|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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: “**I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.” (Utah World Language Core – May 2014, p. 40)  **Standard(s):**   * “I can understand questions and simple statements on everyday topics when I am part of the conversation.” (Utah World Language Core – May 2014, *IL.IL.3*, p. 43) * “I can understand the basic purpose of a message.” (Utah World Language Core – May 2014, *IL.IL.1*, p. 41)   **Student Learning Goal:** Students will understand questions and simple statement when participating in a conversation. Students will demonstrate an increase of at least one level or remain at the highest level on the Weber School District Listening Comprehension (WSD-LC) end-of-level assessment compared to the score earned on the beginning-of-year assessment.  **Time Span for SLO Cycle:** Pre-assessment will be given within the first two weeks of the school year. The end-of-level assessment will be given within the first two weeks of May. | | | |
| **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?  The WSD-LC will be administered to all students within the first three weeks of the school year. Assessments will be corrected and a numerical score will be recorded. The teacher will read or play a recording of questions and conversations from the district Level-3 curriculum. The students must choose the most appropriate response for each question or conversation from a list of possible statements. [Assessment](https://webertube.com/document/26991/world-languages-level-3-listening-assessment) | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?  The district rubric for Listening Comprehension will be used to measure and evaluate the students’ ability to understand L2 during instruction throughout the year. Appropriate feedback will be given to students. | | | |
| **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?  The WSD-LC will be administered to all students within the first two weeks of May. Assessments will be corrected and a numerical score will be recorded. The teacher will read or play a recording of the same 20-30 questions or conversations used in the beginning-of-year assessment. The students must choose the most appropriate response for each question or conversation from a list of possible statements. [Assessment](https://webertube.com/document/26991/world-languages-level-3-listening-assessment) | | | |
| **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. * Strategies may include line-dance conversations, concentric-circle conversations, shoulder-partner/face-partner conversations, verbal reporting what is understood in a conversation, conversation relays, caterpillar Q&As, conversation self-recordings (video and/or audio) with playback editing and critiquing, drawing or coloring pictures according to verbal instructions, TPR Storytelling (acting out stories), drama-linguo, bumper-car role-playing, vocabulary listening comprehension games (e.g., Whopper Bopper, Password, 4-corners, signs/”King-of-the-class,” “Grab-it!” Bingo), on-line resources, etc. | | | |
| 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 and No-opt out strategies 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. * Strategies such as catch-and-release will be used in order to redirect apparent misunderstandings. * The teacher will occasionally pair with a student for speaking activities. Unit content will sometimes be recycled or reviewed in future units. * 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 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? | | | |

Sample Questions for Level 3 Listening Comprehension Assessment

Abbreviations:

* L2 = Second Language

Instructions: Teacher says, “Listen to the following conversations between two friends. Select the next response that most appropriately fits in the conversation. You will hear the conversation and the options one time.”

Note: All responses will be written in L2. For ASL, the responses may be written in English or filmed. Students will receive a copy of the possible answers in L2. Students will NOT receive a copy of the conversations.

