

Wisconsin Student Learning Objective

After reviewing available data and identifying the student population for whom the SLO will apply based on the needs identified by trends and patterns in the data, create a Student Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level

Spanish I/High School

Baseline Data and Rationale: *(What sources of data did you examine in selecting your SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)*

Most Spanish I students will have no foreign language instruction or minimal (grade 8 exploratory rotational class) experience. According to the American Council on the Teaching of Foreign Languages (ACTFL), a student in a level one foreign language course can be expected to attain one full Novice Mid level of proficiency at the completion of a one year course.

Upon administering a baseline assessment using the “I can” statement self-assessment, as well as an oral interview with each of the students (to confirm accuracy of the self-assessment) I have determined the baseline level of proficiency as follows:

- 15/25 students are beginning the course at a 70% proficiency or a Mid 1 level.
- 10/25 students are beginning the course at an 80% proficiency or Mid 2 level.

No student scored at a 90% or higher level.

Learning Content and Grade Level: *(Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?)*

This SLO addresses the student’s ability to understand and interpret Spanish to make meaning. Listening is one of five subcategories within the LinguaFolio Self-Assessment tool. Understanding and interpreting spoken language is a basic skill that supports Spanish I students with a foundational skill that will allow for interaction with another using the language.

Student Population: *(Which students are included in the target population? How does the data analysis support the identified student population?)*

I am including all 25 (100%) of my Spanish I students in this SLO will tiered growth targets to reflect an anticipated level of growth gains:

- 15 students at Mid 1 level will increase to 80% proficiency
- 10 students at Mid 2 level will increase to 90% proficiency

Targeted Growth: *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

15 students at Mid 1 level will increase to 80% proficiency by May 2015
10 students at Mid 2 level will increase to 90% proficiency by May 2015

Interval: *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?)*

This SLO will begin in Sept 2014 and end May 2015

Evidence Sources: *(What benchmark assessments will you use (pre-instruction, mid-interval, and post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

Baseline assessment: LinguaFolio “I can statements” followed by oral interview of student administered at beginning of course.

- Ongoing growth assessment: LinguaFolio “I can statements” followed by an oral interview of students administered at 1X each quarter.
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- Additionally, students will record translations into a journal to reflect their progress. Journals will serve as another source of growth evidence.
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SLO Goal Statement: *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

80% of Spanish I students will make .5-1.0 level “NoviceMid” gains in their ability to understand and interpret spoken Spanish Language as measured to the LinguaFolio portfolio “I can statement” assessment by May of 2015

Instructional/Leadership Strategies and Support: *(What professional development opportunities support this goal? What instructional/leadership methods will you employ so that students’ progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?)*

I will incorporate a daily warm up into the lesson. Using the vocabulary and conjugation lessons from the unit of study, I will present three statements orally, and have the students translate into their daily journals.

By second quarter, I will have the students construct three statements in the Spanish language, and engage in warm up dialogue with each other. Students will translate their partner’s statements in their journals.

I will check journals once every three weeks to determine the progress, and specific areas needed for direct instruction. I will develop flexible groups to provide direct instruction on the areas in need of specific instruction related to this SLO goal: listening and making meaning.

I will collaborate with the case manager for my two students with IEPs to make certain that the support I am providing is in alignment with their specific IEP support strategies.