

Student Learning Objective for World Languages

Sections highlighted in yellow require district/school customization

Teacher Name	xxx
School District/School Name	xxx
Principal/Evaluator Name	xxx
Content Area for SLO:	Type/Approach of SLO ___ Individual or ___ Team ___ Course or ___ Targeted ___ Class or ___ Tiered
Grade Level or Course Name Level 1	SLO Team Members (if applicable) xxx
School Year	2015-16
SLO Objective Statement	
This statement is one of the benchmarks of the <i>South Carolina Standard for World Language Proficiency (SCSFWLP)</i> p.30	
Learner Benchmark Novice High Interpretive Listening <i>I can often understand words, phrases, and simple sentences related to everyday life.</i> <i>I can recognize pieces of information and sometimes understand the main topic of what is being said.</i>	
Pre-Assessment Date	Post-Assessment Data
The first week of the course	The last two weeks of the course
SLO Interval of Instruction	
Beginning Instruction Date	Ending Instruction Date
2 nd week of the course	The last two weeks of the course

I. Rationale

Provide a basis for the work to be accomplished. Why was this focus for an SLO selected?

I chose this SLO because the receptive skill of listening in the target language provides the foundation for production skills of speaking and writing. Learners will spend a considerable amount of class time actively listening and making meaning in the target language throughout the course.

The course proficiency target for the Interpretive Listening mode of communication is Novice High and thus consistent with state guidelines for course proficiency levels. See *South Carolina World Language Programs and Learner Expectations* at <http://ed.sc.gov/agency/ccr/Standards-Learning/WorldLanguages.cfm>

What background work has been done in this area?

I surveyed the learners to determine if any learners had had previous language experiences, were course repeaters or heritage speakers. All learners in this class are true beginners with no previous world language experience.

How does this target align with the school or district goals?

The district's goal ...

Is the objective broad enough to capture the major content but focused enough to be measurable?

Since the SLO is a benchmark for the course, it will take the span of the course for learners to have enough time and opportunity to reach it through a series of formative assessments based on *SCWLFWLP* indicators and sample learning targets.

What is the expected outcome?

The expected outcome is that all learners will progress toward the course proficiency goal of Novice High in the Interpretive Listening mode of communication, even if they do not reach it. Some may reach Novice Mid and yet others may surpass it by reaching Intermediate Low.

Provide details related to assessment analysis and how that relates to the student population within the SLO.

NA to a class in which no learners have had been identified as having prior learning experiences in the xxx language.

II. Baseline and Trend Data

Describe the data used to identify assessment and growth targets. Explain how this data helped you identify the growth targets for your students.

There is no previous course data. I will use the "I can" Novice Low, Mid and High Interpretive Listening Learning Indicators from the *SCSWLP* for learners to do a self-assessment. See list of indicators in Section 3.

I will administer this self-assessment the first week of school. See list of indicators in Section 3.

III. Growth Targets

The growth targets set for this SLO must be rigorous for all students, yet attainable.

Explain how these targets were determined.

Language learning takes place on a proficiency continuum from Novice, Intermediate, to Advanced in K-12 programs. These three proficiency levels are further subdivided into low, mid and high sublevels as determined by the American Council on the Teaching of Foreign Languages (ACTFL), author of the *2012 ACTFL Proficiency Guidelines*. See <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

Novice learners begin the course at the Novice Low proficiency level and progress through Novice Mid before

achieving Novice High proficiency. The course target of Novice High for the Interpretive Listening mode of communication is Novice High is consistent with state guidelines for course proficiency levels. See Section 1

Rationale.

Connect the baseline data that you collected at the beginning of the learning interval to your target data.

Since there is no previous course data and this is the learners' first learning experience in the xxx language, I will use the learners' self-assessment of the *SCSFWLP* indicators of Novice Low, Mid, and High of the Interpretive Listening mode of communication to track progress from Novice Low through Novice High.

Learning Indicators from Novice Low – Novice High

NL.IL.1 I can occasionally identify the sound of a character or a word.

NL.IL.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.

