

New York State Student Learning Objective (SLO)

Spanish I

<i>All SLOs MUST include the following basic components:</i>	
Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <ul style="list-style-type: none"> Spanish I represents 82% of my total student load and as such is my only course for the State or Comparable portion of my APPR. All 125 students enrolled in Spanish 1 on BEDS day, October 3, 2012, are included in this SLO. The attached roster contains student names, baseline performance, and target performance for this SLO.
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <ul style="list-style-type: none"> As required, this course is based on the two NYS Learning Standards for Languages Other Than English. Modern Language, Checkpoint A represents the core of Spanish I throughout the instructional year. This SLO incorporates Standard 1: Communication Skills Listening and Speaking 1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. <div style="margin-left: 20px;"> <p><u>Students can:</u></p> <ul style="list-style-type: none"> comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than </div>

Comment [SED1]: Indicating the proportion of a teacher's course load the SLO represents allows both the teacher and reviewer an opportunity to confirm that at least 50% of a teacher's students are captured within this SLO or that additional SLOs would be needed per requirement.

Comment [SED2]: Indicating the date on which the roster is verified for inclusion illustrates that a standard process has been put in place. This type of timeline could be established at the district and/or building level to ensure consistency across SLOs.

Comment [SED3]: The template used to identify individual students included in the SLO can also be used to capture other relevant and necessary data such as baseline performance, targets, and summative performance. By consolidating this information in one location a teacher and/or reviewer will have a comprehensive look at student performance in relation to the SLO.

Comment [SED4]: Most courses are built around an entire body of standards with the expectation that students will meet grade level proficiency by the end of the instructional period. By not only identifying those standards, but describing particular key ideas, process skills, etc. a teacher and/or reviewer will be better able to analyze information gained through assessments to drive instruction in these key areas. The specification of key ideas, skills, etc. can stem from district goals/priorities, course design, and/or student performance (both historic and current).

Comment [SED5]: The inclusion of performance indicators aligned with each standard allow the reviewer to have a more clear indication as to what students must know and be able to do in relation to the learning content identified within this SLO.

	<p>English</p> <ul style="list-style-type: none"> • use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. <p>Reading and Writing</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Students can:</p> <ul style="list-style-type: none"> • understand the main idea and some details of simple informative materials written for native speakers • compose short, informal notes and messages to exchange information with members of the target culture. <ul style="list-style-type: none"> • This SLO also incorporates Standard 2: Cultural Understanding <ul style="list-style-type: none"> 1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received. <p>Students can:</p> <ul style="list-style-type: none"> • use some key cultural traits of the societies in which the target language is spoken.
<p>Interval of Instructional Time</p>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <ul style="list-style-type: none"> • The instructional period covers the entire 2012-13 school year.
<p>Evidence</p>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <ul style="list-style-type: none"> • As defined in our District APPR Plan for 2012-13, we will use the regionally-developed Spanish I assessment in its entirety. • This assessment aligns to both Standards 1 and 2 as it contains four portions (reading, writing, listening, and speaking). • The rigor of the assessment was set by the regional writing team by examining past State examinations and comparing our assessment questions to them. <p>Students will be provided accommodations as legally required and appropriate.</p> <p>Teachers with a vested interest will not score the summative assessment.</p>

Comment [SED6]: SLOs are a practical extension of decisions made in a district's APPR plan. Summative assessments have been decided upon for each course offered. Referencing the portions of a district's plan that are used in the design of an SLO strengthen alignment and cohesiveness of the evaluation system.

Comment [SED7]: Evidence used within the SLO should be a valid and reliable assessment of the learning content defined for the interval of instructional time. This alignment may be referenced and/or illustrated by the inclusion of an item map.

Comment [SED8]: When courses are in a sequence that leads to a State assessment it is good practice to scaffold and design assessments that will help prepare students for the type of performance that will ultimately be expected. This may include things such as the format of the assessment, the types of questions asked, and the scoring methodologies used, etc.

