



What is essential for educators to know?

Students in the 21st Century, with all of its technological advancements, live in a global society. People all over the world can communicate in real time, organizations and businesses are multinational, and new professions are continually emerging. Students that are successful in the 21st century will be those who are proficient in more than the traditional core subjects. These students will be **global citizens** with the ability to navigate the international marketplace, communicate proficiently, and interact meaningfully with understanding and awareness across cultures. These skills—listening/viewing, speaking/signing, reading, writing in world languages, and in English— are essential for students to effectively contribute to state and national efforts and succeed in business, research and international relations as 21st Century global citizens.

California is ready to expand opportunities for its unique and diverse student population to acquire world languages, develop **intercultural competence**, and become global citizens. California educators will find that the 2019 *World Languages Standards (WL Standards)* and 2020 *World Languages Framework (WL Framework)* are aligned with and support recent legislation and initiatives that champion these outcomes. The *WL Standards* and *Framework* establish a path for students to become **multilingual** and **multicultural** citizens and prepare them to earn **California's State Seal of Biliteracy** and **California's State Seal of Civic Engagement**.

The *WL Standards* and *Framework* provide guidance in light of two significant pieces of legislation. In 2016, the passage of Proposition 58, the **California Education for a Global Economy (EdGE)**, initiated a statewide effort to promote linguistic, global, and intercultural competency among California students. The charge of this legislation and a subsequent initiative— **Global California 2030: Speak. Learn. Lead.**, is for K-12 schools to support multilingualism for California's unique and diverse student population through access to world languages programs.

Taken together, these initiatives prompt schools to introduce and support language learning early in elementary school, offer a **wide range of world languages**, including **heritage languages**, and ensure continuous language acquisition from elementary through high school and beyond. The *WL Standards* and *Framework* help schools bolster opportunities for students to develop essential, lifelong skills by offering **multiple entry points** to instruction in world languages from kindergarten through grade twelve and support local education agencies as they promote multilingualism for all students through access to high-quality, well-articulated world languages programs.

Access and Equity in World Languages Education

The *WL Standards* and *Framework* envision a seamless instructional sequence with multiple entry points, K-12, where learners study a heritage language other than English, if they have one, and pursue the study of additional languages. The cultural **assets** that learners bring to the classroom are prized as students identify similarities and differences in the cultural products, practices and perspectives they know, learn to behave in culturally-appropriate ways, understand cultural views on academic content, and access information and views only available through target cultures. Documents featured in the *WL Framework* unify curriculum, instruction and assessment by specifying skills to be developed and content to be addressed throughout the K-12 sequence and beyond. The Advanced Placement and International Baccalaureate frameworks provide **essential questions** and areas of focus that combine academic content and target culture perspectives. The *21st Century Skills Map*, the Asia Society Domains of Global Competence, the California Global Education Project Framework for Global Competence and United Nations Sustainable Development Goals feature **skills** and **content** that may be addressed through a wide variety of curricula delivered in both target languages and in English in order to develop **wellbeing**, **mindfulness**, and **agency** among students.

Contact a site of the **California World Language Project for support in delivering standards-based, and framework-aligned programs:** Sacramento State University, University of California, Berkeley, Stanford University, California State University, Monterey Bay, Fresno State University, Occidental College (Los Angeles), California State University, San Bernardino, San Diego State University

COMMUNICATION

Communication takes place in a variety of authentic **settings** that represent what students will experience in the target cultures.

- **Interpretive:** listening, viewing, and reading take place using knowledge of cultural products, practices, and perspectives.
- **Interpersonal:** culturally appropriate listening and speaking, reading and writing, and viewing and signing (American Sign Language [ASL]) take place as a shared activity among language users.
- **Presentational:** speaking, signing, and writing take place for an audience of listeners, readers, and viewers in culturally appropriate ways.

The Communication Standards use the term **structures** to capture the multiple components of grammar that students must learn to communicate with accuracy. Further, they embed the **Communities** “**settings**” and **Language Comparisons** standards of the American Council on the Teaching of Foreign Language’s (ACTFL) 5 Cs to highlight their function in service of communication.