NM.IL.1 I can understand a few courtesy phrases.

NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.

NM.IL.3 I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

NH.IL.1 I can sometimes understand simple questions or statements on familiar topics.

NH.IL.2 I can understand simple information when presented with pictures and graphs.

NH.IL.3 I can sometimes understand the main idea of conversations that I overhear.

Tier your growth targets so that you are able to demonstrate growth for students that perform at various levels based on their baseline data.

See above-mentioned trajectory of indicators from Novice Low to High. Learners will begin developing their listening skill first by identifying the sounds of single letters or words and gradually progress to being able to identify the main idea of a conversation. Learners' performance will most likely fluctuate across the three sub-levels of Low-Mid-High but an overall upward trend is the goal. Formative assessment will demonstrate to what degree there is consistency of performance over time in multiple contexts.

IV. Student Population

xxx

Describe any extenuating circumstances possibly impacting learner readiness within this student group.

NA

V. Standards/Content and Interval of Instruction

Describe the content standard(s) and the content addressed by the SLO.

The content standard is the Interpretive Listening Learner Benchmark of the *SCSFWLP* and is the state-suggested course target for Course 1 for that mode of communication:

Novice High Interpretive Listening Learner Benchmark

I can often understand words, phrases, and simple sentences related to everyday life.

I can recognize pieces of information and sometimes understand the main topic of what is being said.

The indicators break down the benchmark for the unit-specific context for the particular content standard:

The names of the course IPAs and their corresponding Interpretive Listening tasks are:

xxx. The Interpretive Listening Task: xxx

NL.IL.1 I can occasionally identify the sound of a character or a word.

NL.IL.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.

NM.IL.1 I can understand a few courtesy phrases.

NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.

NM.IL.3 I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

NH.IL.1 I can sometimes understand simple questions or statements on familiar topics.

NH.IL.2 I can understand simple information when presented with pictures and graphs.

NH.IL.3 I can sometimes understand the main idea of conversations that I overhear.

The sample learning targets provide the basis for lesson planning and formative assessments:

Novice Low Learning Targets

- I can recognize the sound of a few letters when they are spoken or spelled out.
- I can understand greetings.
- I can recognize some color words.
- I can understand some numbers.
- I can understand some food items.
- I can...

Novice Mid Learning Targets

- I can understand greetings.
- I can understand when people express thanks.

- I can understand when people introduce themselves.
- I can understand when someone asks for a name.
- I can identify days of the week and the time.
- I can recognize a date.
- I can recognize some common weather expressions.
- I can recognize the names of the planets in a science class.
- I can recognize the names of some parts of the body in a health class.

• I can...

Novice High Learning Targets

- I can recognize the difference between a question and a statement.
- I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc.
- I can sometimes understand questions or statements about my family.
- I can sometimes understand questions or statements about my friends and classmates or workmates.
- I can understand some facts about the weather when weather symbols are used.
- I can understand when someone describes physical descriptions from a photo or an art work.
- I can follow simple arithmetic problems when I can see the figures.
- I can sometimes understand if people are referring to me in their conversation.
- I can sometimes understand if people are talking about their homes or asking for directions.
- I can sometimes understand a simple transaction between a customer and a sales clerk.

• I can...

Provide a data-driven explanation for the focus of the SLO.

None of the baseline data indicate that the learners in this course can consistently perform the tasks of above-mentioned SLO indicators in a variety of contexts.

See Baseline and Trend Data.

VI. Assessment (Pre- and Post-) and Scoring:

Describe the assessments (pre- and post-) that will be used to determine student growth.

I will review 3 sets of data by the end of the course.

Set 1

I will have collected evidence for all of the can-do indicators of the Novice High Interpretive Listening SLO benchmark to determine consistency in performance and variety of contexts.

Set 2

I will track individual learners' progress toward the Interpretive Listening task of each unit's IPA by comparing the summative performances of each IPA's Interpretive Listening task to the results of the formative assessments (learning target tasks) to ascertain consistency or lack thereof over time

Set 3

I will compare the results of the Interpretive Listening task of the final IPA of each learner to those of the Interpretive Listening tasks of the preceding IPA to determine consistency in performance and variety of contexts.

