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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: “**I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.” (Utah World Language Core – May 2014, p. 40)  **Standard(s):** “I can talk about people, activities, events, and experiences.” (Utah World Language Core – May 2014, *IL.PS.1*, p. 41)  **Student Learning Goal:** Students will speak about people, activities, events and experiences in the target language. Students will demonstrate an increase of at least one level or remain at the highest level on the Level 3 Weber School District Presentational Speaking (WSD-PS) 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 last 6 weeks of the school 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?  The Level 3 WSD-PS will be administered to all students within the first two weeks of the school year. Assessments will be evaluated using the [Weber School District Rubric (WSD-Rubric)](https://webertube.com/document/26988/world-languages-standards-based-grading-rubric) and a numerical score will be given for each of the following five areas (Pronunciation, Language Use, Structure/Accuracy, Fluency, and Overall Performance). The categorical scores will show areas of students’ individual strengths and weaknesses. A single “performance” score will also be recorded for the purpose of comparing a student’s performance growth from the beginning-of-year assessment to the end-of-year assessment. The *performance* score will be the lowest score from the five areas. For example, if a student has 2s in each category except structure/accuracy, in which s/he has a score of 1, the *performance* score would be a 1 (below expectations). The argument is that a student is only as proficient as his/her greatest communicative weakness. | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?  The [WSD-Rubric](https://webertube.com/document/26988/world-languages-standards-based-grading-rubric) will be used to measure and evaluate the students’ ability to speak L2 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-PS will be administered to all students within the last 6 weeks of the school year. It will be evaluated using the same [rubric](https://webertube.com/document/26988/world-languages-standards-based-grading-rubric) and numerical recording system as the pre-assessment. Only the *performance* scores will be compared. | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Exceeds Expectations**  **= 4** |  |  |  |
| **Meets Expectations**  **= 3** |  |  |  |
| **Approaching Expectations = 2** |  |  |  |
| **Beginning, Below Expectations = 1** |  |  |  |
| **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 have multiple contextualized conversations with the teacher and with other students in the class. * 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, oral descriptions of pictures and videos, TPR Storytelling (acting out stories), drama-linguo, bumper-car role-playing, vocabulary and grammar games (e.g., Whopper Bopper, Password, 4-corners, signs/”King-of-the-class,”), Round-table story-telling, show and tell, class presentations, video creations, 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. * Students will have opportunities to demonstrate their abilities to speak the language in a variety of settings (e.g., in front of the class, voice recordings, one-on-one with the teacher, etc.) | | | |
| **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?   * Use the rubric as a means to provide specific feedback about areas that need attention and ways to improve proficiency. | | | |
| **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 Question for Level 3 Presentational Speaking Assessment:

Abbreviations:

* L2 = Second Language

Instructions (written in English): Tell about your childhood in *L2*. Include experiences in at least **two** of the areas listed below. Remember that you are speaking about events that happened in the past; therefore, you should communicate in the past tense.

1. An experience in a memorable relationship. Also include details, such as characteristics of the people involved, problems, attitudes, etc.
2. A memorable vacation. Include details, such as preparations, experiences, successes, failures, etc.
3. Eating and exercise habits during your childhood and whether or not you agree.
4. An illness or injury that you had or someone you know had. Explain what happened. What was the treatment and what was the outcome?

Note: Students must complete this assessment at school so the teacher can be sure that absolutely NO notes are used. The teacher may have students respond in person or use a device to record their responses.