

## Student Learning Objective (SLO) Template

*This template should be completed while referring to the SLO Template Checklist.*

Teacher Name: Content Area and Course(s): Grade Level(s): 1 Academic Year: 2012-13

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

A guiding assumption in the creation of this SLO is that the vast majority of students taking this course will have had no prior knowledge of the language prior to its start. If a student is repeating the course or if the students has had some type of previous experience with the language and culture (e.g., lived in in a country or home where the language was spoken, is self-taught using a commercially-available software program, etc.), and Integrated Performance Assessment (IPA) and LinguaFolio will be used to determine the student's initial proficiency level. According to the American Council on the Teaching of Foreign Languages (ACTFL), a student in a level I difficulty language course (e.g., Spanish I) should attain a Novice Mid level of proficiency by the completion of a year-long course. I will further break down this proficiency level into three subgroups to differentiate between the attainment of students with different experiences and abilities: Novice Mid 1, 3 or 3. (A 1 equates to showing proficiency in 70% of the targeted LinguaFolio "can Do" statements, a "2" equates to knowing 80% of the targeted "Can Do" statements, and a "3" equates to knowing 90% of the targeted "Can Do" statements. The data being used for the creation of the SLO will be assuming that the student starts from no knowledge in the language. If a student is repeating the class, the student has had some type of previous experience such as has lived in a country or home where the language is spoken or, an IPA and Linguafolio will be used to determine the proficiency level at that time. According to ACTFL standards, a student should attain a Novice Mid level of overall proficiency by the completion of the first year. We will further break that down to differentiate between students assigning novice mid 1, 2 or 3. (A "1" equates to showing proficiency in 70% of the can-do statements, 2 equates to knowing 80% of the can-do statements, and 3 equates to knowing 90% of the can-do statements.)

### Comments: Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?*

- ☐ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments)
- ☐ Draws upon trend data, if available
- ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses

1<sup>st</sup>: This subject/ course presents considerations:

The LinguaFolio “I can” statements can be administered as the pre-test under the guise of familiarizing the students with the tool. Students who have had some minimal past experience with the language might be able to check off and support with evidence a few of the statements. A level I language course should be equated to Kindergarten, where learners have absolutely no prior informational history related to learning.

2<sup>nd</sup>: This subject/ course presents considerations:

Trend data on the students is not provided. How have students taking this course performed on the Linguafolio and IPAs in the past three years? What is typical? Results could be summarized in a table in this section. If this is a new method of assessing students, it will be helpful to the approval process to state that no baseline data is available this year. However, trend data should be available after this year.

3<sup>rd</sup>: This subject/ course presents considerations:

Research in second language acquisition shows that there is no correlation between how students do in other subjects, including ELA, and how they might perform in a world language course.

### Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

All students in level 1 will be covered by this SLO. 62 students are enrolled in Spanish level 1. There are 26 freshmen, 20 sophomores, 10 juniors and 6 seniors in these classes. There are 4 IEP students, 2 students with 504 plans, and 5 WEP students. One student was an exchange student in Spain last year, one student’s mother is Mexican-American and regularly speaks Spanish in the home, one student was previously enrolled in an early Spanish language program in elementary school in another district prior to moving here, and two students have previously traveled to Spanish speaking countries during family vacations or church mission trips. The students in this school are generally high performing with a higher-than-average percentage going on to college for post-secondary study. No students will be excluded under this SLO unless it is otherwise required by their IEPs, 504 plans or WEP exclusions.

### Comments: Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

- ☐ Identifies the class or subgroup of students covered by the SLO
- ☐ Describes the student population and considers any contextual factors that may impact student growth
- ☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO

1<sup>st</sup>: Yes.

2<sup>nd</sup>: Yes.

3<sup>rd</sup>: Yes.

**Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

This year-long course began on August 22, 2012, and will end on June 4, 2013. The duration of each class is 48 minutes, and the class is scheduled to meet 180 times over the course of the school year for a total of 144 hours of instruction, although district testing and other events (e.g., assemblies, pep rallies, etc.) will likely decrease slightly the overall instructional time.

**Comments: Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

☐ Matches the length of the course (e.g., quarter, semester, year)

1<sup>st</sup>: No. The end date must correspond to district evaluation timelines. For the purpose of the SLO, the interval of instruction will need to end in April so that the teacher evaluation can be completed as required by May 1. The actual course and instruction in the course will not be completed until the end of the school year.