CULTURES

Students must acquire the ability to interact appropriately with *culture bearers* to communicate successfully. Culturally appropriate language use requires an understanding of the relationships between the **products** and **practices** of cultures and their underlying **perspectives**. While acquiring knowledge of products, practices, and perspectives of the target cultures, learners engage in **comparisons** of similarities and differences among their cultures and the target cultures, and explore **intercultural influences** when they come into contact with multilingual and multicultural communities.

CONNECTIONS

Language users address a variety of topics that are appropriate to their age and range of proficiency, increase their knowledge of numerous areas of the curriculum, and make connections across K-12 areas of study. As students develop their ability to communicate in the target language and cultures, they are able to more fully address topics that increase in complexity and learn how target-culture bearers *understand and address discipline-specific* and **cross-disciplinary concepts**.

Communities and Language Comparisons Curricular Areas are Integrated into the Communication Standards

California's *WL Standards and Framework* incorporate the **five goals**, also known as the **5 Cs of ACTFL's standards**, into **three curricular strands**—**Communication**, **Cultures**, and **Connections**. Educators familiar with ACTFL's standards will recognize what this redistribution accomplishes: As a result of integrating the Communities goal into California's Communication strand, California's *WL Standards and Framework* emphasize the communicative importance of the settings where learners need to interact in target language communities at home and around the world. Now that the Language Comparisons goal is part of the Communication strand, the Communication standards emphasize how students use receptive and productive structures and language comparisons in service of communication. While the approach to teaching and learning world languages remains aligned with ACTFL's standards, the Communities and Language Comparisons goals have been distributed strategically in California's *WL Standards and Framework* in order to emphasize real-world communication in the world languages classroom.

cultural comparisons - Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences among the target cultures and those they know in order to interact with cultural competence.

cultural perspectives - Beliefs of members of a particular group.

cultural practices - Behaviors of members of a particular group.

cultural products - Tangible and intangible items created and used by members of a particular group.

culture bearers - Individuals in a group who share common behaviors and views of the world.

intercultural influences - How diverse cultural groups affect one another's products, practices, and perspectives through interaction.

interpersonal communication - Language users listen and speak, read and write, and view and sign as they negotiate meaning with others.

interpretive communication - Language users listen to, read, and view authentic materials using knowledge of cultural products, practices, and perspectives without the opportunity for interpersonal communication.

presentational communication - Language users speak, sign, and write in culturally appropriate ways for audiences of listeners viewers and readers without the opportunity to negotiate meaning.

settings - Situations in which the language is used (highly predictable, transactional, informal, formal); may be face-to-face or mediated by technology.

structures - Elements of the linguistic system (phonology/parameters in ASL, morphology, syntax).

Communication, Cultures, Connections (N)ovice, (I)ntermediate, (A)dvanced, (S)uperior

The goals of the standards are aligned with current documents that inform language and culture education¹ and support *Global California 2030*, identifying what students should know and be able to do in languages other than English. They establish a path for students to become multilingual and multicultural and prepare themselves to earn California's State Seals of Biliteracy and Civic Engagement.

Communication Goals
<p>Interpretive Communication</p> <p>WL.CM1: To access information, students demonstrate understanding, interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology when appropriate.</p>
<p>Interpersonal Communication</p> <p>WL.CM2: To collaborate, share information, reactions, feelings, and opinions, students negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed (ASL), or written conversations, using technology as appropriate.</p>
<p>Presentational Communication</p> <p>WL.CM3: To present and publish, students present information on a variety of topics for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.</p>
<p>Settings for Communication</p> <p>WL.CM4: Students use language in highly predictable, daily settings (N); transactional and some informal settings (I); most informal and formal settings (A); or informal, formal, and professional settings, and unfamiliar and problem situations (S) in their communities and in the globalized world. They recognize (N), participate in (I), initiate (A), or sustain (S) language-use opportunities outside classrooms and set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement.</p>
<p>Structures in Service of Communication</p> <p>WL.CM5, 6: Students use structures to communicate: sounds, parameters (ASL) writing systems (N); basic word and sentence formation (I); structures for major time frames, text structures for paragraph-level discourse (A); or all structures, and text structures for extended discourse (S). They use language text types to communicate: learned words, signs, fingerspelling (ASL) and phrases (N); sentences and strings of sentences (I); paragraphs and strings of paragraphs (A); or coherent, cohesive multi-paragraph texts (S).</p>
<p>Comparisons in Service of Communication</p> <p>WL.CM7: To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences among the target language and the language(s) they know.</p>

