

Teacher	XXXXXX Middle School	
Checkpoint A Student Learning Objective		
Population	### LOTE students.	
Learning Content	<p>Performance Indicators: National Standards (ACTFL), NYSED Standards for LOTE at the Checkpoint A level, and Common Core Standards. Students will produce a 50 word writing sample based on topics from the NYSED Syllabus.</p> <p><b>American Council on the Teaching of Foreign Languages (ACTFL) Standards:</b>  Use simple sentences on very familiar topics to write:</p> <ul style="list-style-type: none"> <li>· _explanations of products and/or practices of their own culture to peers in the target culture.</li> <li>· _short notes, messages and brief reports about themselves, people and things in their environment.</li> <li>· _illustrated stories about activities or events in their environment.</li> </ul> <p><b>NYSED Standards for LOTE at Checkpoint A:</b>  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> <ul style="list-style-type: none"> <li>• <b>compose short, informal notes and messages to exchange information with members of the target culture.</b></li> </ul> <p><b>Common Core College and Career Anchor Standards for Writing</b></p> <ol style="list-style-type: none"> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ol>	

<b>Interval of Instructional Time</b>	September 2012-2013
<b>Evidence</b>	<ol style="list-style-type: none"> <li>1. District-wide pre-assessment administered at the beginning of the school year: Students write a 50 word note based on a text prompt from the NYSED LOTE Syllabus, Checkpoint A level.</li> <li>2. District-wide summative assessment administered at the end of the school year: Students write a 50 word note based on a text prompt from the NYSED LOTE Syllabus, Checkpoint A level.</li> </ol>
<b>Baseline</b>	<p>All students demonstrated mastery of vocabulary and grammar and the ability to speak, listen, read, and write at the Checkpoint A level, by achieving a final grade of 65 or higher in Spanish 6, the pre-requisite to Spanish 7.</p> <p>Pre-assessment data:</p> <ul style="list-style-type: none"> <li>• ?/# students or ___% earned 5 credits</li> <li>• ?/# students or ___% earned 4 credits</li> <li>• ?/# students or ___% earned 3 credits</li> <li>• ?/# students or ___% earned 2 credits</li> <li>• ?/# students or ___% earned 1 credit</li> <li>• ?/# students or ___% earned 0 credits</li> </ul>

70% of students will meet growth expectations as indicated in the chart below using the levels from the NYSED

Writing Conversion Chart for Checkpoint A What Student Progress Meets Expectations						
PERFORMANCE LEVEL	END: 0	END:1	END:2	END:3	END:4	END:5
START 0	NO	YES	YES	YES	YES	YES
START 1	NO	NO	YES	YES	YES	YES
START 2	NO	NO	NO	YES	YES	YES
START 3	NO	NO	NO	YES	YES	YES
START 4	NO	NO	NO	NO	YES	YES
START 5	NO	NO	NO	NO	NO	YES

**Target(s)**

NYSED Checkpoint A Writing Conversion Chart

Part 4 Conversion Chart						
Total Raw Score	14-16	11-13	8-10	5-7	2-4	0-1
Total Credits	5	4	3	2	1	0

**HEDI Scoring**

HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
For ALL grades and courses in		71	10	2 – For all courses requiring a SLO and conversions also used for ALL			

	this category	70	9	local measures
<b>Rationale</b>	<p>In LOTE 7, students continue to develop listening and speaking skills that will enable them to understand simple spoken Spanish and engage in conversations in which they may talk about themselves, persuade someone to take a course of action, provide information or seek information about a variety of everyday topics. Reading skills at this level involve the interpretation of a variety of basic authentic materials (advertisements, tickets) and simple narratives. In writing, students learn to meet the purpose of a task (e.g., to provide or seek information) with appropriate vocabulary and structure at reasonable length (approx. 50 words). In addition, students acquire understanding and develop an appreciation of cultures other than their own.</p> <p>The pre-assessment writing task will provide data regarding students' retention of vocabulary and structure and their ability to communicate effectively in writing in the target language. The summative assessment will indicate whether students have developed a broader vocabulary over a greater range of topics, achieved a higher degree of control over grammatical structures, and improved their writing skills in accordance with performance indicators for NYSED Standards for LOTE at the Checkpoint A level.</p>			
		Teacher Signature:	Date:	
	Administrator Signature:	Date:		