



SAMPLE LOTE SLO TEMPLATES

Please click on the options below to view the appropriate SLO template in this PDF.

FLES:

FLES Spanish Grade 2 template: Listening task

FLES Grade 4 sample: Listening assessment

CHECKPOINT A:

Spanish 6: Writing task

Checkpoint A sample: writing task with growth chart to set target

Spanish 8: FLACS Checkpoint A exam targeting all four language skills

CHECKPOINT B:

Checkpoint B SLO: writing task; using growth chart to set target

Spanish 2 SLO: Writing task; one target

Level 3 - Checkpoint B; Grade 10 with multiple writing targets

CHECKPOINT C:

Checkpoint C SLO: Writing task based on listening and print sources

Checkpoint A Exemplar

Teacher: XXXXXXXXXXXX		XXXXXX Elementary School
FLES Spanish Grade 2 Student Learning Objective		
Population	### FLES grade 2 students.	
Learning Content	<p>Performance Indictors: National Standards (ACTFL) and NYSED Standards for LOTE at the Checkpoint A level. Students will answer 20 multiple choice questions after listening to brief passages or questions in Spanish that are based on topics from the NYSED Syllabus.</p> <p>American Council on the Teaching of Foreign Languages (ACTFL) Standards: Standard 1.2: Students understand and interpret written and spoken language on a variety of topics NYSED Standards for LOTE at Checkpoint A: 1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. Students can: • comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults • comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words • call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p>	
Interval of Instructional Time	September 2012-2013	
Evidence	<p>1. District-wide pre-assessment administered at the beginning of the school year: Students will answer 20 multiple choice questions after listening to a brief passage or question in Spanish that is based on a topic from the NYSED LOTE Syllabus, Checkpoint A level.</p> <p>2. District-wide summative assessment administered at the end of the school year: Students will</p>	

	answer 20 multiple choice questions after listening to a brief passage or question in Spanish that is based on a topic from the NYSED LOTE Syllabus, Checkpoint A level.
Baseline	<p>Pre-assessment data:</p> <ul style="list-style-type: none">• ?/# students earned a score of 100• ?/# students earned a score of 95• ?/# students earned a score of 90• ?/# students earned a score of 85• ?/# students earned a score of 80• ?/# students earned a score of 75• ?/# students earned a score of 70• ?/# students earned a score of 65• ?/# students earned a score of 60• ?/# students earned a score of 55• ?/# students earned a score of 50• ?/# students earned a score of 45• ?/# students earned a score of 40• ?/# students earned a score of 35• ?/# students earned a score of 30• ?/# students earned a score of 25• ?/# students earned a score of 20• ?/# students earned a score of 15• ?/# students earned a score of 10• ?/# students earned a score of 5• ?/# students earned a score of 0• ?/# students earned a score of 0

Target(s)	<p>70% of students will meet growth expectations using the minimum growth target formula:</p> <p>Required Growth = $(100 - \text{Pre-assessment score})/2$</p> <p>Each student counts as either a 'yes' or 'no' as to whether they met the goal <i>set in the</i> growth target.</p>																																																																															
HEDI Scoring	<table border="1"> <thead> <tr> <th colspan="2">HE 100-85 20-18</th><th colspan="2">E 84-70 17-9</th><th colspan="2">D 69-55 8-3</th><th colspan="2">I 54-0 2-0</th></tr> </thead> <tbody> <tr> <td>100-95</td><td>20</td><td>84-83</td><td>17</td><td>69-67</td><td>8</td><td>54-50</td><td>2</td></tr> <tr> <td>94-90</td><td>19</td><td>82-81</td><td>16</td><td>66-64</td><td>7</td><td>49-40</td><td>1</td></tr> <tr> <td>89-85</td><td>18</td><td>80-79</td><td>15</td><td>63-61</td><td>6</td><td>39-0</td><td>0</td></tr> <tr> <td></td><td></td><td>78-77</td><td>14</td><td>60-58</td><td>5</td><td></td><td></td></tr> <tr> <td></td><td></td><td>76-75</td><td>13</td><td>57-56</td><td>4</td><td></td><td></td></tr> <tr> <td></td><td></td><td>74-73</td><td>12</td><td>55</td><td>3</td><td></td><td></td></tr> <tr> <td></td><td></td><td>72</td><td>11</td><td></td><td></td><td></td><td></td></tr> <tr> <td colspan="2" rowspan="2">For ALL grades and courses in this category</td><td>71</td><td>10</td><td colspan="2">2 – For all courses requiring a SLO and conversions also used for ALL local measures</td></tr> <tr> <td>70</td><td>9</td></tr> </tbody> </table>								HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0		100-95	20	84-83	17	69-67	8	54-50	2	94-90	19	82-81	16	66-64	7	49-40	1	89-85	18	80-79	15	63-61	6	39-0	0			78-77	14	60-58	5					76-75	13	57-56	4					74-73	12	55	3					72	11					For ALL grades and courses in this category		71	10	2 – For all courses requiring a SLO and conversions also used for ALL local measures		70	9
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Rationale	<p>In FLES grade 2, students continue to develop listening and speaking skills that will enable them to understand simple spoken Spanish and engage in brief conversations relating to familiar topics.</p> <p>The pre-assessment listening tasks will provide data regarding students' retention of vocabulary and their ability to comprehend spoken Spanish relating to familiar topics from prior years of FLES: greetings, describing self and family, calendar, counting, foods, school needs, and clothing. The summative assessment will indicate whether students have developed a broader vocabulary over a greater range of topics and improved their comprehension skills in accordance with performance indicators for NYSED Standards for LOTE at the Checkpoint A level.</p>																																																																															
	Teacher Signature:				Date:																																																																											
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New York State Student Learning Objective Template