Communication Standard 7

Goal: to interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences among the target language and in the language(s) they know. **Title of the standard**— “Communication Standard 7: Language Comparisons in Service of Communication.” The goal(s) of the standard are placed under the title, followed by a **chart describing student outcomes within different ranges of proficiency**, e.g., **WL** (World Language), **CM** (Communication) **7** (Standard 7) **I** (Intermediate Range).

Novice	Intermediate	Advanced
<p>WL.CM7.N</p> <p>Identify similarities and differences in the orthography, phonology, ASL parameters and very basic sentence-level elements (morphology and/or syntax) of the languages known.</p>	<p>WL.CM7.I</p> <p>Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.</p>	<p>WL.CM7.A</p> <p>Identify similarities and differences in sentence-level elements (morphology and syntax in major time frames) and in paragraph-level discourse (text structure) of the languages known.</p>
<p>Cultures Goals</p>		
<p>Culturally Appropriate Interaction</p> <p>WL.CL1: Students interact with cultural competence and understanding.</p>		
<p>Cultural Products, Practices and Perspectives</p> <p>WL.CL2: To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.</p>		
<p>Cultural Comparisons</p> <p>WL.CL3: To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences among the target culture(s) and the culture(s) they know.</p>		
<p>Intercultural Influences</p> <p>WL.CL4: To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence one another over time.</p>		
<p>Connections Goals</p>		
<p>Connections to Other Disciplines</p> <p>WL.CN1: To function in real-world situations in academic and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.</p>		
<p>Diverse Perspectives and Distinctive Viewpoints</p> <p>WL.CN2: To function in real-world situations in academic and career related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.</p>		

Shifts in Instructional Approaches in the *World Languages Standards and Framework*

The *WL Standards and Framework* illustrate necessary shifts in instructional approaches intended to bring about optimal performance among students in world languages classrooms. The standards and framework, and specifically the **Then** and **Now** chart highlighted in the appendix of the standards document, "Ways Students May Access the *World Languages Standards*"² respond to a call to action to create a more effective learning environment in the world languages classroom.

The **Then** and **Now** chart calls attention to necessary shifts in instructional approaches by contrasting the practices of the past (**Then**) with practices supported by current research that yield evidence of positive impact on world languages acquisition (**Now**). Characterization of teacher practice does not typically reflect "then" or "now" but rather can be placed on a continuum distinguished by always, frequently, sometimes, seldom or never. Additional guidance for program delivery is provided in the appendices of the *WL Standards* and is more fully developed in *California's 2020 World Languages Framework*.

1. **Then** - Students learn about the target language

Now - Students learn to use the target language

- Teachers use the target language almost exclusively.
- Teachers use the target language to make language, culture, and content comprehensible using multiple modalities for learning.
- Grammar is taught as a tool for communication.

2. **Then** - Teacher-centered class

Now - Student-centered with teacher as facilitator or collaborator

- Teachers design activities that lead to autonomy and flexibility in unrehearsed situations and create a student-driven class.
- Students engage in individual, pair, and small- and whole-group activities.
- Students are able to choose activities based on learning profiles, readiness, and interests.
- Students are able to assess, plan, and direct their own learning.

3. **Then** - Focus on four skills in the target language

Now - Focus on interpersonal, interpretive, and presentational communication in the target language

- Students interpret authentic (informative, cultural, literary) audio, video, written and signed texts.
- Students communicate spontaneously in culturally authentic, real-world settings.
- Students make a variety of presentations for target-culture audiences in culturally-appropriate ways.

