

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of NEW	)	NOTICE OF PUBLIC HEARING ON
RULES I through VIII and the repeal	)	PROPOSED ADOPTION AND
of ARM 10.54.8510, 10.54.8511,	)	REPEAL
10.54.8512, 10.54.8513, 10.54.8520,	)	
10.54.8521, 10.54.8522, 10.54.8523,	)	
10.54.8530, 10.54.8531, 10.54.8532,	)	
10.54.8533, 10.54.8540, 10.54.8541,	)	
10.54.8542, 10.54.8543, 10.54.8550,	)	
10.54.8551, 10.54.8552, 10.54.8553,	)	
10.54.8560, 10.54.8561, 10.54.8562,	)	
10.54.8563, 10.54.8570, 10.54.8571,	)	
10.54.8572, 10.54.8573, 10.54.8580,	)	
10.54.8581, 10.54.8582, 10.54.8583,	)	
10.54.8590, 10.54.8591, 10.54.8592,	)	
10.54.8593, 10.54.8607, 10.54.8608,	)	
10.54.8609, 10.54.8610, 10.54.8611,	)	
10.54.8612, 10.54.8613, 10.54.8614,	)	
10.54.8615, 10.54.8616, 10.54.8617,	)	
and 10.54.8618 pertaining to World	)	
Language Content Standards	)	

TO: All Concerned Persons

1. On September 4, 2024, at 9:00 a.m., the Board of Public Education (board) will hold a virtual public hearing to consider the proposed adoption and repeal of the above-stated rules. Interested parties may attend the hearing electronically at the following zoom link: <https://mt-gov.zoom.us/j/82401688081>.

2. The board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on August 23, 2024, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0302; or email [bpe@mt.gov](mailto:bpe@mt.gov).

3. The rules proposed to be adopted provide as follows:

NEW RULE I WORLD LANGUAGE CONTENT STANDARD 1 – COMMUNICATION (1) Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

(a) Interpersonal communication: learners interact and negotiate meaning in spoken, signed, or written conversations to share:

(i) information;

- (ii) reactions;
- (iii) feelings; and
- (iv) opinions.
- (b) Interpretive communication: when learners hear, read, or view a variety of topics in the target language they can:
  - (i) understand a variety of topics;
  - (ii) interpret a variety of topics; and
  - (iii) analyze a variety of topics.
- (c) Presentational communication: learners present information, concepts, and ideas pertaining to a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in order to:
  - (i) inform;
  - (ii) explain;
  - (iii) persuade; and
  - (iv) narrate.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE II WORLD LANGUAGE CONTENT STANDARD 2 – CULTURES

- (1) Interact with cultural competence and understanding.
  - (a) Relating cultural practices to perspectives: learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied, and, where appropriate, the cultures of Montana Indigenous Tribes; and
  - (b) Relating cultural products to perspectives: learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied, and, where appropriate, the cultures of Montana Indigenous Tribes.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE III WORLD LANGUAGE CONTENT STANDARD 3 – CONNECTIONS (1) Connect with other disciplines and acquire information and diverse perspectives, including Montana Tribes, in order to use the language to function in academic and career-related situations.

- (a) Making connections: learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and solve problems creatively; and
- (b) Acquiring information and diverse perspectives: learners access and evaluate information and diverse perspectives that are available through studying the language and its cultures.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IV WORLD LANGUAGE CONTENT STANDARD 4 – COMPARISONS (1) Develop insight into the nature of language and culture to interact with cultural competence, with a particular emphasis on Montana Indigenous cultures.

(a) Language comparisons: learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied, their own language, and, when appropriate, Montana Indigenous languages; and

(b) Cultural comparisons: learners use the language to investigate, explain, and reflect on the concept of culture through comparisons between the cultures, their own way of life, and Montana Indigenous culture's history, diversity, and sovereignty.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE V WORLD LANGUAGE CONTENT STANDARD 5 – COMMUNITIES (1) Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

(a) School, local, and global communities: learners use the language, both within and beyond the classroom, to interact and collaborate with their local, state, and global communities, including Montana Indigenous nations.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VI WORLD LANGUAGES PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (1) At the novice level for the interpersonal mode of communication, a language learner expresses oneself in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized. A learner:

(a) can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying;

(b) may show emerging evidence of the ability to engage in simple conversation;

(c) is able to function in some personally relevant contexts on topics that relate to basic biographical information;

(d) may show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and one's immediate environment;