WORLD LANGUAGES FLES:

Population	FLES Program Grade 4
Learning Content	<p><u>NYS Performance Indicators Checkpoint A</u></p> <p>Student can:</p> <ul style="list-style-type: none"> • Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults. • Comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words. • Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English. • Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults <p><u>ACTFL Performance Guidelines Novice K-4</u></p> <p>Students can:</p> <ul style="list-style-type: none"> • comprehend general information and vocabulary when the communication partner uses objects, visuals, and gestures in speaking • generally need contextual clues, redundancy, paraphrase or restatement in order to understand the message. • understand short simple conversations and narratives (live or recorded material), within highly predictable and familiar contexts; • rely on personal background experience to assist in comprehension; • exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts; • comprehend spoken language better when content has been previously presented in an oral and/or visual context; • determine meaning by recognition of cognates, prefixes, and thematic vocabulary
Interval of Instructional Time	September 2012 –June 2013

Evidence	<p>Listening Assessment with multiple choice items of words and/or visual cues</p> <p>End year Assessment of listening comprehension and multiple choice items conducted through an online performance test</p>																				
Baseline	Pre-assessment of listening skill with multiple choice items of words and/or visual cues																				
Target(s)	<p>Target:</p> <p>Students who score 0-55 on pre-assessment will score 65 or above on summative assessment</p> <p>Students who score 56-75 on pre-assessment will score 75 or above on summative assessment</p> <p>Students who score 76 or above on pre-assessment will score 85 or above on summative assessment</p>																				
HEDI Scoring	<p>Highly Effective: 94 – 100% of students meet or exceed target (57 students or more)</p> <p>Effective: 69 – 91% of students meet target (42 – 56 students)</p> <p>Developing: 23 – 61% of students meet target (14 – 37 students)</p> <p>Ineffective: 0 – 15 % of students meet target (0 – 9 students)</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING						INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	98.58 - 100	97.14 - 98.57	94.29 - 97.13	91.43 - 94.28	88.57 - 91.42	85.71 - 88.56	82.86 - 85.70	80.00 - 82.85	77.14 - 79.99	74.29 - 77.13	71.43 - 74.28	68.57 - 71.42	60.95 - 68.56	53.33 - 60.94	45.71 - 53.32	38.10 - 45.70	30.48 - 38.09	22.86 - 30.47	15.24 - 22.85	7.62 - 15.23	0.00 - 7.61

Rationale	<p>Students focus on the development of listening and speaking skills from the very beginning stages of language learning. Students are expected to experience and practice listening and speaking in thematic and contextualized settings.</p> <p>Activities throughout the year serve as formative assessments to engage students, present the learning goal, allow the teacher to give feedback on how well the students are comprehending, and provide opportunity to enhance learning.</p> <p>These activities might include (but are not limited to) TPR, TPRStorytelling, songs, chants, label a picture, multiple choice, draw a picture, TIC TIC BOOM, follow the command, BINGO, etc.</p> <p>Student learning is connected to Checkpoint A in order to articulate with learning in upper grades. The students are developing an understanding of functional questions which will create a foundation upon which upper grade learning can build and expand.</p> <p>Pre-assessment and summative assessments provide data on achievement of learning objectives and inform instruction. These data are also used to plan curriculum assessment and instruction for subsequent grade levels.</p>