4. **Then** - Coverage of the textbook

Now - Use of backward design focusing on the end goal

- Teachers design culturally-authentic integrated performance tasks for units and courses in the target language.
- Performance tasks develop skills measured in benchmarks and final examinations.
- Assessment (contextualized form checks, measures, integrated performance tasks) inform instruction.

5. **Then** - Use of the textbook as the curriculum

Now - Use of thematic units and authentic resources

- Essential questions and enduring understandings and skills guide the selection of themes and sub-themes.
- Teachers use authentic materials rich in language, culture, and content.
- Materials from the textbook are used only when those materials develop appropriate knowledge and skills.

6. **Then** - Emphasis on teacher as presenter

Now - Emphasis on student as "doer" and "creator"

- Students use the target language for real-world purposes in culturally appropriate ways.
- Students use the target language beyond the classroom.
- Students use the target language to learn content, think critically, and solve problems.

7. **Then** - Focus on isolated cultural "factoids"

Now - Focus on relationships among cultural products, practices, and perspectives

- Students learn and use the target cultures through the target language.
- Students learn to function in culturally appropriate ways.
- Students learn target-culture perspectives that underlie cultural products and practices.
- Students recognize and understand the effects of intercultural influences.

8. **Then** - Use of technology as a "cool tool"

Now - Integration of technology into instruction to enhance learning

- Teachers use technology to locate and teach authentic texts rich in language, culture, and content.
- Students use technology to access and select content, research, collaborate, cite evidence, revise, edit, and publish in the target language.
- Students use technology to communicate in the target language, supported with digital media and visual displays.

9. **Then** - Teach only the language

Now - Use of language as the vehicle to teach academic content

- Students further their knowledge of content through the use of the target language and its resources.
- Students learn target-culture perspectives on content.
- Students develop Information and Media Technology, and Emotional Literacies.

10. **Then** - Same instruction for all students

Now - Differentiated instruction to meet individual needs

- Teachers differentiate based on student learning profiles, readiness, and interests.
- Teachers differentiate content, process, and products.
- Teachers differentiate for students who are disengaged or accelerated, who have disabilities or other special needs, and who are heritage and native speakers.

11. **Then** - Use of situations from textbook

Now - Use of personalized real-world tasks

- Students use the target language in real-world settings.
- Students use the target language spontaneously.
- Students exchange information and opinions and express thoughts and feelings through the target language.

12. **Then** - Classroom language teaching

Now - Opportunities to use the language beyond the classroom

- Students participate in language-use opportunities with target-language users in the school.
- Students participate in target-language-use opportunities in local and global communities.
- Students show evidence of becoming life-long learners.

13. **Then** - Test to find out what students don't know

Now - Assess to find out what students can do

- Teachers use measures to generate a profile of student strengths and weaknesses in the target language.
- Teachers design tasks that require proficiency in target language communication, cultures and content.
- Teachers differentiate content, process, and products to optimize opportunities for success.

14. **Then** - Teacher knows criteria for grading

Now - Students understand criteria for assessment and use rubrics

- Teachers use criteria and rubrics that focus on target language communication, culture, and content.
- Students participate in self-assessment using teacher, class and self-generated criteria and rubrics.
- Students self-direct when demonstrating knowledge and proficiency.

15. **Then** - Students "turn in" work for the teacher

Now - Students create to "share and publish" for target-culture audiences

- Students interpret a wide variety of authentic materials.
- Students communicate interpersonally in real-world situations.
- Students present to target-culture audiences for a variety of purposes and in appropriate ways.

Ways the World Languages Standards and Framework Support Bilingual, Civic Engagement, Multilingualism

The study of world languages and cultures provides knowledge on how others act in the world and opportunities to value differences, as learners become develop multilingual and multicultural competencies. **California's State Seals of Bilingual and Civic Engagement** recognize high school graduates who have attained high levels of proficiency in one or more languages in addition to English and equal levels of agency. High levels of literacy require long sequences of world languages and culture study, diagnostic and placement examinations for multiple entry and exit points throughout the K-12 sequence, and the development of a variety of courses that support advanced levels of proficiency. In light of the potential for increase of multilingual education programs in elementary schools, secondary programs must focus on the development of advanced courses in language arts in the target language beyond those they currently offer. With attention placed on culturally-appropriate perspectives on content, courses from the core curriculum must be taught using perspectives from the target cultures. Schools must encourage students at advanced levels in English and an additional language to study of a third and fourth world language.