(e) understands and produces highly practiced words and phrases and an occasional sentence. A learner is able to ask formulaic or memorized questions;

(f) can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures;

(g) can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty;

(h) is able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions;

(i) may use some or all of the following strategies to maintain communication:

(i) imitate modeled words;

(ii) use facial expressions and gestures;

(iii) repeat words;

(iv) resort to first language;

(v) ask for repetition; and

(vi) indicate lack of understanding; and

(j) may use culturally appropriate gestures and formulaic expressions in highly practiced applications. A learner may show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

(2) At the novice level for the interpretive mode of communication, a language learner understands words, phrases, and formulaic language that have been practiced and memorized to get the meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support. A learner:

(a) comprehends meaning through recognition of key words and phrases;

(b) may show emerging evidence of the ability to make inferences based on background and prior knowledge;

(c) comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences);

(d) derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar;

(e) comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information;

(f) primarily relies on vocabulary to derive meaning from texts;

(g) may derive meaning by recognizing structural patterns that have been used in familiar and some new contexts;

(h) comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions;

(i) may use some or all of the following strategies to comprehend texts:

(i) skim and scan;

(ii) rely on visual support and background knowledge;

(iii) predict meaning based on context, prior knowledge, and experience;

(iv) for alphabetic languages:

(A) rely on recognition of cognates;

(B) may recognize word family roots, prefixes, and suffixes; and

(j) uses own culture to derive meaning from texts that are heard, read, or viewed.

(3) At the novice level for the presentational mode of communication, a language learner communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized. A learner:

- (a) presents simple, basic information on very familiar topics by producing words, lists, notes, and formulaic language using highly practiced language;
  - (b) may show emerging evidence of the ability to express one's own thoughts and preferences;
  - (c) creates messages in some personally relevant contexts on topics that relate to basic biographical information;
  - (d) may show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and their immediate environment;
  - (e) produces words and phrases and highly practiced sentences or formulaic questions;
  - (f) produces memorized language that is appropriate to the context. Limited language control may require a sympathetic audience to be understood;
  - (g) with practice, polish, or editing, may show emerging evidence of intermediate-level language control;
  - (h) produces a number of high-frequency words and formulaic expressions.
- A learner is able to use a limited variety of vocabulary on familiar topics;
- (i) may use some or all of the following strategies to communicate:
    - (i) rely on a practiced format;
    - (ii) use facial expressions and gestures;
    - (iii) repeat words;
    - (iv) resort to first language;
    - (v) use graphic organizers to present information;
    - (vi) rely on multiple drafts and practice sessions with feedback;
    - (vii) support presentational speaking with visuals and notes; and
    - (viii) support presentational writing with visuals or prompts; and
  - (j) may use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE VII WORLD LANGUAGES PERFORMANCE DESCRIPTORS

AT THE INTERMEDIATE LEVEL (1) At the intermediate level for the interpersonal mode of communication, a language learner expresses oneself and participates in conversations on familiar topics using sentences and series of sentences. A learner handles short social interactions in everyday situations by asking and answering a variety of questions. A learner can communicate about oneself, others, and everyday life. A learner:

- (a) can communicate by understanding and creating personal meaning;
- (b) can understand, ask, and answer a variety of questions;
- (c) consistently is able to initiate, maintain, and end a conversation to satisfy basic needs or to handle a simple transaction;
- (d) may show emerging evidence of the ability to communicate about more than the "here and now";
- (e) is able to communicate in contexts relevant to oneself and others, and one's immediate environment;

(f) may show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics;

(g) is able to understand and produce discrete sentences, strings of sentences, and some connected sentences. A learner is able to ask questions to initiate and sustain conversations;

(h) understands straightforward language that contains mostly familiar structures;

(i) has control of language sufficient to be understood by those accustomed to dealing with language learners;

(j) communicates using high-frequency and personalized vocabulary within familiar themes or topics;

(k) uses some of the following strategies to maintain communication, but not all of the time and inconsistently:

(i) ask questions;

(ii) ask for clarification;

(iii) self-correct or restate when not understood; and

(iv) circumlocute; and

(l) recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. A learner recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

(2) At the intermediate level for the interpretive mode of communication, a language learner understands main ideas and some supporting details on familiar topics from a variety of texts. A learner:

(a) comprehends main ideas and identifies some supporting details;

(b) may show emerging evidence of the ability to make inferences by identifying key details from the text;