New York State Student Learning Objective Template

WORLD LANGUAGES MS:

Population	Students in Spanish 6
Learning Content	<p><i>State Standards</i></p> <ul style="list-style-type: none"> • Compose short, informal notes and messages to exchange information with members of the target culture. <p>National Standards: Students</p> <ul style="list-style-type: none"> • are able to meet limited practical writing needs, such as short messages and notes, by recombining learned vocabulary and structures to form simple sentences on very familiar topics. • show abilities in writing by reproducing familiar material • write accurately when copying written language but may use invented spelling when writing words or producing characters on their own; • may exhibit frequent errors in capitalization and/or punctuation when target language differs from native language in these area • demonstrate some accuracy in oral and written presentations when reproducing memorized words, phrases and sentences in the target language • formulate oral and written presentations using a limited range of simple phrases and expressions based on very familiar topics; • show inaccuracies and/or interference from the native language when attempting to communicate information which goes beyond the memorized or pre-fabricated; • may exhibit frequent errors in capitalization and/or punctuation and/or production of characters when the writing system of the target language differs from the native language • make corrections by repeating or rewriting when appropriate forms are routinely modeled by the teacher; • initiate the use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors modeled by the teacher. • Demonstrate some cultural knowledge in oral and written presentations. • initiate the use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors modeled by the teacher. • write a short response to a classroom situation. <p>Common Core</p> <ul style="list-style-type: none"> • write short notes, uncomplicated personal and business letters, brief journals, and short reports • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with other students • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interval of Instructional Time	September 2012- June 2013																				
Evidence	<p>Pre-assessment; writing task administered in September scored with a 4-point rubric.</p> <p>Summative assessment writing task administered in May scored with a 4-point rubric.</p> <p>Analysis of results on writing component of Regional exam administered in 8th grade, setting a range of scores most likely achieved by students on a 4-point rubric scale assessing the writing skill on age-appropriate task.</p>																				
Baseline	Results on pre-assessment; writing task administered in September scored with a 4-point rubric.																				
Target(s)	80% of the students will receive a raw score in the range between 7 and 14 on the rubric.																				
HEDI Scoring	<p>Highly Effective: 94 – 100% of students meet or exceed target (students or more)</p> <p>Effective: 69 – 91% of students meet target (– students)</p> <p>Developing: 23 – 61% of students meet target (– students)</p> <p>Ineffective: 0 – 15 % of students meet target (– students)</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING						INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	98.58 - 100	97.14 - 98.57	94.29 - 97.13	91.43 - 94.28	88.57 - 91.42	85.71 - 88.56	82.86 - 85.70	80.00 - 82.85	77.14 - 79.99	74.29 - 77.13	71.43 - 74.28	68.57 - 71.42	60.95 - 68.56	53.33 - 60.94	45.71 - 53.32	38.10 - 45.70	30.48 - 38.09	22.86 - 30.47	15.24 - 22.85	7.62 - 15.23	0.0 – 7.61

Rationale

In this course, students focus on the development of listening, speaking, reading and writing skills from the beginning stages of language learning. Students are expected to experience and practice these language skills in thematic and contextualized settings and reflect on their learning through formative assessment. Activities throughout the year serve as formative assessments to engage students, present the learning goals, allow for feedback, and opportunities to enhance learning. These activities might include (but are not limited to) SMARTBoard activities, videos, authentic listening and reading tasks, realia, TPR, TPRStorytelling, games, songs, chants, conversations, partner activities, skits, writing and speaking tasks, commands, projects etc. These strategies will prepare students to transfer skills to real-life situations and future study. The baseline and summative assessments will present data on these goals. They will inform instruction as well as achievement of the target for this course.

