

EXAMPLE CSD Student Learning Objective (SLO) Template (with Embedded Checklist)

Teacher Name: _____ Content Area and Course(s): French 1 Grade Level(s): 9-12 Academic Year: 2013-2014

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

A guiding assumption in the creation of this SLO is that the vast majority of students taking this course have had little or no knowledge of the language prior to its start. The available data for the creation of this SLO was a checklist of prior student knowledge of the French language. Ohio has endorsed the Linguafolio program for measuring student language levels. LinguaFolio 'I can' statements were used to assess the student's initial language exposure to find out if a student had significant knowledge for a beginning language learner. An Integrated Performance Assessment (IPA) will be administered periodically and at the end of the assessment period to determine growth. The IPA will speak to the three modalities of communication: interpretive, interpersonal, and presentational.

A Linguafolio learning inventory about learning styles and experiences in the target language was administered but not considered in the performance assessment growth target. Exposure to the target language does increase a student's opportunity to improve language ability, but not all students have access to second language experiences. Based upon student performance in previous years, this is not always a factor in the success of a language learner.

According to the American Council on the Teaching of Foreign Languages (ACTFL), a student in a Level I language course begins at Novice Low 0 and should attain a Novice Mid 1 level of proficiency by the completion of a year-long course. I will further break down this proficiency level into three subgroups to differentiate between the level of achievement of students with different abilities:

Novice Mid 1 equates to showing proficiency in 70% of the targeted "I can" statements, as substantiated by an IPA.

Novice Mid 2 equates to showing proficiency in 80% of the targeted "I can" statements, as substantiated by an IPA.

Novice Mid 3 equates to showing proficiency in 90% of the targeted "I can" statements, as substantiated by an IPA.

This SLO will assume that the student starts from a Novice Low level as indicated by the ACTFL.

Data from the 'I can' statements indicated that most students had no knowledge of the vocabulary needed to ask and answer questions about everyday familiar topics such as family, activities, season, weather, wants and likes or dislikes. Most students were familiar with very limited greeting and courtesy words such as 'bonjour, merci, and au revoir'.

Checklist & Comments: Baseline and Trend Data

Does the identified baseline and trend data meet the following criteria?

- Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)
- Draws upon trend data, if available
- Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses

Willoughby-Eastlake CSD Student Learning Objective (SLO) Template Evanko French 1 (with Embedded Checklist)

2013-14

Comments/Questions:

- 1.
- 2.
- 3.

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

All students in level 1 will be covered by this SLO. 80 students are enrolled in French level 1. There are 22 freshmen, 27 sophomores, 30 juniors and 1 senior in these classes. There are 4 IEP students: (1-dyslexia with reading comprehension tutor , 3 receive direct instruction in English and reading, and 1 needs to increase reading fluency/reading comprehension; 5 students with 504 plans (all have ADHD diagnosis), and 0 WEP students.

One student lived in Quebec until he was 5 years old. He does not remember reading and writing in French and can understand some words. One student (on an IEP) hears Italian at home and frequently make reference to the similarity of words. He has indicated how difficult it is to keep the words separate. 14 students previously took Spanish 1 and either failed or decided to change languages.

98% of students indicated that they intend to continue post-secondary education.

No students were excluded.

Checklist & Comments: Student Population

Does the identified student population meet the following criteria?

- Identifies the class or subgroup of students covered by the SLO
- Describes the student population and considers any contextual factors that may impact student growth
- If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO

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Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Instruction interval to meet the goals of the SLO: August 2014 through March 2014. School year: August 27, 2013 to June 5, 2014. The final IPA and 'I can' assessment will be given in Late March/early April to allow for scoring and data submission.

This class meets 5 days a week for an average of 45 minutes per day.

Checklist & Comments: Interval of Instruction

Does the interval of instruction identified meet the following criteria?