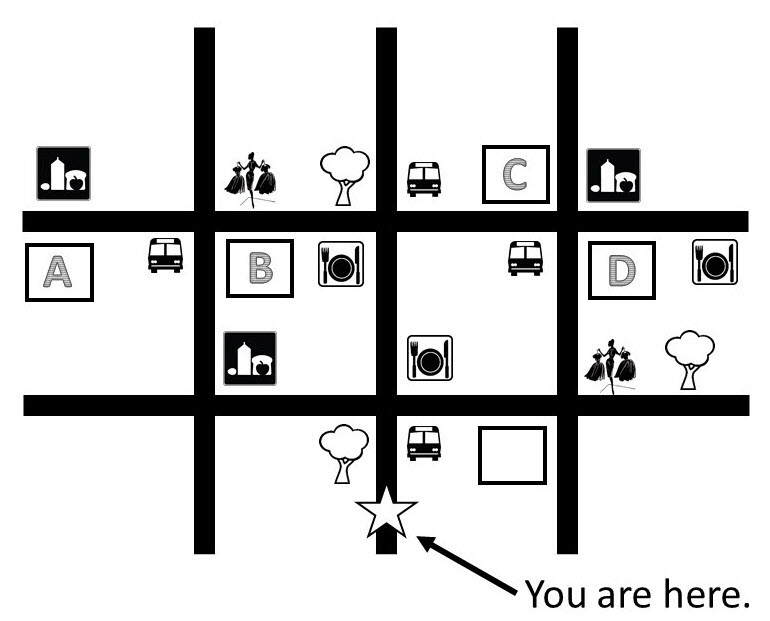
**UNIT 1**

1. A mother and her son are talking about a problem. The mother says, “It is midnight, young man. You are one hour late. You have school tomorrow and your homework is not yet finished.” Her son says…
   1. I am sorry. You are not very selfish.
   2. I am sorry. I understand your problem.
   3. I am sorry. It was not my fault.
   4. I am sorry. You are jealous of me.
2. My friend Michelle has her heart set on finding a boy who is good at communicating, polite and funny.  She met Ralph.  He opens the door for her.  He always tells her how he feels.  But when Michelle tells a joke, he never laughs.  Michelle wants my advice. What should I tell her?
   1. Ralph is only lacking in a sense of humor.  Two out of three isn’t bad!
   2. Ralph should be more polite.  Keep looking, there’s a better one out there.
   3. Ralph doesn’t get your humor, and he’s not very open with you.
   4. Ralph talks too much.  Do you really want to know how he feels about you?

1. A girl says to her father: “I’m annoyed with my boyfriend. He’s rude and mean and I feel bad when we don’t get along.” What advice might her father give her?”
   1. In my opinion you should shake hands with him.”
   2. “In my opinion you should break up with him.”
   3. “In my opinion you should go out on more dates with him.”
   4. “In my opinion you should keep a secret with him.”
2. My best friend is going to live in California. What should I do? (Unit 1)
   1. Why doesn’t he respect you?
   2. Are you guilty?
   3. You should call each other.
   4. I’m excited, too.
3. A guy says to his friend: “My girlfriend is always late when I come to pick up her up for a date. She always has an excuse. Last night she stood me up with no warning.” How does he feel about his relationship at this moment?
   1. satisfied
   2. excited
   3. jealous
   4. annoyed

**UNIT 2**

1. At a ticket counter, a passenger says, “I would like to buy a train ticket from \**Berlin* to \**Frankfurt*. The attendant says…” [\**Use names of cities that are in countries which speak L2 being learned*.]
   1. How much does it cost?
   2. One way or round trip?
   3. Did you come here by Taxi?
   4. I have no luggage.
2. A passenger is having a conversation with a flight attendant in the airport. The flight attendant asks, ‘May I see your passport?’ The passenger replies…”
   1. It is in my luggage.
   2. I would like to buy two.
   3. It is small and blue.
   4. I don’t have a ticket with me.
3. You decided to wear a shirt you bought in Spain to school after getting home from a two-week vacation.  You bought it from a store in Madrid, and paid 32 euros for it.  It was a little expensive, but you fell in love with it.  You had to walk to your hotel that night because you spent your train fare money on the shirt.  A friend says, “Nice shirt.” You say:
   1. It was very inexpensive!
   2. I fell in love with it and had to buy it.
   3. I bought it from a man selling it on the train.
   4. My friend gave it to me.
4. You need directions getting to your hotel.  You ask a man on the street, and he tells you to go down the road, past the restaurant, and turn left.  After one block, you will see a bus stop.  Your hotel will be the next building after it.  It is also across the street from a grocery store. Where is your hotel?

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1. One person says: “Excuse me. I need help. My flight arrived an hour ago and I can’t find my luggage. ”

The second person replies: “Sure. I can help you. Let’s go look.”

Where is this conversation?

* 1. an airport
  2. a train station
  3. arts and crafts market [*Choose something that is culturally appropriate yet incorrect for the test, such as Oktoberfest.*]
  4. post office

1. What did you do last summer?
   1. I like to travel by plane.
   2. I went to Argentina.
   3. We needed more towels.
   4. I paid with a credit card.
2. A woman leaving her room with two suitcases says to the hotel clerk: “I have to get to the airport in twenty minutes.” What might she say next?
   1. When may I check in?
   2. Is the museum open?
   3. Can you call me a taxi?
   4. Where is the nearest restaurant?

**UNIT 3**

1. One friend says, ‘The peas and carrots taste good with the meal.’ The other friend replies…”
   1. Potato salad has too many calories.
   2. No thank you. I am on a diet.
   3. I am allergic to carbohydrates.
   4. They are also good for your health.
2. “Two friends are sitting in a café. One person asks, ‘Why didn’t you eat the meat?’ The other friend replies…”
   1. I am allergic to the fruit.
   2. It doesn’t have enough calories.
   3. You know that I am a vegetarian.
   4. It has many necessary vitamins.
3. Your mom has gone on a low carb, high protein diet.  She is under the assumption that everyone in the family should be on the same diet.  What might you find in your lunch box?
   1. A peanut butter sandwich and crackers.
   2. Carrot sticks and celery.
   3. A burger and fries.
   4. A grilled chicken breast with lemon wedges.
4. Teacher says in L2: “A mother says to her son, ‘I need to make a cake tonight. Can you stop by the grocery store and buy some ingredients?’ What items will the son most likely buy at the store.
   1. green beans, carrots, onions
   2. eggs, steak, chicken
   3. pasta, noodles, rice
   4. sugar, butter, flour
5. How many servings of fruits and vegetables should you eat each day?
   1. I eat 5 a day.
   2. I exercise 20 minutes a day.
   3. They are high in cholesterol.
   4. I am allergic to seafood.
6. A man says to the waiter: “This food is all fattening or loaded with sugar. What else do you have?” He wants food that is…
   1. More nutritious B.
   2. More filling.
   3. Better tasting.
   4. Less expensive
7. Doctors says that high school students need to turn off the computer or T.V. and get up off the couch!”

