

APPENDIX IV

COMMON EXPECTATIONS FOR OHIO'S HIGH SCHOOL GRADUATES

Foreign Language Expectations

Upon completion of high school, students will be expected to:

COMMUNICATION

- 1. Initiate and sustain spoken and written communication by providing and obtaining factual information, expressing feelings and emotions, and exchanging opinions.**
- 2. Comprehend the main ideas and significant details in written, live, and recorded messages prepared for a general audience of native speakers of the target languages.**
- 3. Present information and ideas on topics familiar to the presenter to general audiences of listeners and readers.**
- 4. For students of Latin and ancient Greek, read, understand, and interpret authentic texts (e.g., Plato, Cicero).**

CULTURES

- 5. Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target language cultures and compare them with their own.**
- 6. Apply knowledge of the target language cultures to explain the relationship between their products and perspectives and compare them with those of their own.**
- 7. Analyze and explain the significance of various literary genres, media, crafts, and the fine arts of the target language cultures.**
- 8. Describe significant influences (e.g., political, philosophical, and sociological) of the target language cultures.**
- 9. Demonstrate an understanding of basic similarities and differences between their own language and the target language.**
- 10. For students of modern languages, interact in culturally appropriate ways with speakers of the target language.**

CONNECTIONS AND COMMUNITIES

- 11. Use authentic target language sources to bring distinctive perspectives to research in and study of other disciplines.**
- 12. Use the target language to acquire information in other disciplines.**
- 13. Explain distinctive cultural and linguistic perspectives about information acquired in the target language.**
- 14. Use the target language to demonstrate an understanding of concepts learned in other disciplines.**
- 15. Use the target language beyond the school setting.**

Many of the benchmarks that project participants used to create assessments for the different stages of language development were taken directly from the *National Standards for Foreign Language Learning* (1996).

The Common Expectations have been woven into Ohio's Academic Content Standards for Foreign Language (scheduled for State Board of Education adoption in 2003). Consequently, the Model Assessments can provide guidance for local assessment for many years to come.