

Checkpoint A Exemplar

Teacher: XXXXXXXXXXXX		XXXXXX Elementary School
FLES Spanish Grade 2 Student Learning Objective		
Population	### FLES grade 2 students.	
Learning Content	<p>Performance Indicators: National Standards (ACTFL) and NYSED Standards for LOTE at the Checkpoint A level. Students will answer 20 multiple choice questions after listening to brief passages or questions in Spanish that are based on topics from the NYSED Syllabus.</p> <p>American Council on the Teaching of Foreign Languages (ACTFL) Standards: Standard 1.2: Students understand and interpret written and spoken language on a variety of topics NYSED Standards for LOTE at Checkpoint A: 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. Students can: • 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 English</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 will answer 20 multiple choice questions after listening to a brief passage or question in Spanish that is based on a topic from the NYSED LOTE Syllabus, Checkpoint A level. 2. District-wide summative assessment administered at the end of the school year: Students will 	

answer 20 multiple choice questions after listening to a brief passage or question in Spanish that is based on a topic from the NYSED LOTE Syllabus, Checkpoint A level.

Baseline

Pre-assessment data:

- ?/# students earned a score of 100
- ?/# students earned a score of 95
- ?/# students earned a score of 90
- ?/# students earned a score of 85
- ?/# students earned a score of 80
- ?/# students earned a score of 75
- ?/# students earned a score of 70
- ?/# students earned a score of 65
- ?/# students earned a score of 60
- ?/# students earned a score of 55
- ?/# students earned a score of 50
- ?/# students earned a score of 45
- ?/# students earned a score of 40
- ?/# students earned a score of 35
- ?/# students earned a score of 30
- ?/# students earned a score of 25
- ?/# students earned a score of 20
- ?/# students earned a score of 15
- ?/# students earned a score of 10
- ?/# students earned a score of 5
- ?/# students earned a score of 0
- ?/# students earned a score of 0

Target(s)	<p>70% of students will meet growth expectations using the minimum growth target formula: Required Growth = $(100 - \text{Pre-assessment score}/2)$</p> <p>Each student counts as either a 'yes' or 'no' as to whether they met the goal <i>set in the</i> growth target.</p>							
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 this category		71	10	2 – For all courses requiring a SLO and conversions also used for ALL local measures			
			70	9				
Rationale	<p>In FLES grade 2, students continue to develop listening and speaking skills that will enable them to understand simple spoken Spanish and engage in brief conversations relating to familiar topics.</p> <p>The pre-assessment listening tasks will provide data regarding students' retention of vocabulary and their ability to comprehend spoken Spanish relating to familiar topics from prior years of FLES: greetings, describing self and family, calendar, counting, foods, school needs, and clothing. The summative assessment will indicate whether students have developed a broader vocabulary over a greater range of topics and improved their comprehension skills in accordance with performance indicators for NYSED Standards for LOTE at the Checkpoint A level.</p>							
	Teacher Signature:					Date:		
	Administrator Signature:					Date:		