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

The content taught will be the targets as defined in the Ohio Communication Standard for World Languages: Communicate in languages other than English, both in person and via technology using A. interpretive communication, B Interpersonal Communication, and C Presentational Communication. They will also use communication in the context of the Ohio Cultures Standard: Gain and use knowledge and understanding of other cultures. The Ohio Standards are based on the ACTFL's national Standards for Foreign Language Learning in the 21<sup>st</sup> Century.

**Comments: Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

- ☐ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations
- ☐ Represents the big ideas or domains of the content taught during the interval of instruction
- ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

1<sup>st</sup>: Yes.

2<sup>nd</sup>: Yes.

3<sup>rd</sup>: Yes.

## Assessment(s)

*What assessment(s) will be used to measure student growth for this SLO?*

The use of the LinguaFolio student self-assessment portfolio and periodic administration of Integrated Performance Assessments (IPAs) will be used to measure student growth for this SLO. LinguaFolio is a portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. Students will be given periodic opportunities to answer "I can" statements aligned with the national and state standards and will upload into the portfolio digital evidence that corroborates that they know and can do what they've marked in their "I can" statements. Together these will indicate the students' current level of language proficiency across the three modes of communication (i.e., interpretive, interpersonal and presentation) and the four language skills (i.e., listening, speaking, reading and writing). Periodic IPAs are designed to measure student progress toward the attainment of the goal areas and competencies described in the state and national standards and the ACTFL Performance Guidelines for K-12 Learners. Within a single thematic context, students first complete an interpretive task, then use the information learned in an interpersonal task, and finally summarize their learning by completing a presentational task. Each assessment provides insight into a student's current level of proficiency in the language. The results of the IPAs will further corroborate the students' overall language proficiency as evidenced by the LinguaFolio "I can" statements. These assessments, when used together, will quantify students' overall growth in language proficiency. The component scores from the various skill/mode components of LinguaFolio and the IPA can be considered together to form a composite score. For example, the number of "I can" statements accomplished in the interpretive reading section of the LinguaFolio can be considered along with the interpretive reading score from a recently administered IPA to show what the student's overall level of interpretive reading proficiency is. This would be done across all of the skill-mode combinations (interpretive listening, interpretive reading, interpersonal speaking, presentational writing, and presentational reading) in order to determine a students' overall proficiency. In world language courses, growth refers to the change in students' overall language proficiency across these combinations of modes of communication and language skills (Note: in classical languages, interpersonal speaking would be deemphasized). This methodology can be used to show growth across the 12 levels of language proficiency identified by the 2012 ACTFL Proficiency Guidelines: Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low, Advanced Mid, Advanced High, Superior and Distinguished. Students in level 1 are expected to reach the novice mid (1,2, or 3) level of proficiency to show one year's growth. The use of the LinguaFolio "I can" statements and IPAs are in keeping with the recommendations of the ODE world language consultants for best practices in assessing students' overall language proficiency growth using nationally valid and reliable instruments for measuring learner language proficiency.

## Comments: Assessment(s)

*What assessment(s) will be used to measure student growth for this SLO?*

- ☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
- ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course
- ☐ Provides a plan for combining assessments if multiple summative assessments are used
- ☐ Follows the guidelines for appropriate assessments

1<sup>st</sup>: Yes. However, this needs to be stated.

2<sup>nd</sup>: Yes.

3<sup>rd</sup>: Yes.

4<sup>th</sup>: Yes.

### **Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

By the end of year one, the students should be performing at the novice mid (1, 2, or 3) range. If this is their first world language class and initial exposure to this language, learners would be expected to be at the Novice Mid 1 level at the minimum, which looks like this:

Interpretive Listening: Novice Mid

Interpretive Reading: Novice Low (on threshold of Novice Mid)

Interpersonal Speaking: Novice Mid (emerging)

Presentational Writing: Novice Low (on threshold of Novice Mid)

Presentational Speaking: Novice Low

If they began at the Novice low 2, they should perform at the Novice Mid 2, which looks like this:

Interpretive Listening: Novice Mid

Interpretive Reading: Novice Mid (emerging)

Interpersonal Speaking: Novice Mid

Presentational Writing: Novice Mid (emerging)

Presentational Speaking: Novice Mid (emerging)

If they begin at the novice low 3, they should perform at the novice mid 3, which looks like this:

