange among Arab countries and write a brief report in Arabic that includes multiple perspectives about their chosen topic. If your district is part of the Deeper Learning initiative, note how this task incorporates Mastery, Identity, and Creativity.
    1. **Discussion/Reflection**

The following questions are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

The questions for discussion and reflection are:

* What is your experience setting goals or objectives for Presentational Communication?
* What Presentational Communication learning activities or assessment tasks have you used in your classroom, and which would you like to use more?
* What resources do you find most helpful for teaching or assessing Presentational Communication?
  1. **Part 5: Conclusion**
     1. **What did we learn in this module?**

We have now come to the end of Module 6. Let’s summarize the topics this module covered. In Module 6, we learned what Presentational Communication is and why it is important to develop proficiency in this mode; what the Presentational Communication Standards are, and how to address the Presentational Communication Standards in your classroom.

You can check the Resources section for a one-page summary of the topics covered in this module.

* + 1. **Check for Learning**

Complete the following check for learning to see what you have learned in this module. After answering each question, click submit to check your answer against the expected response. You will have two opportunities to answer the questions correctly, and if you do not answer correctly, you will see the correct response before being prompted to move on to the next question.

* + - 1. **Question 1**

True or false: Presentational Communication involves two-way communication in which two people are exchanging information and negotiating meaning.

* + - 1. **Question 2**

What are Novice Low to Novice Mid students able to do in the Presentational Communication mode? Select all that apply.

* + - 1. **Question 3**

Match the Function with the appropriate proficiency level.

* + - 1. **Question 4**

What are Intermediate High to Advanced Mid students able to do in the Presentational Communication mode? Select all that apply.

* + - 1. **Question 5**

Which of the following tasks/activities can be used to address the Presentational Communication Standards?

* + - 1. **Question 6**

How might the Presentational Communication Standards be used to support CASEL’s core SEL competencies?

* + - 1. **Question 7**

How might the Presentational Communication Standards be leveraged to support Massachusetts’ vison for Deeper Learning?

* + 1. **What’s next?**

We hope you will also join us for the next module, Module 7: Interpretive Communication Standards.

* + 1. **Thank you!**

Thank you for completing this module and showing your commitment to providing high-quality world language education by learning more about the 2021 Massachusetts World Languages Framework!