Teacher	XXXXXX Middle School
Checkpoint A Student Learning Objective	
Population	### LOTE students.
Learning Content	<p>Performance Indictors: National Standards (ACTFL), NYSED Standards for LOTE at the Checkpoint A level, and Common Core Standards. Students will produce a 50 word writing sample based on topics from the NYSED Syllabus.</p> <p>American Council on the Teaching of Foreign Languages (ACTFL) Standards: Use simple sentences on very familiar topics to write:</p> <ul style="list-style-type: none"> · _explanations of products and/or practices of their own culture to peers in the target culture. · _short notes, messages and brief reports about themselves, people and things in their environment. · _illustrated stories about activities or events in their environment. <p>NYSED Standards for LOTE at Checkpoint A: Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <ul style="list-style-type: none"> • compose short, informal notes and messages to exchange information with members of the target culture. <p>Common Core College and Career Anchor Standards for Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Interval of Instructional Time	September 2012-2013
Evidence	<ol style="list-style-type: none"> 1. District-wide pre-assessment administered at the beginning of the school year: Students write a 50 word note based on a text prompt from the NYSED LOTE Syllabus, Checkpoint A level. 2. District-wide summative assessment administered at the end of the school year: Students write a 50 word note based on a text prompt from the NYSED LOTE Syllabus, Checkpoint A level.
Baseline	<p>All students demonstrated mastery of vocabulary and grammar and the ability to speak, listen, read, and write at the Checkpoint A level, by achieving a final grade of 65 or higher in Spanish 6, the pre-requisite to Spanish 7.</p> <p>Pre-assessment data:</p> <ul style="list-style-type: none"> • ?/# students or ___% earned 5 credits • ?/# students or ___% earned 4 credits • ?/# students or ___% earned 3 credits • ?/# students or ___% earned 2 credits • ?/# students or ___% earned 1 credit • ?/# students or ___% earned 0 credits

70% of students will meet growth expectations as indicated in the chart below using the levels from the NYSED

Writing Conversion Chart for Checkpoint A What Student Progress Meets Expectations						
PERFORMANCE LEVEL	END: 0	END:1	END:2	END:3	END:4	END:5
START 0	NO	YES	YES	YES	YES	YES
START 1	NO	NO	YES	YES	YES	YES
START 2	NO	NO	NO	YES	YES	YES
START 3	NO	NO	NO	YES	YES	YES
START 4	NO	NO	NO	NO	YES	YES
START 5	NO	NO	NO	NO	NO	YES

NYSED Checkpoint A Writing Conversion Chart

Part 4 Conversion Chart						
Total Raw Score	14-16	11-13	8-10	5-7	2-4	0-1
Total Credits	5	4	3	2	1	0

Target(s)

HEDI Scoring

HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
For ALL grades and courses in		71	10	2 – For all courses requiring a SLO and conversions also used for ALL			

	this category	70	9	local measures
Rationale	<p>In LOTE 7, students continue to develop listening and speaking skills that will enable them to understand simple spoken Spanish and engage in conversations in which they may talk about themselves, persuade someone to take a course of action, provide information or seek information about a variety of everyday topics. Reading skills at this level involve the interpretation of a variety of basic authentic materials (advertisements, tickets) and simple narratives. In writing, students learn to meet the purpose of a task (e.g., to provide or seek information) with appropriate vocabulary and structure at reasonable length (approx. 50 words). In addition, students acquire understanding and develop an appreciation of cultures other than their own.</p> <p>The pre-assessment writing task will provide data regarding students' retention of vocabulary and structure and their ability to communicate effectively in writing in the target language. The summative assessment will indicate whether students have developed a broader vocabulary over a greater range of topics, achieved a higher degree of control over grammatical structures, and improved their writing skills in accordance with performance indicators for NYSED Standards for LOTE at the Checkpoint A level.</p>			
	Teacher Signature:		Date:	
	Administrator Signature:		Date:	

New York State Student Learning Objective: Spanish Grade 8

All SLOs MUST include the following basic components:

<p>Population</p>	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>8th grade Spanish; all students in a class of 22; 2 students are students with IEPs who receive special education services.</p> <p><i>Note:</i> 1 student is on home-tutoring and is not participating in the baseline</p>
<p>Learning Content</p>	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>New York State Learning Standards for LOTE with a focus on the following Standards: Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings.</p> <p>New York State P-12 Common Core Learning Standards for ELA & Literacy, <i>as they pertain to Spanish language and culture studies</i> with a focus on the following Standards:</p> <p>Reading Standards RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Writing Standards W.8.1 Write arguments to support claims with clear reasons and relevant evidence. W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening Standards SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>topics, texts, and issues</i>, (see State syllabus for modern languages http://www.p12.nysed.gov/ciai/lot/pub/modernl.pdf) building on others' ideas and expressing their own clearly.</p>