Baseline

What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

Each student took the regionally-developed Spanish I assessment in the first week of the course. The individual student performance is recorded on the attached roster, which is an Excel file that also calculates each student's expected outcome (target) based upon their performance at the beginning of the instructional period per our District's APPR plan.

In summary:

94 students scored between a 0-40%

29 students scored between a 41-64%

2 students scored between a 65-84%

0 students scored between a 85-100%

Comment [SED9]: Indicating when the pre-assessment/baseline information was collected provides context for the teacher and/or reviewer

Comment [SED10]: A broad overview of student baseline performance, in addition to the individual student performance, allows the teacher and reviewer additional context from which to set rigorous and reasonable targets for student performance.

Target(s)

What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

Per our District's APPR plan, all student targets are set using the table below. Performance on the Spanish I assessment is divided into four levels to define the four possible starting and ending points. It is unacceptable growth for any student to end a course in the lowest level. All students are expected to move up at least one level unless they began in the highest level, in which case they are expected to stay there.

Each student took the regionally-developed Spanish I assessment in the first week of the course. The individual student performance is recorded on the attached roster, which is an Excel file that also calculates each student's expected outcome (target) based upon their performance at the beginning of the instructional period per our District's APPR plan.

80% of students are expected to meet their targets.

District's Target Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	Ending Point 1: 0-40%	Ending Point 2: 41-64%	Ending Point 3: 65-84%	Ending Point 4: 85-100%
Starting Point 1: 0-40%	NO	YES	YES	YES
Starting Point 2: 41-64%	NO	NO	YES	YES
Starting Point 3: 65-84%	NO	NO	NO	YES
Starting Point 4: 85-100%	NO	NO	NO	YES

Comment [SED11]: SLOs are a practical extension of decisions made in a district's APPR plan. Specific targets and/or the methods used to set targets would be described within a district's plan. Referencing the portions of a district's plan that are used in the design of an SLO strengthen alignment and cohesiveness of the evaluation system.

Comment [SED12]: Districts and/or buildings may establish minimum rigor expectations that reflect district goals. These types of parameters ensure teacher and/or principals are setting targets that align to district and/or building expectations.

Comment [SED13]: Depending on the types of targets that are set, many digital platforms can be used to increase efficiency in establishing student targets stemming from baseline data. For more information about the use of digital tools to generate targets and/or calculate final ratings please reference the [Student Learning Objective Results Analysis Webinars I and II](#).

HEDI Scoring

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

The Excel sheet will determine what percentage of students in each class met their individual student target. Points will be assigned for this SLO using the HEDI scale from our District's APPR plan (the following table).

Comment [SED14]: SLOs are a practical extension of decisions made in a district's APPR plan. Specific HEDI scales would be defined within a district's plan. Referencing the portions of a district's plan that are used in the design of an SLO strengthen alignment and cohesiveness of the evaluation system.

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	91-94%	85-90%	84%	83%	82%	81%	80%	78-79%	76-77%	74-75%	70-73%	64-69%	57-63%	50-56%	43-49%	37-42%	30-36%	21-29%	11-20%	0-10%
Rationale	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p> <p>Knowing that the basic communicative skills in Spanish will allow students to socialize, provide and acquire information, express personal feelings and opinions, and get others to adopt a course of action whenever they are in a Spanish-speaking environment, we have designed our course and goals of our Spanish I program such that at Checkpoint A, we measure how well students can:</p> <ul style="list-style-type: none"> comprehend simple vocabulary and structures in Spanish in face-to-face conversation with peers and familiar adults comprehend the main idea of more extended conversations in Spanish with some unfamiliar vocabulary and structures as well as cognates of English words call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from Spanish use appropriate strategies to initiate and engage in simple conversations in Spanish with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. understand the main idea and some details of simple informative materials written for native speakers of Spanish compose short, informal notes and messages to exchange information with members of the Spanish culture. <p>This preparation best enables students to either continue studying Spanish or enter college and/or career with a basic foundation in a common modern language.</p>																				

Comment [SED15]: Connecting course content to the authentic application of the knowledge and skills gained allow the teacher and/or reviewer to better understand how this course will help prepare students for college and careers.