

New York State Student Learning Objective Template

WORLD LANGUAGES MS:

Population	Students in Spanish 6
Learning Content	<p><i>State Standards</i></p> <ul style="list-style-type: none"> • Compose short, informal notes and messages to exchange information with members of the target culture. <p>National Standards: Students</p> <ul style="list-style-type: none"> • are able to meet limited practical writing needs, such as short messages and notes, by recombining learned vocabulary and structures to form simple sentences on very familiar topics. • show abilities in writing by reproducing familiar material • write accurately when copying written language but may use invented spelling when writing words or producing characters on their own; • may exhibit frequent errors in capitalization and/or punctuation when target language differs from native language in these area • demonstrate some accuracy in oral and written presentations when reproducing memorized words, phrases and sentences in the target language • formulate oral and written presentations using a limited range of simple phrases and expressions based on very familiar topics; • show inaccuracies and/or interference from the native language when attempting to communicate information which goes beyond the memorized or pre-fabricated; • may exhibit frequent errors in capitalization and/or punctuation and/or production of characters when the writing system of the target language differs from the native language • make corrections by repeating or rewriting when appropriate forms are routinely modeled by the teacher; • initiate the use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors modeled by the teacher. • Demonstrate some cultural knowledge in oral and written presentations. • initiate the use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors modeled by the teacher. • write a short response to a classroom situation. <p>Common Core</p> <ul style="list-style-type: none"> • write short notes, uncomplicated personal and business letters, brief journals, and short reports • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with other students • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interval of Instructional Time	September 2012- June 2013																				
Evidence	<p>Pre-assessment; writing task administered in September scored with a 4-point rubric.</p> <p>Summative assessment writing task administered in May scored with a 4-point rubric.</p> <p>Analysis of results on writing component of Regional exam administered in 8th grade, setting a range of scores most likely achieved by students on a 4-point rubric scale assessing the writing skill on age-appropriate task.</p>																				
Baseline	Results on pre-assessment; writing task administered in September scored with a 4-point rubric.																				
Target(s)	80% of the students will receive a raw score in the range between 7 and 14 on the rubric.																				
HEDI Scoring	Highly Effective: 94 – 100% of students meet or exceed target (13 students or more)																				
	Effective: 69 – 91% of students meet target (13 – 20 students)																				
	Developing: 23 – 61% of students meet target (0 – 13 students)																				
	Ineffective: 0 – 15 % of students meet target (0 – 13 students)																				
HIGHLY EFFECTIVE		EFFECTIVE										DEVELOPING						INEFFECTIVE			
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	97.14	94.29	91.43	88.57	85.71	82.86	80.00	77.14	74.29	71.43	68.57	60.95	53.33	45.71	38.10	30.48	22.86	15.24	7.62	0.0 – 7.61	
- 100	98.57	97.13	94.28	91.42	88.56	85.70	82.85	79.99	77.13	74.28	71.42	68.56	60.94	53.32	45.70	38.09	30.47	22.85	15.23		

Rationale

In this course, students focus on the development of listening, speaking, reading and writing skills from the beginning stages of language learning. Students are expected to experience and practice these language skills in thematic and contextualized settings and reflect on their learning through formative assessment. Activities throughout the year serve as formative assessments to engage students, present the learning goals, allow for feedback, and opportunities to enhance learning. These activities might include (but are not limited to) SMARTBoard activities, videos, authentic listening and reading tasks, realia, TPR, TPRStorytelling, games, songs, chants, conversations, partner activities, skits, writing and speaking tasks, commands, projects etc. These strategies will prepare students to transfer skills to real-life situations and future study. The baseline and summative assessments will present data on these goals. They will inform instruction as well as achievement of the target for this course.