	<p>Language Standards (<i>relevant to the target language and culture</i>)</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>September 2011 - June 2012</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <ol style="list-style-type: none"> 1. A regionally-developed assessment based on the June 2010 Proficiency exam (listening, reading and writing components only) will be used as a diagnostic assessment 2. A regionally-developed Foreign Languages Association of Chairpersons and Supervisors (FLACS) summative assessment will be administered June 18, 2012. <p><i>Offers accommodations as legally required and appropriate?</i></p> <p>Yes; students' IEPs and 504 plans will be followed, as applicable.</p> <p><i>Ensures that those with vested interest are not scoring summative assessments?</i></p> <p>Yes; summative assessments will be scored by another teacher in my school/district following my district's rules.</p>
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <ol style="list-style-type: none"> 1. 95% (21 students) of my students completed Spanish 7, however, all students <i>did not</i> have results from 2010-11 Spanish 7 that showed mastery of instructed grammar and vocabulary. Results from 2010-11 also illustrate that many students continue to struggle with successful communication, particularly with regards to listening, speaking, reading, and writing for the purposes of communication. 2. Scores ranged from 57% to 100% in this class section on the diagnostic assessment, which my district uses as a baseline for all Spanish 8 students. <p>See breakdown:</p> <ol style="list-style-type: none"> a. 9/21 scored between 57%-70% b. 8/21 scored between 71%-80% c. 4/21 scored between 89%-95%

Target(s)	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <ol style="list-style-type: none">Students who scored 57-70% on the baseline assessment will show mastery of at least 85% of the Spanish 8 learning standards, as measured by the district's summative assessment in June 2012Students who scored 71-80% on the baseline assessment will show mastery of at least 90% of the Spanish 8 learning standards, as measured by the district's summative assessment in June 2012Students who scored 89% or above on the baseline assessment will show mastery of at least 95% of the Spanish 8 learning standards, as measured by the district's summative assessment in June 2012 <p>90% of students will meet or exceed their differentiated targets for this SLO.</p>																																																														
HEDI Scoring	<p>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</p> <p>Highly Effective: 94-100% of students meet or exceed their differentiated targets for this SLO.</p> <p>Effective: 80-93% of students meet or exceed their differentiated targets for this SLO.</p> <p>Developing: 65-79% of students meet or exceed their differentiated targets for this SLO.</p> <p>Ineffective: 64% or less of students meet or exceed their differentiated targets for this SLO.</p>																																																														
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	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0																																										
100-99	98-97	96-94	93	92	91	90	89-88	87-86	85-84	83	82-80	79	78	76-77	73-75	69-72	65-68	61-64	56-60	55-0																																											
Rationale	<p>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</p> <p>All 8th grade students are required to pass Spanish I in 8th grade. As of last year, that was not accomplished, and many of the students in this current cohort who did pass their prior Spanish course did not achieve mastery of the material required. Many students entered this course struggling with successful communication, particularly with regards to listening, speaking, reading, and writing for the purposes of communication. As a result, a new software program is currently in use to support targeted interventions in listening, reading, and writing in order to improve comprehension and retention levels for all</p>																																																														

students. This software provides me with regular, formative assessment data regarding the progress of each student and allows me to provide targeted supports based on individualized needs.

By focusing on improvements in comprehension and retention, students will have a strong baseline foundation in Spanish, which is required in order to be prepared for future course work which builds directly on the material covered this year. Students will be assessed, using a district-developed assessment, in 3 of the 4 tasks (listening, reading and writing) required for completion of one unit of study at Checkpoint A as prescribed by the NYS LOTE standards. This assessment will adequately measure if students are ready for the next level of learning in Spanish. Aligning instruction to the Common Core Learning Standards will also prepare students for continued study in their native language and foreign language.

