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| **Learning Goal**  What do you want students to know and be able to do?  **S**pecific  **M**easurable  **A**ppropriate  **R**ealistic  **T**ime Limited | **STANDARDS:** What do you want students to know and be able to do?  *Points to consider:* Is the goal ambitious, yet realistic, for the grade level? | | | |
| **Big Idea:** Students will be able to communicate basic information about themselves and others in languages other than English.  **Standard(s):**   * Utah State Core: NH.PS: Students can present basic information on familiar topics using language they have practiced using phrases and simple sentences.   **Student Learning Goal:** Students will demonstrate their ability to speak/express themselves in the target language. The goal is: 80% of students will demonstrate an increase of at least one level on the Weber School District Speaking (WSD-S) end-of-level assessment compared to the score earned on the beginning-of-year assessment.  **Time Span for SLO Cycle:** One academic year | | | |
| **Assessment**  How will you evaluate each student’s understanding and achievement? | **Starting Point:** How will you evaluate each student’s depth of understanding and achievement before the instruction?  A [pre-assessment](https://webertube.com/document/29120/slo---german---level-2---speaking-assessment) will be given to each student within the first two weeks of the school year. The district rubric will be used to evaluate it.   * [District Rubric](https://webertube.com/document/26988/world-languages-standards-based-grading-rubric) | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?  Teachers will give similar speaking assessments throughout the school year and use the district rubric for evaluation. | | | |
| **Expected Targets:** How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?  Teachers will give the [Post Assessment](https://webertube.com/document/29120/slo---german---level-2---speaking-assessment) Scores during the fourth quarter. At the teacher’s discretion, students may re-test in order to improve performance. | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Exceeds Expectations**  (85%-100%) |  |  |  |
| **Meets Expectations**  (70%-84%) |  |  |  |
| **Approaching Expectations**  (50%-69%) |  |  |  |
| **Beginning, Below Expectations**  (0%-49%) |  |  |  |
| **Curriculum & Instruction**  What learning experiences and teaching strategies best promote understanding and achievement?  Consider:   * whole group * small group * partner * individual * collaborative experiences | Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*  Students will listen to teacher-student conversations, student-student conversations and recordings of conversations from native speakers. Students will also participate in interactive learning activities, partner practice, small-group practice, give presentations and will watch/listen to various authentic media in the target language.  Resources include: Internet searches on YouTube, Google and other sources for video and audio in the target language. Search key words such as: survival phrases, introductions, weather, greetings, expressions, likes/dislikes, etc. in the target language. | | | |
| How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?*  Cold-call, no-opt out, per assessment along with other formal and informal evaluations of students will be used in order to promote individual accountability in group activities. | | | |
| **Differentiation**  How will you respond to differing levels of understanding and achievement throughout the learning cycle? | How will you provide additional instructional support for students who don’t understand?  Monitoring during instructional activities in order to evaluate the need for re-teaching or reinforcing concepts. The teacher will occasionally pair with a student for speaking activities. The teacher will also encourage students to receive addition support during scheduled remediation times. | | | |
| How will you extend or deepen learning for students who are already proficient?  Encourage students to listen to and provide samples of native speech and share what they heard. | | | |
| **Reflection and Data Analysis**  How will evidence of student understanding and achievement be used to drive instructional decisions? | **Based on your SLO data** | | | |
| What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept? | | | |
| What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth? | | | |
| What changes could be made to your instructional practice to address the needs of all (low, average, high) students? | | | |