Indiana CORE Assessments
for educator licensure

Field 057: World Languages—Japanese
Assessment Blueprint

Domain I—Language Structures

0001 Language Structures (Standard 2)

Domain II—Interpretive Communication: Listening Comprehension Skills

0002 Interpretive Communication Skills (Standard 3)

Domain III—Interpretive Communication: Reading Comprehension Skills

0003 Interpretive Communication Skills (Standard 3)

Domain IV—Cultural Understanding

0004 Cultural Understanding (Standard 5)

Domain V—Language Acquisition, Instruction, and Assessment

0005 Language Acquisition (Standard 1)

0006 Instruction and Assessment (Standard 6)

Domain VI—Presentational and Interpersonal Communication: Writing Skills

0007 Presentational and Interpersonal Communication Skills (Standard 4)

Domain VII—Presentational and Interpersonal Communication: Speaking Skills

0008 Presentational and Interpersonal Communication Skills (Standard 4)

	Domain	Objectives	Standards	Approximate Test Weight
I.	Language Structures	0001	2	13%
II.	Interpretive Communication: Listening Comprehension Skills	0002	3	15%
III.	Interpretive Communication: Reading Comprehension Skills	0003	3	15%
IV.	Cultural Understanding	0004	5	12%
V.	Language Acquisition, Instruction, and Assessment	0005–0006	1, 6	15%
VI.	Presentational and Interpersonal Communication: Writing Skills	0007	4	15%
VII.	Presentational and Interpersonal Communication: Speaking Skills	0008	4	15%

Standard 1: Language Acquisition

World language teachers have a broad and comprehensive understanding of the nature of language and of the theories and processes of language acquisition, including:

1.1   the nature of language and the significance of language change and variation over time

1.2   the various modalities in which languages can occur

1.3   major theories of first- and second-language acquisition

1.4   the influence of first language, heritage language, prior knowledge, and cultural and educational background on second-language acquisition

1.5   the influence of learning styles and individual differences on second-language acquisition

1.6   the influence of age and developmental level on second-language acquisition

1.7   the influence of cognitive, affective, and social factors on second-language acquisition

Standard 2: Language Structures

World language teachers have a broad and comprehensive understanding of the linguistic features of the target language, including:

2.1   the phonological structures and features of the target language

2.2   the morphological structures and features of the target language

2.3   the syntactic patterns and features of the target language

2.4   the semantic features of the target language

2.5   the pragmatic and sociolinguistic aspects of the target language, such as conventions governing social interactions

2.6   the interrelationships among the phonological, morphological, syntactic, semantic, pragmatic, and sociolinguistic features of the target language

2.7   an awareness of dialectal variations of the target language

2.8   similarities and differences between the target language and English

2.9   ways in which understanding the similarities and differences between one's own language and the target language promotes an understanding of the nature of language

Standard 3: Interpretive Communication Skills

World language teachers demonstrate the ability to effectively comprehend culturally authentic messages in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Modern European and East Asian Languages
Modern language teachers demonstrate the ability to effectively comprehend culturally authentic messages in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, including:

3.1 applying literal and inferential comprehension skills to identify or infer essential information from spoken and written messages

3.2 recognizing customary greetings, questions, or comments likely to be encountered in social situations or everyday written communication

3.3 recognizing often-used figurative language, colloquialisms, and idiomatic expressions in spoken and written messages

Standard 4: Presentational and Interpersonal Communication Skills

World language teachers demonstrate the ability to communicate effectively in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Modern European and East Asian Languages
Modern language teachers demonstrate the ability to communicate effectively in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, including:

4.1 speaking and writing appropriately within the context of everyday situations and social contexts

4.2 speaking and writing about familiar topics related to work, school, recreation, and personal interests

4.3 using accurate pronunciation and appropriate rate of delivery when speaking

4.4 using appropriate vocabulary, idiomatic expressions, language structures, and conventions to convey spoken and written messages in various contexts and for various audiences

4.5 organizing ideas in a logically sequenced and well-connected fashion in spoken and written messages

Standard 5: Cultural Understanding

World language teachers have a broad and comprehensive understanding of the cultures associated with the target language and of the interrelationships among the practices, products, and perspectives of these cultures, including:

5.1 major political, economic, social, and cultural trends that have shaped the target cultures

5.2 significant individuals and groups, major historical events, and important geographical sites related to the target cultures and their influence on the development of the target cultures

5.3 significant practices of the target cultures, such as practices of daily life and social customs, and how they reflect the perspectives of the target cultures

5.4 significant products of the target cultures, such as products of daily life, major literary works, and major artistic achievements, and how they reflect the perspectives of the target cultures

5.5 ways in which understanding the practices, products, and perspectives of the target cultures promotes an understanding of important concepts of other disciplines

5.6 similarities and differences between the target cultures and cultures of the United States, including ways in which target cultures have influenced cultures of the United States

5.7 ways in which understanding the similarities and differences between one's own culture and the target cultures promotes an understanding of the concept of culture as a whole

5.8 ways in which understanding the practices, products, and perspectives of the target cultures promotes an understanding of the interrelationship between language and culture

Standard 6: Instruction and Assessment

World language teachers have a broad and comprehensive knowledge of academic standards as well as instruction and assessment strategies that foster students' competencies in the areas of communication, cultures, connections, comparisons, and communities and address the diverse needs of language learners at various developmental levels, including:

6.1 the Indiana Academic Standards for World Languages

6.2 the national standards for world language learning as well as the specific standards associated with the learning of the target language

6.3 major methods, approaches, and tools used in world language instruction and assessment, including existing and emerging technologies

6.4 strategies for designing and differentiating instruction to meet the various needs, learning styles, and developmental levels of all learners and to foster successful learning experiences for all students

6.5 strategies for maximizing the use of the target language in the language classroom and for providing students with opportunities to communicate in the target language in meaningful ways at all stages of language acquisition

6.6 strategies for promoting students' understanding of the target cultures, ability to make comparisons between the target cultures and their own culture, ability to make connections between the target language and cultures and other disciplines, and participation in target-language communities within and beyond the school setting

6.7 strategies for promoting students' understanding of processes that lead to cultural stereotyping and ways of recognizing and counteracting cultural stereotyping

6.8 strategies for selecting and using a variety of age-appropriate authentic materials to meet the instructional, linguistic, and cultural needs of all students and to create a classroom culture that fosters language learning

6.9 strategies for maintaining and improving proficiency in the target language and keeping current with the target cultures

6.10 strategies for promoting the value of knowing a world language for career development, personal enjoyment, and enrichment and for serving as an advocate for lifelong language learning within and beyond the school setting