- Matches the length of the course (e.g., quarter, semester, year)

Willoughby-Eastlake CSD Student Learning Objective (SLO) Template Evanko French 1 (with Embedded Checklist)

2013-14

Considers the length of the course in relation to the instructional pacing when the initial (starting point) and summative (endpoint) growth measure evidence collection occurs – deadline of April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)

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Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

The content taught will be the targets as defined in the Ohio Communicaton Standard for World Languages: Communicate in languages other than English, both in person and via technology using: A. Interpretive communication; Learners derive meaning through the use of listening, viewing and reading strategies. B. Interpersonal Communication; Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. C. Presentational Communication; Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes.

Students will be expected to ask and answer questions and understand spoken and written language to determine main points.

They will also use communication in the context of the Ohio Cultures Standard: Gain and use knowledge and understanding of other cultures. The Ohio Standards are based on the ACTFL's National Standards for Foreign Language Learning in the 21st Century.

The Ohio Common Core Standards include choosing Foreign Language as one of the required electives for graduation.

Checklist & Comments: Standards and Content

Do the standards and content described meet the following criteria?

- Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations
- Represents the big ideas or domains of the content taught during the interval of instruction (between the initial (starting point) to the summative (endpoint) growth measure evidence collection - deadline occurs: April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th))
- Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

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- 2.
- 3.

Willoughby-Eastlake CSD Student Learning Objective (SLO) Template Evanko French 1 (with Embedded Checklist)

2013-14

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Throughout the year, I will monitor student progress with a variety of formative and summative assessments approved by the district.

The use of the LinguaFolio student self-assessment portfolio ("I CAN" statements) and the periodic and summative administration of Integrated Performance Assessments (IPAs) will be used to measure student growth for this SLO.

LinguaFolio is a portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. Students will be given periodic opportunities to answer "I can" statements aligned with the national and state standards and will enter into the portfolio paper evidence that confirms that they know and can do what they've marked in their "I can" statements. Together these will indicate the students' current level of language proficiency across the three modes of communication (i.e., interpretive, interpersonal and presentational) and the four language skills (i.e., listening, speaking, reading and writing).

Periodic IPAs are designed to measure student progress toward the attainment of the goal areas and competencies described in the state and national standards and the ACTFL Performance Guidelines for K-12 Learners. Within a single thematic context, students complete an interpretive task (reading and listening comprehension), then an interpersonal task (questions and answers based upon a given prompt), and finally summarize their learning by completing a presentational task which may be written or spoken. Each assessment provides insight into a student's current level of proficiency in the language.

The results of the IPAs will further corroborate the students' overall language proficiency as evidenced by the LinguaFolio "I can" statements and the student dossier. These assessments, when used together, will quantify students' overall growth in language proficiency. The component scores from the various skill/mode components of LinguaFolio and the IPA can be considered together to form a composite score.

In world language courses, growth refers to the change in students' overall language proficiency across these combinations of modes of communication and language skills. This methodology can be used to show growth across the 12 levels of language proficiency identified by the 2012 ACTFL Proficiency Guidelines: Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low, Advanced Mid, Advanced High, Superior and Distinguished. Students in level 3 are expected to reach the Intermediate Low (1, 2, or 3) level of proficiency to show one year's growth. Students in a 4/5 year high school language program are generally not expected to reach Advanced levels of proficiency.

In general, Speakers at the Novice Mid level are able to understand some everyday words, phrases, and questions about themselves and their surroundings, use memorized expressions to ask and answer simple questions, and provide basic information about themselves and familiar topics.

The use of the LinguaFolio "I can" statements, student dossier and IPAs are in keeping with the recommendations of the ODE world language consultants for best practices in assessing students' overall language proficiency growth, using nationally valid and reliable instruments for measuring language learners' proficiency

Checklist & Comments: Assessment(s)

Does the description above meet the following criteria?

- Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
- Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course
- Provides a plan for combining assessments if multiple summative assessments are used
- Follows the guidelines for appropriate assessments
- Matches the interval of instruction and reflects consideration of summative (endpoint) growth measure evidence collection deadline occurs – April 15th for

Willoughby-Eastlake CSD Student Learning Objective (SLO) Template Evanko French 1 (with Embedded Checklist)

2013-14

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<ol style="list-style-type: none"> 1. 2. 3.

