

New York State Student Learning Objective Template

WORLD LANGUAGES FLES:

Population	FLES Program Grade 4
Learning Content	<p><u>NYS Performance Indicators Checkpoint A</u></p> <p>Student can:</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 English. • Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults <p><u>ACTFL Performance Guidelines Novice K-4</u></p> <p>Students can:</p> <ul style="list-style-type: none"> • comprehend general information and vocabulary when the communication partner uses objects, visuals, and gestures in speaking • generally need contextual clues, redundancy, paraphrase or restatement in order to understand the message. • understand short simple conversations and narratives (live or recorded material), within highly predictable and familiar contexts; • rely on personal background experience to assist in comprehension; • exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts; • comprehend spoken language better when content has been previously presented in an oral and/or visual context; • determine meaning by recognition of cognates, prefixes, and thematic vocabulary
Interval of Instructional Time	September 2012 –June 2013

<p>Evidence</p>	<p>Listening Assessment with multiple choice items of words and/or visual cues</p> <p>End year Assessment of listening comprehension and multiple choice items conducted through an online performance test</p>																				
<p>Baseline</p>	<p>Pre-assessment of listening skill with multiple choice items of words and/or visual cues</p>																				
<p>Target(s)</p>	<p>Target:</p> <p>Students who score 0-55 on pre-assessment will score 65 or above on summative assessment</p> <p>Students who score 56-75 on pre-assessment will score 75 or above on summative assessment</p> <p>Students who score 76 or above on pre-assessment will score 85 or above on summative assessment</p>																				
<p>HEDI Scoring</p>	<p>Highly Effective: 94 – 100% of students meet or exceed target (57 students or more)</p> <p>Effective: 69 – 91% of students meet target (42 – 56 students)</p> <p>Developing: 23 – 61% of students meet target (14 – 37 students)</p> <p>Ineffective: 0 – 15 % of students meet target (0 – 9 students)</p>																				
	<p>HIGHLY EFFECTIVE</p>			<p>EFFECTIVE</p>								<p>DEVELOPING</p>						<p>INEFFECTIVE</p>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	98.58 - 100	97.14 - 98.57	94.29 - 97.13	91.43 - 94.28	88.57 - 91.42	85.71 - 88.56	82.86 - 85.70	80.00 - 82.85	77.14 - 79.99	74.29 - 77.13	71.43 - 74.28	68.57 - 71.42	60.95 - 68.56	53.33 - 60.94	45.71 - 53.32	38.10 - 45.70	30.48 - 38.09	22.86 - 30.47	15.24 - 22.85	7.62 - 15.23	0.00 - 7.61

Rationale

Students focus on the development of listening and speaking skills from the very beginning stages of language learning. Students are expected to experience and practice listening and speaking in thematic and contextualized settings.

Activities throughout the year serve as formative assessments to engage students, present the learning goal, allow the teacher to give feedback on how well the students are comprehending, and provide opportunity to enhance learning.

These activities might include (but are not limited to) TPR, TPRStorytelling, songs, chants, label a picture, multiple choice, draw a picture, TIC TIC BOOM, follow the command, BINGO, etc.

Student learning is connected to Checkpoint A in order to articulate with learning in upper grades. The students are developing an understanding of functional questions which will create a foundation upon which upper grade learning can build and expand.

Pre-assessment and summative assessments provide data on achievement of learning objectives and inform instruction. These data are also used to plan curriculum assessment and instruction for subsequent grade levels.