Ways the World Languages Standards and Framework Support the Common Core State Standards³

Unlike the *Common Core State Standards (CCSS)*, California's *World Languages Standards and Framework (WLS/F)* are designed to be delivered in a language other than English. The WLS/F do support the CCSS through transfer of knowledge and skills, constrained of course, by students' range of proficiency in the target language. The outcomes that follow identify ways in which, within all ranges of target language proficiency, the WLS/F can be used to strengthen achievement in the CCSS.

Reading

1. **Key Ideas and Details**

WL.R.1 Read for main ideas.

2. **Craft and Structure**

WL.R.2 Read for supporting details.

3. **Integration of Knowledge and Ideas**

WL.R.3 Use knowledge and ideas from reading in speaking, signing (ASL) and writing.

4. **Range of Reading and Level of Text Complexity**

WL.R.4 Read informational, cultural and literary texts.

Writing

1. **Text Types and Purposes**

WL.W.1 Write for a variety of purposes and audiences.

2. **Production and Distribution of Writing**

WL.W.2 Write, revise, edit and rewrite.

3. **Research to Build and Present Knowledge**

WL.W.3 Use technology to research, produce and publish, and to collaborate with others.

4. **Range of Writing**

WL.W.4 Write a variety of texts.

Speaking and Listening (Signing and Viewing)

1. **Comprehension and Collaboration**

WL.SL.1 Converse and collaborate with others.

2. **Presentation of Knowledge and Ideas**

WL.SL.2 Present knowledge in speech or sign (ASL) supported by digital media and visual displays.

Language

1. **Conventions of Standard Language**

WL.L.1 Use conventions of the standard target language in speaking or signing and writing.

2. **Knowledge of Language**

WL.L.2 Recognize effect of choice on meaning and choose language appropriate to register.

3. **Vocabulary Acquisition and Use**

WL.L.3 Develop receptive and productive vocabularies.

This document was derived from the 2019 World Languages Standards and 2020 World Languages Framework, materials produced by the California Department of Education as well as from the following sources:

¹ The goal statements were adapted from the *World Readiness Standards for Learning Languages* (ACTFL, 2015) and from "Outcomes for Language and Culture Learning" (Zaslow, 2016), California World Language Project

² Then and Now was expanded by Zaslow (2011) using the *21st Century Skills Map for World Languages*, (ACTFL, 2011)

³ From Zaslow (2013) "Reasonable Common Core Outcomes for World Language and Culture Education", California World Language Project

The Length of Time for Learning Languages and Cultures

The amount of time it takes to learn another language and its cultures is linked to the linguistic and cultural differences among the languages and cultures students know. The particular language and cultures that learners study and their performance profile when they enter a program determine the amount of time required to achieve a particular level of proficiency. Categories of languages have been established by the federal government based on the time it takes for native speakers of English to develop proficiency in target languages and cultures. For students who speak English only, Arabic, Japanese, Korean and Mandarin, Category IV languages, will take considerably longer to acquire than French, Italian, Portuguese or Spanish, Category I languages. For students who speak Hebrew, in addition to English, acquiring Arabic will take substantially less time, due to the similarities between these two Semitic languages. American Sign Language (ASL), Classical Greek, Latin, and Native American languages have not been assigned to language categories although data does exist on times required to attain particular levels of proficiency.

Category I: Languages closely related to English

Danish, Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, Swedish

Category II: Languages with linguistic and/or cultural differences from English

German, Haitian Creole, Indonesian, Malay, Swahili

Category III: Languages with significant linguistic and/or cultural differences from English (This list is not exhaustive)

Armenian, Bengali, Bulgarian, Burmese, Czech, Dari, Farsi, Filipino, Finnish, Greek Hebrew, Hindi, Hmong, *Hungarian, Khmer, Lao, Pashto, Polish, Punjabi, Russian, Serbian, Tamil, *Thai, Turkish, Urdu, *Vietnamese, Xhosa, Zulu

Languages preceded by asterisks typically take more time for native English speakers to learn than other languages in the same category.