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

<p>By the end of year one, the students should be performing at the Novice Mid (1, 2, or 3) range. If this is their first world language class and initial exposure to this language, learners would be expected to be at the Novice Mid level at the minimum, which looks like this:</p> <p>In general, at the Novice Mid Level learners will be able to understand familiar words, phrases, and simple sentences. They will be able to interact with help using words, phrases, and memorized expressions. They will be able to answer simple questions on very familiar topics. They will be able to provide some basic information on familiar topics in lists, phrases, and memorized expressions. They will be able to provide information about themselves and their immediate surroundings using words, phrases and memorized expressions.</p> <p>According to research conducted by the American Council on the Teaching of Foreign Languages, these targets are both attainable and rigorous. Students will have to demonstrate that they are capable of communicating in the language. Differentiation within the Novice Mid range can be distinguished by the 1 (70% of requirements met), 2 (80% of requirements met), or 3 (90% of requirements met). All students should be within the Novice Mid range of proficiency as described above by the end of the course (one year of study).</p>

Checklist & Comments: Growth Target(s)
Does the identified growth target(s) meet the following criteria?
<ul style="list-style-type: none"> <input type="checkbox"/> All students in the class have a growth target in at least one SLO <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets <input type="checkbox"/> Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline occurs – April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)
<ol style="list-style-type: none"> 1. 2. 3.

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Based on the beginning of the year 'I can' statements, it was clear that the students needed additional instruction to demonstrate the level of proficiency or advanced

Willoughby-Eastlake CSD Student Learning Objective (SLO) Template Evanko French 1 (with Embedded Checklist)

2013-14

knowledge of interpretive, person to person, and spoken and written presentational production of language. This aligns with our district goal of improved student achievement. The questions on the pre and post-assessments are based on the Communication Standard. The scoring formula allows for the identification of individual needs and growth targets. Students who demonstrate the expected growth will be prepared for the Level 2 curriculum and beyond.

According to the American Council on the Teaching of Foreign Languages and findings based on the administration of the AP Spanish test after five years of study, Novice Mid is an appropriate level for beginning second language students to obtain after one school year of study. When students are beginning a language, they must have comprehensible input before they can begin the process of communicating. Through interpretive listening and reading, interpersonal speaking and presentational speaking and writing, students learn to communicate.

In a year's period of time, students should be able to communicate on a basic level focusing on themselves. They cannot use extended conversation or difficult grammatical concepts to communicate. Through a variety of formative assessments, the teacher will know what to work on to ensure success when using IPAs and LinguaFolio as summative assessments of student growth. The data from quizzes, oral and written projects and contextualized performance tasks will allow me to modify the instruction in my level I classes to further meet the needs of the students.

The world language classroom helps the students become 21st century learners by providing the students with problem solving scenarios, critical thinking skills, a global vision of education and life, cultural competencies, technology usage, collaboration, and myriad other 21st century skills. These are all measured through proper administration of IPAs and through informed use of the LinguaFolio 'I can' statements. These skills are in the district's goals and plans. Students will be expected leave the classroom speaking the language in culturally appropriate ways.

The expectation of students reaching a Novice Mid level of proficiency in one year sets a standard for a level 1 proficiency. For adequate student growth to occur, I will be challenged to stay abreast of new teaching methodologies, resources and technologies in order to achieve success and reach a higher level of speaking and understanding French.

Checklist & Comments: Rationale for Growth Target(s)

Does the rationale described above meet the following criteria?

- Demonstrates teacher knowledge of students and content
- Explains why target is appropriate for the population
- Addresses observed student needs
- Uses data to identify student needs and determine appropriate growth targets
- Explains how targets align with broader school and district goals
- Sets rigorous expectations for students and teacher(s)
- Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline occurs – April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)

- 1.
- 2.
- 3.