

New York State Student Learning Objective: Spanish Grade 8

All SLOs MUST include the following basic components:

Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>8th grade Spanish; all students in a class of 22; 2 students are students with IEPs who receive special education services.</p> <p><i>Note: 1 student is on home-tutoring and is not participating in the baseline</i></p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>New York State Learning Standards for LOTE with a focus on the following Standards: Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings.</p> <p>New York State P-12 Common Core Learning Standards for ELA & Literacy, <i>as they pertain to Spanish language and culture studies</i> with a focus on the following Standards:</p> <p>Reading Standards RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Writing Standards W.8.1 Write arguments to support claims with clear reasons and relevant evidence. W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening Standards SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>topics, texts, and issues</i>, (see State syllabus for modern languages http://www.p12.nysed.gov/ciai/lotte/pub/modernl.pdf) building on others' ideas and expressing their own clearly.</p>

	<p>Language Standards (<i>relevant to the target language and culture</i>) L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Interval of Instructional Time</p>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>September 2011 - June 2012</p>
<p>Evidence</p>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <ol style="list-style-type: none"> 1. A regionally-developed assessment based on the June 2010 Proficiency exam (listening, reading and writing components only) will be used as a diagnostic assessment 2. A regionally-developed Foreign Languages Association of Chairpersons and Supervisors (FLACS) summative assessment will be administered June 18, 2012. <p><i>Offers accommodations as legally required and appropriate?</i> Yes; students' IEPs and 504 plans will be followed, as applicable.</p> <p><i>Ensures that those with vested interest are not scoring summative assessments?</i> Yes; summative assessments will be scored by another teacher in my school/district following my district's rules.</p>
<p>Baseline</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <ol style="list-style-type: none"> 1. 95% (21 students) of my students completed Spanish 7, however, all students <i>did not</i> have results from 2010-11 Spanish 7 that showed mastery of instructed grammar and vocabulary. Results from 2010-11 also illustrate that many students continue to struggle with successful communication, particularly with regards to listening, speaking, reading, and writing for the purposes of communication. 2. Scores ranged from 57% to 100% in this class section on the diagnostic assessment, which my district uses as a baseline for all Spanish 8 students. <p>See breakdown:</p> <ol style="list-style-type: none"> a. 9/21 scored between 57%-70% b. 8/21 scored between 71%-80% c. 4/21 scored between 89%-95%

<p>Target(s)</p>	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <ol style="list-style-type: none"> 1. Students who scored 57-70% on the baseline assessment will show mastery of at least 85% of the Spanish 8 learning standards, as measured by the district's summative assessment in June 2012 2. Students who scored 71-80% on the baseline assessment will show mastery of at least 90% of the Spanish 8 learning standards, as measured by the district's summative assessment in June 2012 3. Students who scored 89% or above on the baseline assessment will show mastery of at least 95% of the Spanish 8 learning standards, as measured by the district's summative assessment in June 2012 <p>90% of students will meet or exceed their differentiated targets for this SLO.</p>																																																														
<p>HEDI Scoring</p>	<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p> <p>Highly Effective: 94-100% of students meet or exceed their differentiated targets for this SLO.</p> <p>Effective: 80-93% of students meet or exceed their differentiated targets for this SLO.</p> <p>Developing: 65-79% of students meet or exceed their differentiated targets for this SLO.</p> <p>Ineffective: 64% or less of students meet or exceed their differentiated targets for this SLO.</p> <table border="1" data-bbox="363 933 2016 1170"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="9">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="3">INEFFECTIVE</th> </tr> <tr> <th>20</th><th>19</th><th>18</th> <th>17</th><th>16</th><th>15</th><th>14</th><th>13</th><th>12</th><th>11</th><th>10</th><th>9</th> <th>8</th><th>7</th><th>6</th><th>5</th><th>4</th><th>3</th> <th>2</th><th>1</th><th>0</th> </tr> </thead> <tbody> <tr> <td>100-99</td><td>98-97</td><td>96-94</td> <td>93</td><td>92</td><td>91</td><td>90</td><td>89-88</td><td>87-86</td><td>85-84</td><td>83</td><td>82-80</td> <td>79</td><td>78</td><td>76-77</td><td>73-75</td><td>69-72</td><td>65-68</td> <td>61-64</td><td>56-60</td><td>55-0</td> </tr> </tbody> </table>	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	100-99	98-97	96-94	93	92	91	90	89-88	87-86	85-84	83	82-80	79	78	76-77	73-75	69-72	65-68	61-64	56-60	55-0
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<p>Rationale</p>	<p>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</p> <p>All 8th grade students are required to pass Spanish I in 8th grade. As of last year, that was not accomplished, and many of the students in this current cohort who did pass their prior Spanish course did not achieve mastery of the material required. Many students entered this course struggling with successful communication, particularly with regards to listening, speaking, reading, and writing for the purposes of communication. As a result, a new software program is currently in use to support targeted interventions in listening, reading, and writing in order to improve comprehension and retention levels for all</p>																																																														

students. This software provides me with regular, formative assessment data regarding the progress of each student and allows me to provide targeted supports based on individualized needs.

By focusing on improvements in comprehension and retention, students will have a strong baseline foundation in Spanish, which is required in order to be prepared for future course work which builds directly on the material covered this year. Students will be assessed, using a district-developed assessment, in 3 of the 4 tasks (listening, reading and writing) required for completion of one unit of study at Checkpoint A as prescribed by the NYS LOTE standards. This assessment will adequately measure if students are ready for the next level of learning in Spanish. Aligning instruction to the Common Core Learning Standards will also prepare students for continued study in their native language and foreign language.