|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.  **Student Learning Goal:** Students will be able to participate in conversations by understanding questions and simple statements on common topics. 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 two 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 20-30 important questions or 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. | | | |
| **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. | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Exceeds Expectations**  (81%-100%) |  |  |  |
| **Meets Expectations**  (61%-80%) |  |  |  |
| **Approaching Expectations**  (41%-60%) |  |  |  |
| **Beginning, Below Expectations**  (0%-40%) |  |  |  |
| **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.”

1. Teacher says in L2: “Two girls are talking with each other. One girl says, ‘My boyfriend was holding hands with another girl.’ The other girl says…” (Unit 1)
   1. Did you talk to each other?
   2. Are you writing each other?
   3. Does he have a broken heart?
   4. Do you blame your mother?
   5. Did you hug each other?
2. Teacher says in L2: “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…” (Unit 1)
   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 somewhat lazy.
   5. I am sorry. You are jealous of me.
3. Teacher says in L2: “The passenger says, ‘I would like to buy a train ticket from \**Berlin* to \**Frankfurt*.’ The attendant says…” (Unit 2) [\**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.
   5. The hotel is down the street.
4. Teacher says in L2: “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…” (Unit 2)
   1. It is in my luggage.
   2. I would like to buy two.
   3. It is small and blue.
   4. I will put it under my seat.
   5. I don’t have a ticket with me.
5. Teacher says in L2: “One friend says, ‘The peas and carrots taste good with the meal.’ The other friend replies…” (Unit 3)
   1. Two scoops of ice cream please.
   2. Potato salad has too many calories.
   3. No thank you. I am on a diet.
   4. I am allergic to carbohydrates.
   5. They are also good for your health.

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.

1. Teacher says in L2: “Two friends are sitting in a café. One person asks, ‘Why didn’t you eat the meat?’ The other friend replies…” (Unit 3)
   1. I am allergic to the fruit.
   2. It doesn’t have enough calories.
   3. You know that I am a vegetarian.
   4. The potatoes and gravy are delicious.
   5. It has many necessary vitamins.
2. Teacher says in L2: “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…” (Unit 4)
   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. Perhaps, you are sick. Take this cough syrup.
   5. You probably have the flu. Take these pills for two weeks.
3. Teacher says in L2: “A girl sees that her friend’s ankle is swollen and she is limping. She asks, ‘What happened to you?’ Her friend replies…” (Unit 4)
   1. I tripped and broke my foot yesterday.
   2. I ran up the stairs and found some crutches.
   3. I sprained it in a soccer game. It really hurts.
   4. I stayed in bed for two days and put ointment on it.
   5. I went to the doctor and got some medicine.
4. Teacher says in L2: “A person is interviewing for a job. At the end of the interview, the interviewer asks, ‘Do you have any questions for me?’ The person says…” (Unit 6)
   1. Yes. How much money can one earn?
   2. Yes. Do you have an application?
   3. Yes. Where is your resume?
   4. Yes. Did you go to college?
   5. Yes. Where did you get that suit?
5. Teacher says in L2: “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…” (Unit 6)
   1. I am interested in going into the military.
   2. I would like to get a job as a hair designer.
   3. I want to get married and have children.
   4. I have always wanted to study engineering.
   5. I will travel to Europe in the summer.

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.