Targeted Content Standards

Goal Statement: *Demonstrate effective communication in the target language by speaking and listening; writing; and reading.*

Standard Id	Description	Rationale
ACTFL 1.1	WL 1.1—Students listen and respond, engage in conversations, provide and obtain information, express preferences, emotions and feelings, and exchange opinions and beliefs. (Interpersonal)	To achieve functional levels of communicative competence in a world language, students need to use the language regularly in everyday social interactions such as conversing, arguing, criticizing, requesting, convincing and explaining effectively.
ACTFL 1.2	WL 1.2—Students comprehend and interpret written and oral language on a variety of topics. (Interpretive)	Developing literacy in a world language is a crucial 21st century skill. Students need to develop a variety of reading and listening strategies that will allow them to comprehend, analyze and synthesize information.
ACTFL 1.3	WL 1.3—Students present information, concepts and ideas in oral and written form on a variety of topics. (Presentational)	Students need the ability to gather, comprehend, evaluate, synthesize and report information and ideas. The need to conduct research and consume media intended for speakers of other languages are crucial 21st Century skills.

Rules of Thumb: Standards Selection

Standards must:

- describe the expectations associated with a particular academic content area
- articulate what students should know (knowledge) and be able to demonstrate (skills)
- be most applicable to student performance outcomes
- align with targeted "Big Idea" or "enduring understanding"

SLOs are designed under the following assumptions:

- Standards have a direct influence on student performance outcomes.
- Standards can be measured across two points in time or a single point with performance standards defining "mastery" and/or "growth".
- Standards are viewed as "central" to the content area.

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