(c) comprehends information related to basic personal and social needs and relevant to one's immediate environment such as oneself and everyday life, school, community, and particular interests;

(d) comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts;

(e) generally comprehends connected sentences and most paragraph-like discourse;

(f) comprehends information-rich texts with highly predictable order;

(g) has sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics. A learner has limited control of language to understand some more complex texts;

(h) may derive meaning by:

(i) comparing target language structures with those of their native language; and

(ii) recognizing parallels in structure between new and familiar language;

(i) comprehends high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions;

(j) uses some or all of the following strategies to comprehend texts:

(i) skim and scan;

- (ii) use visual support and background knowledge;
  - (iii) predict meaning based on context, prior knowledge, or experience;
  - (iv) use context clues; and
  - (v) recognize word family roots, prefixes, and suffixes;
  - (k) for non-alphabetic languages, recognizes radicals; and
  - (l) generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.
- (3) At the intermediate level for the presentational mode of communication, a language learner communicates information and expresses one's own thoughts about familiar topics using sentences and series of sentences. A learner:
- (a) expresses one's own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time;
  - (b) may show emerging evidence of the ability to tell or retell a story and provide additional description;
  - (c) creates messages in contexts relevant to oneself and others, and one's immediate environment;
  - (d) may show emerging evidence of the ability to create messages on general interest and work-related topics;
  - (e) produces sentences, series of sentences, and some connected sentences;
  - (f) understands that control of language is sufficient to be understood by audiences accustomed to language produced by language learners;
  - (g) with practice, polish, or editing, may show emerging evidence of advanced-level language control;
  - (h) produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied;
  - (i) may use some or all of the following strategies to communicate and maintain audience interest:
    - (i) show an increasing awareness of errors and able to self-correct or edit;
    - (ii) use phrases, imagery, or content;
    - (iii) simplify;
    - (iv) use known language to compensate for missing vocabulary;
    - (v) use graphic organizer; and
    - (vi) use reference resources as appropriate; and
  - (j) uses some culturally appropriate vocabulary, expressions, and gestures.
- A learner reflects some knowledge of cultural differences related to written and spoken communication.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VIII WORLD LANGUAGES PERFORMANCE DESCRIPTORS  
AT THE ADVANCED LEVEL (1) At the advanced level for the interpersonal mode

of communication, a language learner expresses oneself fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. A learner can communicate in paragraph-length conversations about events with detail and organization. A learner confidently handles situations with an unexpected complication. A learner shares point of view in discussions. A learner:

- (a) can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events;
- (b) may show emerging evidence of the ability to participate in discussions about issues beyond the concrete;
- (c) functions fully and effectively in contexts both personal and general;
- (d) understands that content areas include topics of personal and general interest (community, national, and international events) and work-related topics and areas of special competence;
- (e) may show emerging evidence of the ability to communicate in more abstract content areas;
- (f) is able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. A learner is able to ask questions to probe beyond basic details;
- (g) understands that language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners;
- (h) understands that consistent control of basic high-frequency structures facilitates comprehension and production;
- (i) comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest;
- (j) uses a range of strategies to maintain communication:
  - (i) request clarification;
  - (ii) repeat;
  - (iii) restate;
  - (iv) rephrase; and
  - (v) circumlocute; and
- (k) understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. A learner shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

(2) At the advanced level for the interpretive mode of communication, a learner understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure. A learner:

- (a) comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts;
- (b) makes inferences and derives meaning from context and linguistic features;



(c) comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts;

(d) comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature;

(e) demonstrates sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices;

(f) derives meaning by:

(i) understanding sequencing, time frames, and chronology; and

(ii) classifying words or concepts according to word order or grammatical use;

(g) comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience, and an expanding number of idiomatic expressions;

(h) comprehends fully the intent of the message adapting strategies for one's own purposes and uses some or all of the following strategies:

(i) skim and scan;

(ii) use visual support and background knowledge;

(iii) predict meaning based on context, prior knowledge, or experience;

(iv) use context clues;

(v) use linguistic knowledge;

(vi) identify the organizing principle of the text;

(vii) create inferences; and

(viii) differentiate main ideas from supporting details in order to verify; and

(i) uses knowledge of cultural differences between one's own culture and target culture(s) and increases knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

(3) At the advanced level for the presentational mode of communication, a learner communicates information and expresses oneself with detail and organization on familiar and some new concrete topics using paragraphs. A learner:

(a) produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics;

(b) may show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view;

(c) creates messages fully and effectively in contexts both personal and general;

(d) demonstrates that content areas include topics of personal and general interest (community, national, and international events), work-related topics, and areas of special competence;

(e) may show emerging evidence of the ability to create messages in more abstract content areas;

(f) produces full paragraphs that are organized and detailed;

(g) demonstrates that control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners;

- (h) with practice, polish, or editing, shows evidence of advanced-level control of grammar and syntax;
- (i) produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise;
- (j) may use some or all of the following strategies to communicate and maintain audience interest:
  - (i) demonstrate conscious efforts at self-editing and correction;
  - (ii) elaborate and clarify;
  - (iii) provide examples, synonyms, or antonyms;
  - (iv) use cohesion, chronology, and details to explain or narrate fully; and
  - (v) circumlocute; and
- (k) uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural practices and perspectives.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101 MCA

IMP: Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

4. The Board of Public Education proposes to repeal the following rules:

10.54.8510 WORLD LANGUAGES CONTENT STANDARD 1

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8511 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8512 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8513 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8520 WORLD LANGUAGES CONTENT STANDARD 2

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8521 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 2 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8522 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 2 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8523 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 2 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8530 WORLD LANGUAGES CONTENT STANDARD 3

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8531 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 3 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8532 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 3 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8533 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 3 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8540 WORLD LANGUAGES CONTENT STANDARD 4

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8541 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 4 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8542 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 4 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8543 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 4 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8550 WORLD LANGUAGES CONTENT STANDARD 5

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8551 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 5 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8552 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 5 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8553 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 5 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8560 WORLD LANGUAGES CONTENT STANDARD 6

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8561 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 6 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8562 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 6 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8563 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 6 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8570 WORLD LANGUAGES CONTENT STANDARD 7

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8571 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 7 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8572 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 7 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8573 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 7 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8580 WORLD LANGUAGES CONTENT STANDARD 8

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8581 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 8 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8582 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 8 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8583 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 8 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8590 WORLD LANGUAGES CONTENT STANDARD 9

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8591 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 9 FOR END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8592 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 9 FOR END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8593 BENCHMARK FOR WORLD LANGUAGES CONTENT  
STANDARD 9 FOR END OF BENCHMARK 3

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8607 ADVANCED WORLD LANGUAGES PERFORMANCE  
STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8608 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8609 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8610 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8611 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8612 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8613 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8614 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8615 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8616 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8617 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.8618 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

REASON: By authority of 20-7-101, MCA, the standards of accreditation for all schools are adopted by the board upon the recommendation of the Superintendent of Public Instruction. The board considers recommendations for revision of the policies at any time it deems necessary and conducts a comprehensive review of standards of accreditation policies on a regular cycle to ensure that such policies are meeting the needs of the state. There have been numerous revisions over the last decade, but the last comprehensive review was in 2013.

The Office of Public Instruction proposes these amendments to the Montana World Languages Content Standards because these standards had not been updated in more than 24 years. The proposed standards reflect the most current research and development on how students learn languages. In addition, the Superintendent of Public Instruction seeks to improve the standards to provide simplicity, practicality, and clarity. The proposal also includes moving the World Language Content Standards from ARM Title 10, chapter 54 to chapter 53 to align with the classification and rule location of other Montana content standards.

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: McCall Flynn, Executive Director, 46 N. Last Chance Gulch, Suite 2B; P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-0302; or email [bpe@mt.gov](mailto:bpe@mt.gov), and must be received no later than 5:00 p.m., September 6, 2024.

6. McCall Flynn, executive director, has been designated to preside over and conduct this hearing.

7. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have



their name added to the list shall make a written request that includes the name, email, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by email unless a mailing preference is noted in the request. Written requests may be mailed or delivered to the contact person in paragraph 5 or may be made by completing a request form at any rules hearing held by the board.

8. An electronic copy of this proposal notice is available through the Secretary of State's web site at [rules.mt.gov](http://rules.mt.gov).

9. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

10. With regard to the requirements of 2-4-111, MCA, the board has determined that the adoption and repeal of the above-referenced rules will not significantly and directly impact small businesses.

/s/ McCall Flynn  
McCall Flynn  
Executive Director  
Board of Public Education

/s/ Tim Tharp  
Tim Tharp  
Chair  
Board of Public Education

Certified to the Secretary of State July 30, 2024.