

## Student Learning Objective (SLO) Template

*This template should be completed while referring to the SLO Template Checklist.*

Teacher Name: \_\_\_\_\_ Content Area and Course(s): Spanish Grade Level(s): 1 Academic Year: 2012-13

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?*

The data being used for the creation of the SLO will be assuming that the student starts from no knowledge in the language. If a student is repeating the class, the proficiency level attained from the previous year will be the starting point. If a student has had some type of previous experience, an IPA and Linguafolio will be used to determine the proficiency level at that time. According to ACTFL standards, a student should attain a novice mid by the completion of the first year. We will further break that down to differentiate between students assigning novice mid 1, 2 or 3. (1 equates to showing proficiency in 70% of the can-do statements, 2 equates to knowing 80% of the can-do statements, and 3 equates to knowing 90% of the can-do statements.)

### Comments: 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 within the time period?*

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

1<sup>st</sup>: No, the reviewer/committee would not check this box without specific information about the students taking the course. How will you define “some type of previous experience” unless all students have baseline data? In the assessment section, the Linguafolio and Integrated Performance Assessment (IPA) are identified as those chosen to show growth for this SLO. For all students to have a growth measure, every student must be given both assessments at the beginning of the course to determine their proficiency level.

2<sup>nd</sup>: No. Trend data on the students is not provided. How have students taking this course performed on the Linguafolio and IPAs in the past three years? What is typical? Results could be summarized in a table in this section.

3<sup>rd</sup>: No. Student strengths and weaknesses were not provided. Since this is a beginning course, it may be possible to include information from similar courses (such as ELA courses). How have the current students performed on ELA assessments in the past? What is each student’s reading level?

### Student Population

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

All students in Spanish 1 will be included in this SLO. The majority of these students are freshmen and sophomores. There may also be juniors or possibly seniors in the class.

### Comments: Student Population

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

- 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

1<sup>st</sup>: No. The number of classes, number of students in each class and the number of students in each grade level are needed.

2<sup>nd</sup>: No. Do any of the students have IEPs, 504s or WEPS and how might their areas of identification affect their growth? Have any of the students traveled to locations or known people from places where Spanish is the primary language? How might the grade level composition of the class impact student growth?

3<sup>rd</sup>: No. Although there is a reference to all students, provide an explicit statement that no students are excluded from this SLO.

**Interval of Instruction**

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

August 22, 2012 through June 5, 2013 (not sure what end date to use)

**Comments: Interval of Instruction**

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

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

1<sup>st</sup>: No. The end date must correspond to district evaluation timelines.

**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 Communication Standard for World Languages: Communicate in languages other than English, both in person and via technology using A. interpretive communication, B Interpersonal Communication, and C Presentational Communication. 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 National World Language Standards.

**Comments: Standards and Content**

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

- 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
- Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

1<sup>st</sup>: Yes.

2<sup>nd</sup>: Yes.

3<sup>rd</sup>: Yes.

**Assessment(s)**

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

LinguaFolio and Ingegrated Perfomance Assessments. These assessments are designed to show growth in proficiency. They begin at novice low and can measure up to Superior. Students in Spanish 1 are expected to reach the novice mid level of proficency to show one year's growth.

**Comments: Assessment(s)**

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

- 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

1<sup>st</sup>: Yes. However, this needs to be stated. Provide information about the assessments.

2<sup>nd</sup>: Yes. However, more information is needed about the IPAs and about how the Linguafolio will be used throughout the course. Please explain what "growth in proficiency" means (growth in language proficiency?, growth toward the proficient level?). Provide information about the assessment in regards to meeting various ability levels.

3<sup>rd</sup>: No. How will the scores from the Linguafolio and the IPAs be combined?

4<sup>th</sup>: No. More information is needed.

**Growth Target(s)**

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

By the end of year one, the students should be preforming at the novice mid (regular or strong) range. They 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.

### Comments: Growth Target(s)

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

- All students in the class have a growth target in at least one SLO
- Uses baseline or pretest data to determine appropriate growth
- Sets developmentally appropriate targets
- Creates tiered targets when appropriate so that all students may demonstrate growth
- Sets ambitious yet attainable targets

1<sup>st</sup>: Yes. Growth target is novice mid for all students.

2<sup>nd</sup>: No. There is an assumption that all students are starting at the same level for this course. The instructor should verify this and include data.

3<sup>rd</sup>: Yes. However, the instructor should state why this is a developmentally appropriate target.

4<sup>th</sup>: No. Could the break down to differentiate between students assigning novice mid 1, 2 or 3 in the Baseline and Trend Data section be an attempt toward tiered targets?

5<sup>th</sup>: Unknown. Provide more information about why these are ambitious, yet attainable targets.

### Rationale for Growth Target(s)

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

According to ACTFL our National Standards and the focus of the AP test after five years of study, novice mid is an appropriate level for students to obtain after one school year of study.

### Comments: Rationale for Growth Target(s)

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

- 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)

1<sup>st</sup>: No. No data about the students was provided.

2<sup>nd</sup>: No. Performance of previous cohorts and baseline data on the current population are needed to set growth targets. The statement above provides a definition of the proficient level.

3<sup>rd</sup>: No. Student needs were not provided.

4<sup>th</sup>: No. No data was provided.

5<sup>th</sup>: No. No reference was made to broader school and district goals.

6<sup>th</sup>: No. Rigor cannot be defined without data.