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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: Level 1, Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. * Utah State Core: Level 1, Standard 3: Students present information, concepts and ideas to an audience of listeners on a variety of topics.   **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 survey will be given to each student within the first two weeks of the school year. [Click here for the survey.](https://webertube.com/document/24406/world-language---level-1-speaking-survey) | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?  The test will be administered in four parts, one part per quarter, with the option to retest up to three times upon student request. [Click here for the test.](https://webertube.com/document/24401/world-language-level-1-end-of-level-speaking-assessment) The most recent test score will be used as the basis for evaluation of student progress. | | | |
| **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?  Scores from each of the four assessment pieces will be averaged to determine a final student achievement score based on the Weber School District speaking [rubric](https://webertube.com/document/24405/speaking---assessment-rubric). Each part of the test may be re-taken up to three times and the most recent score for each part of the test will be used in the final evaluation. | | | |
| **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? | | | |