Which problem is being discussed?

* 1. Poor eating habits
  2. A lack of courtesy or manners
  3. Insufficient exercise
  4. Poor scores on tests

**UNIT 4**

1. A boy is talking to his doctor about his illness. He says, “My throat hurts. I also have a fever and a headache.” The doctor says…
   1. Your stomach probably hurts. You need to sleep for a couple of days.
   2. Perhaps, your leg is broken. Here are some crutches.
   3. You probably have a cold. I recommend surgery.
   4. You probably have the flu. Take these pills for two weeks.
2. A girl sees that her friend’s ankle is swollen and she is limping. She asks, “How did you get hurt?” Her friend replies…
   1. I ran up the stairs and found some crutches.
   2. I sprained it in a soccer game. It really hurts.
   3. I stayed in bed for two days and put ointment on it.
   4. I went to the doctor and got some medicine.
3. After your doctor asks what is wrong, you tell him that you have been throwing up every morning for the last month.  You can’t figure out what is wrong with you.  Which would be a possible diagnosis?
   1. you have a cold
   2. you have the flu
   3. you have asthma
   4. you are pregnant
4. Your doctor gives you a prescription, and tells you to take two pills each day--one pill in the morning, and one pill at night.  The medication must be taken with food. The next day…
   1. You eat a snack at bedtime before taking your pill.
   2. You take two pills in the morning.
   3. You take one pill an hour before eating breakfast.
   4. You take one pill with lunch.
5. A patient says: “I’m in a lot of pain.” The doctor might say next:
   1. Can you give me a prescription?
   2. Where does it hurt?
   3. I’m glad you’re feeling better.
   4. I broke my arm.

**UNIT 5**

1. What were you like when you were little?
   1. I was very spoiled. I ate ice cream and cookies every day.
   2. My pets were very mischievous.
   3. I worked in a hospital.
   4. I annoyed my children.
2. What did you used to do with your grandparents?
   1. My brothers and sisters went to the park.
   2. My grandparents lived in a red house.
   3. I used to play board games.
   4. I am going to bake them cookies.
3. “I loved visiting my cousins. I wish I could have gone there more often. I had a lot of fun playing in their back yard. And my aunt always gave me a big hug.” Which of the following is true?
   1. I went there often.
   2. I enjoyed going there.
   3. I never went there.
   4. I didn’t like going there.

**UNIT 6**

1. A person is interviewing for a job. At the end of the interview, the manager asks, ‘Do you have any questions for me?’ The person says…
   1. Yes. How much does the job pay?
   2. Yes. Thank you for your time.
   3. Yes. Where is your resume?
   4. Yes. Did you go to college?
2. A college professor wants a student to study at her university. The professor asks, “What would you like to study after you graduate?" The student replies…
   1. I have never studied at the university.
   2. I want to get married and have children.
   3. I am interested in studying engineering.
   4. I will travel to Europe in the summer.
3. You are discussing your future plans with your school counselor.  When he asks about your plans for the future, you tell him that you want to become a nurse. As a result of your discussion, which of the following classes will you probably sign up for?
   1. Drama
   2. Health
   3. Literature
   4. Music theory
4. Your friend McCall is a senior in high school. She wants to go to college to become a Spanish teacher. She doesn’t feel ready to leave home.  What is the best option for McCall?
   1. Harvard University
   2. Weber State University
   3. Ogden-Weber Applied Technology College
   4. Live in Spain for a year
5. What are your plans for the future?
   1. I went to the amusement park.
   2. I had a party last night.
   3. I listen to music every day.
   4. I plan to study biology.
6. What career is your best friend going to prepare for?
   1. My father is a teacher.
   2. I’m going to be a doctor.
   3. He will be a lawyer.
   4. They want to be politicians.

Note: All responses will be written in L2. For ASL, the responses will be written in English. Students will receive a copy of the possible answers in L2. Students will NOT receive a copy of the conversations.