How do these assessments measure the identified content/skills of the SLO?

See section V

How will these assessments be administered and by whom? Include information on how the assessment(s) will be scored.

The learners will self-assess by choosing the appropriate response/descriptor to each "can-do" indicator:

- Yes, I can do this and here's the evidence.
- Yes, I can do this with help.
- No, this is a goal for me.

I will administer the formative and summative assessments described in section V. I may use additional district and school post- assessments. I will use the state suggested performance rubrics.

How will these assessments be tied to grades?

The Interpretive Listening grade for each marking period will be based on 2 sets of data:

- the performance level and the degree of consistency over time on formative assessment tasks
- the performance level on each unit's IPA Interpretive Listening task

The final Interpretive Listening grade for the course will be determined by the performance of the final IPA 's Interpretive Listening task. I will compare the performance of the Interpretive Listening task on the final IPA to performance on prior Interpretive Listening tasks. I will examine the data I collect for consistency over time in a variety of contexts. If the evidence collected does not demonstrate consistent performance over time in a variety of contexts in Novice High Interpretive Listening, I will examine the data for consistent performance at the Novice Mid proficiency level.

VII. Instructional Strategies

Describe the best instructional practices and/or grouping strategies that you will use to teach this content to students.

I will

- use the target language 90 to 100 % of class time in order to provide sufficient input for learners
- provide various models of native speakers through either technology or face-to-face whenever possible.
- provide many opportunities for learners to listen to authentic texts
- activate prior or background knowledge before sharing an authentic resource
- model how to use visuals as context clues to support listening
- model how to use prediction techniques
- pre-teach relevant vocabulary
- model how to listen for the gist, even if learners miss some words
- model how to listen for cognates and context clues
- use graphic organizers to focus listening
- xxx

VIII. Progress Monitoring

How frequently will you monitor students' progress toward mastery of targeted standards?

I will integrate

- Guided listening practice in every class period
- at least 1 formative assessment per week using the interpretive performance rubrics posted at <https://ed.sc.gov/agency/ccr/Standards-Learning/WorldLanguages.cfm>
- feedback based on the interpretive performance rubric's learner self-reflection section.

I will video tape myself periodically to examine my instruction and make sure that I am providing comprehensible input in the target language 90% of the time.

I will review the progression of the formative assessments described in Section 5 to ensure that they are progressively more challenging, particularly in the customized "I can..." statements.

How and with what instruments will you assess students to measure their progress over time toward the learning goal?

See Section V.

What will you do if students do not show adequate progress toward the learning goal? Who will be sharing and discussing the results of this data collection during the instructional period?

I will collaborate with my fellow world language teachers in my school who teach the same course.

X. Teacher Professional Growth and Development Plan and Action Research (S.C. Code Ann. Section 59-26-30):

List the research-based resources that will extend your teaching repertoire to achieve the SLO. Explain how and when you will use them.

I will study the following publications:

The 2102 ACTFL *Performance Descriptors for Language Learners*, particularly the sections on Novice learners.

ACTFL Publication *Implementing Integrated Performance Assessment*, 2013, particularly the examples for Novice learners

ACTFL Publication *The Keys to Assessing Language Performance*, particularly comprehension guide templates

Interpretive Communication

<http://www.ncrlc.org/TeachingWorldLanguages/chap7-interpretive.pdf>

The Role of the Interpretive Mode Across Instructional Levels, from the *Teacher's Handbook; Contextualized Language Instruction* by Shrum and Glisan

Interpretive Communication Strategies by the Ohio Department of Education
education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpretive_MCwebsite.pdf.aspx

Will you compile this as action research to add to the profession?

xxx

What teaching skills and techniques will you improve through the project?

I will develop a repertoire of instructional techniques aimed at building learners' listening comprehension. These techniques will support learners' development of listening comprehension strategies to apply before, during, and after hearing authentic texts.

Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		