

World Language Essential Standards Crosswalk
A Document to Assist with the Transition from the
2004 *Standard Course of Study* to the 2010 *Essential Standards*

VII. Essential Standards, Clarifying Objectives, and Assessment Prototypes

The guiding question for the Essential Standards work was: What do students need to know, understand, and be able to do to ensure their success in the future, whether it be the next class, post-secondary, or the world of work? Each Essential Standard is an indicator that is critical for student success and the knowledge and skills it represents have been evaluated for:

- Endurance, or value beyond one test;
- Leverage, or value in multiple disciplines; and
- Readiness, or necessity for success at the next level of instruction.

Essential Standards (ES) are the “need to know” standards that have been prioritized because they provide curricular focus to enable teachers to utilize instructional time most effectively, assuring a new depth to classroom learning and student competency. Essential Standards focus on big, conceptual ideas and enduring understandings to be learned, as well as the levels of cognitive processing needed to ensure student success throughout the K-12 learning process and on into higher education and the world of work. ES can be assessed in the classroom as part of a comprehensive, balanced assessment system that uses formative, benchmark, and summative assessments.

Clarifying Objectives (CO) elaborate further on the ES and provide details about the learning that will take place for that ES. The COs are still objectives, not activities, and they serve as the basis for assessment. The Assessment Prototypes (AP) are sample activities, or prototypical performance assessments, that increase the specificity of the CO. APs provide evidence of the learning taking place, and can be thought of as assignments or tasks that could be given to students to show their mastery. AP examples can be formative, benchmark or summative in nature, and need to include evaluation criteria.

The following chart breaks down an Intermediate Low proficiency level example of an Essential Standard, its Clarifying Objectives, and Assessment Prototypes for one of the COs, which illustrates a sample learning activity for each program and different age groups aligned with the CO and ES.