Interpretive Listening: Novice High (emerging)

Interpretive Reading: Novice Mid

Interpersonal Speaking: Novice Mid (on threshold of Novice High)

Presentational Writing: Novice Mid

Presentational Speaking: Novice Mid

In general, at the Novice Mid Level learners will be able to understand familiar words, phrases, and simple sentences. They will be able to interact with help using words, phrases, and memorized expressions. They will be able to answer simple questions on very familiar topics. They will be able to provide some basic information on familiar topics in lists, phrases, and memorized expressions. They will be able to provide information about themselves and their immediate surroundings using words, phrases and memorized expressions. According to research conducted by the American Council on the Teaching of Foreign Languages, these targets are both attainable and rigorous. Students will have to demonstrate that they are capable of communicating in the language. Differentiation within the Novice Mid range can be distinguished by the 1 (70% of requirements met), 2 (80% of requirements met), or 3(90% of requirements met). Novice Mid 1 meets minimal expectations. Novice Mid 2 meets expectations. Novice Mid 3 exceeds expectations. All students should be within the Novice Mid range of proficiency as described above by the end of the course (one year of study).

### Comments: Growth Target(s)

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

- ☐ All students in the class have a growth target in at least one SLO
- ☐ Uses baseline or pretest data to determine appropriate growth
- ☐ Sets developmentally appropriate targets
- ☐ Creates tiered targets when appropriate so that all students may demonstrate growth
- ☐ Sets ambitious yet attainable targets

1<sup>st</sup>: Yes. Growth target is novice mid for all students.

2<sup>nd</sup>: Yes. There is an assumption that all students are starting at the same level for this course. The instructor should verify this and include data.

3<sup>rd</sup>: Yes.

4<sup>th</sup>: No, not given. However, for this course, tiered targets may not be applicable.

5<sup>th</sup>: Yes.

### Rationale for Growth Target(s)

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

According to the American Council on the Teaching of Foreign Languages and findings based on the administration of the AP Spanish test after five years of study, Novice Mid is an appropriate level for beginning second language students to obtain after one school year of study. When students are beginning a language, they must have comprehensible input before they can begin the process of communicating. Through interpretive listening and reading, interpersonal speaking and presentational speaking and writing, students learn to communicate. In a year's period of time, students should be able to communicate on a basic level focusing on themselves. They cannot use extended conversation or difficult grammatical concepts to communicate. Through a variety of formative assessments, the teacher will know what to work on to ensure success when using IPA's and LinguaFolio as summative assessments of student growth. The data from quizzes, oral and written projects and contextualized performance tasks will allow me to modify the instruction in my level I classes to further meet the needs of the students. The world language classroom helps the students become 21st century learners by providing the students with problem solving scenarios, critical thinking skills, a global vision of education and life, cultural competencies, technology usage, collaboration, and myriad other 21<sup>st</sup> century skills. These are all measured through proper administration of IPAs and through informed use of LinguaFolio. These skills are in the district's goals and plans. Students will be expected to "step up to the plate" and leave the classroom speaking the language in culturally appropriate ways, not just talking about the language and culture. The expectation of students reaching a Novice Mid level of proficiency in one year is a departure from the previous norm in which students were not held to any specific proficiency norms at all and were allowed to advance from course to course without exhibiting any basic level of proficiency. For adequate student growth to occur, I will be challenged to stay abreast of new teaching methodologies, resources and technologies in order to prepare the students to collaborate, think critically and appreciate the world in which they live.

### Comments: Rationale for Growth Target(s)

*What is your rationale for setting the target(s) for student growth within the interval of instruction?*

- ☐ Demonstrates teacher knowledge of students and content
- ☐ Explains why target is appropriate for the population
- ☐ Addresses observed student needs
- ☐ Uses data to identify student needs and determine appropriate growth targets
- ☐ Explains how targets align with broader school and district goals
- ☐ Sets rigorous expectations for students and teacher(s)

1<sup>st</sup>: Yes.

2<sup>nd</sup>: Yes.

3<sup>rd</sup>: Yes.

4<sup>th</sup>: Yes. However, once the initial period of using the assessments has occurred, it will be important for the teacher to include specific information about his/ her class.

5<sup>th</sup>: Yes. Reference was made to broader school and district goals (21<sup>st</sup> Century skills)

6<sup>th</sup>: Yes.