Category IV: Languages with the most significant linguistic and/or cultural differences from English

Arabic, Cantonese, Mandarin, *Japanese, Korean

Ranges and Phases of Proficiency

The ranges and phases of proficiency referenced in this section are derived from those created by the American Council on the Teaching of Foreign Languages and have been adapted from the assessment manuals developed by the California World Language Project, the *Classroom Oral Competency Interview*, the *Classroom Writing Competency Assessment* and the *Classroom Receptive Competency Matrix*.

Novice Range (Formulaic language)

Learners use learned words and phrases [text-types].

Intermediate Range (Created language)

Learners use sentences and strings of sentences [text-types].

Advanced Range (Planned language)

Learners use paragraphs and strings of paragraphs [text-types].

Superior Range (Extended language)

Learners use coherent and cohesive multi-paragraph texts.

Low Phase

Learners are just able to comprehend and produce the text-type in the range. Accuracy is low.

Mid Phase

Learners comprehend and produce a wide variety of text-types in the range. Accuracy is high.

High Phase

Learners begin to comprehend and produce, but not consistently, text-types of the subsequent range. Accuracy in comprehension and production is maintained in the current range of proficiency and is low in the subsequent range.

Universal Design for Learning and Differentiation

Universal Design for Learning provides students with a wide range of abilities, special needs, ethnic backgrounds, language skills, and learning styles **multiple means of representation, action, expression, and engagement**. It is a set of principles for curriculum development that gives all students equal opportunities to learn. It focuses on the "what" of learning, content; the "how" of learning, process and products; and the "why" of learning, interest and motivation.

A differentiated classroom serves the needs of all students including those with disabilities. In a differentiated classroom, the teacher plans and carries out varied approaches to **content, process, and products** in anticipation of and response to student differences in **readiness, interest, and learning needs**. Differentiated instruction provides multiple approaches to content, process, and products. The aim is to create a learning environment which encourages students to engage their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what students perceive as a safe, flexible environment. It is a blend of whole-class, group, and individual instruction. It is student-centered, fosters independence and initiative, is interdisciplinary, open, encouraging, complex, rich in resources, methods, and tasks, mobile, flexible and fluid, qualitative, proactive and adapting.

Differentiating Curricular Elements of Content

Content refers to knowledge and skill. It is what students must know and be able to do as the result of instruction. Content may be differentiated by focusing on the unit's most relevant and essential elements. **Process** refers to the ways students interact with content during the phases of the unit. Process is the "how" of teaching. To modify process, teachers can apply a variety of strategies such as grouping by ability, interest, or learning profile, e.g., strengths and weaknesses. **Products** are the ways in which students demonstrate their knowledge and skills. Both *Bloom's Taxonomy* and *Gardner's Framework for Multiple Intelligences* can be applied to the differentiation of products, providing greater challenge and variety in how students show what they know and can do.

Differentiating for Student Traits

Students learn better when their **interests, learning profiles** and **readiness** level have been recognized. In order to respond to learners' diverse interests, teachers can align the key understandings of the unit with topics that intrigue students, encourage investigation, and give **choices** of products or tasks, including student-designed options. A number of variables comprise a student's learning profile including the desire to work alone or in groups, preferring hands-on activities over logical-sequencing activities, learning better when listening over viewing, and demonstrating a strong musical-rhythmic over bodily-kinesthetic intelligence. Teachers can address these variables and create positive learning environments with **flexible learning options**: a choice of cooperative, independent, or competitive learning experiences; and modification of content, process, or product to align with the different learning styles of students. **Tiered lessons and activities** address standards and key concepts offering multiple pathways for students to arrive at understanding or develop skills based on their interests, readiness, or learning profiles. Tiered instruction addresses the same essential knowledge and skills for all students, but at different levels of complexity, abstractness, and open-endedness. Adapted from "Universal Design for Learning", Center for Applied Special Technology (CAST), 2013.