

Teacher	XXXXXX High School	
LOTE Level 3 Student Learning Objective		
Population	27 students enrolled in _____.	
Learning Content	<p>Performance Indicators: National Standards (ACTFL), NYSED Standards for LOTE at the Checkpoint B level, and Common Core Standards. Students will produce a 100 word writing sample based on topics from the NYSED Syllabus.</p> <p>American Council on the Teaching of Foreign Languages (ACTFL) Standards: Presentational Communication (Standard 1.3) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. *Produce a variety of creative oral and written presentations (e.g. original story, personal narrative, script). * Retell or summarize information in narrative form, demonstrating a consideration of audience. * Self-edit written work for content, organization, and grammar.</p> <p>NYSED Standards for LOTE at Checkpoint 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"> • write short notes, uncomplicated personal and business letters, brief journals, and short reports • write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently • produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language. <p>Common Core College and Career Anchor Standards for Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Interval of Instructional Time	September 2012-2013
Evidence	<ol style="list-style-type: none"> 1. District-wide pre-assessment administered at the beginning of the school year: Students write a 100 word note based on a text prompt from the NYSED LOTE Syllabus, Checkpoint B level. 2. District-wide summative assessment administered at the end of the school year: Students write a 100 word note based on a text prompt from the NYSED LOTE Syllabus, Checkpoint B level.
Baseline	<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"> • 0/Y students or 0% earned 8 credits • X/Y students or 7% earned 7 credits • X/Y students or 33% earned 6 credits • X/Y students or 30% earned 5 credits • X/Y students or 30% earned 4 credit • X/Y students or 0% earned 3 credits • X/Y students or 0% earned 2 credits • X/Y students or 0% earned 1 credit • X/Y students or 0% earned 0 credit.

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

Target(s)

What Student Progress Meets Expectations								
PERFORMANCE LEVEL	END: 1	END:2	END:3	END:4	END:5	END: 6	END: 7	END: 8
START 1	NO	YES	YES	YES	YES	YES	YES	YES
START 2	NO	NO	YES	YES	YES	YES	YES	YES
START 3	NO	NO	NO	YES	YES	YES	YES	YES
START 4	NO	NO	NO	NO	YES	YES	YES	YES
START 5	NO	NO	NO	NO	NO	YES	YES	YES
START 6	NO	NO	NO	NO	NO	YES	YES	YES
START 7	NO	NO	NO	NO	NO	NO	YES	YES
START 8	NO	NO	NO	NO	NO	NO	NO	YES

NYSED Checkpoint A Writing 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

Highly Effective 20-18 pts		Effective 17-9 pts		Developing 8-3 pts		Ineffective 2-0 pts	
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 this category		71	10	2 – For all courses requiring a SLO and conversions also used for ALL local measures			
		70	9				

<p>Rationale</p>	<p>In LOTEb 3, students will continue to increase their listening and speaking skills through conversational topics that require more detail. Students' reading skills will continue to grow through more extensive 'reading for meaning' and thematic selections. Student writing will continue to meet the requirements of the writing rubrics in meeting the purpose of the task, organization, structure, range of vocabulary and length at the NYSED Standards for LOTE at the Checkpoint B level. Students will continue to broaden their understanding and 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, the ability to write in the past, present and future and demonstrate improved writing skills in accordance with performance indicators for NYSED Standards for LOTE at the Checkpoint B level.</p>	
	<p>Teacher Signature:</p>	<p>Date:</p>
	<p>Administrator Signature:</p>	<p>Date:</p>