Teacher	XXXXXX High School
LOTE Level 3 Student Learning Objective	
Population	27 students enrolled in _____.
Learning Content	<p>Performance Indicators: National Standards (ACTFL), NYSED Standards for LOTE at the Checkpoint B level, and Common Core Standards. Students will produce a 100 word writing sample based on topics from the NYSED Syllabus.</p> <p>American Council on the Teaching of Foreign Languages (ACTFL) Standards: Presentational Communication (Standard 1.3) Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. *Produce a variety of creative oral and written presentations (e.g. original story, personal narrative, script). * Retell or summarize information in narrative form, demonstrating a consideration of audience. * Self-edit written work for content, organization, and grammar.</p> <p>NYSED Standards for LOTE at Checkpoint B: Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <ul style="list-style-type: none"> • write short notes, uncomplicated personal and business letters, brief journals, and short reports • write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently • produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language. <p>Common Core College and Career Anchor Standards for Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Interval of Instructional Time	September 2012-2013
Evidence	<ol style="list-style-type: none"> 1. District-wide pre-assessment administered at the beginning of the school year: Students write a 100 word note based on a text prompt from the NYSED LOTE Syllabus, Checkpoint B level. 2. District-wide summative assessment administered at the end of the school year: Students write a 100 word note based on a text prompt from the NYSED LOTE Syllabus, Checkpoint B level.
Baseline	<p>All students demonstrated mastery of vocabulary and grammar and the ability to speak, listen, read, and write at the Checkpoint A level, by achieving a final grade of 65 or higher in Spanish 6, the pre-requisite to Spanish 7.</p> <p>Pre-assessment data:</p> <ul style="list-style-type: none"> • 0/Y students or 0% earned 8 credits • X/Y students or 7% earned 7 credits • X/Y students or 33% earned 6 credits • X/Y students or 30% earned 5 credits • X/Y students or 30% earned 4 credit • X/Y students or 0% earned 3 credits • X/Y students or 0% earned 2 credits • X/Y students or 0% earned 1 credit • X/Y students or 0% earned 0 credit.

Target(s)

70% of students will meet growth expectations as indicated in the chart below using the levels from the NYSED

What Student Progress Meets Expectations								
PERFORMANCE LEVEL	END: 1	END:2	END:3	END:4	END:5	END: 6	END: 7	END: 8
START 1	NO	YES	YES	YES	YES	YES	YES	YES
START 2	NO	NO	YES	YES	YES	YES	YES	YES
START 3	NO	NO	NO	YES	YES	YES	YES	YES
START 4	NO	NO	NO	NO	YES	YES	YES	YES
START 5	NO	NO	NO	NO	NO	YES	YES	YES
START 6	NO	NO	NO	NO	NO	YES	YES	YES
START 7	NO	NO	NO	NO	NO	NO	YES	YES
START 8	NO	NO	NO	NO	NO	NO	NO	YES

NYSED Checkpoint A Writing Conversion Chart

Total Raw Score	14-16	11-13	8-10	5-7	2-4	0-1
Total Credits	5	4	3	2	1	0

HEDI Scoring

Highly Effective 20-18 pts		Effective 17-9 pts		Developing 8-3 pts		Ineffective 2-0 pts	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
For ALL grades and courses in this category		71	10	2 – For all courses requiring a SLO and conversions also used for ALL local measures			
		70	9				

<p>Rationale</p>	<p>In LOTEb 3, students will continue to increase their listening and speaking skills through conversational topics that require more detail. Students' reading skills will continue to grow through more extensive 'reading for meaning' and thematic selections. Student writing will continue to meet the requirements of the writing rubrics in meeting the purpose of the task, organization, structure, range of vocabulary and length at the NYSED Standards for LOTE at the Checkpoint B level. Students will continue to broaden their understanding and appreciation of cultures other than their own.</p> <p>The pre-assessment writing task will provide data regarding students' retention of vocabulary and structure and their ability to communicate effectively in writing in the target language. The summative assessment will indicate whether students have developed a broader vocabulary over a greater range of topics, achieved a higher degree of control over grammatical structures, the ability to write in the past, present and future and demonstrate improved writing skills in accordance with performance indicators for NYSED Standards for LOTE at the Checkpoint B level.</p>	
	<p>Teacher Signature:</p>	<p>Date:</p>
	<p>Administrator Signature:</p>	<p>Date:</p>

New York State Student Learning Objective Template

WORLD LANGUAGES HS:	
Population	Spanish Level 2 Students
Learning Content	<p><u>State Standards:</u></p> <p>Standard 1: Students will be able to use a language other than English for communication:</p> <ul style="list-style-type: none"> • Write short notes, uncomplicated personal and business letters, brief journals, and short reports. • Select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers. <p><u>National standards:</u></p> <p>Standard 1.1: INTERPERSONAL; Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <ul style="list-style-type: none"> • Are able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary and structures demonstrating full control of present time and evidence of some control of other time frames. • Use vocabulary from a variety of thematic word groups <p>Standard 1.3: PRESENTATIONAL; Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> • Express their own thoughts, describe and narrate, using sentences and string of sentences, in oral and written presentations on familiar topics • Communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented. • Formulate oral and written presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation, in past and future time • Use circumlocution when faced with difficult syntactic structures, problematic spelling, or unfamiliar vocabulary

	<p><u>Common Core:</u></p> <p>Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Standard 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • Use strings (a series) of sentences on familiar and some unfamiliar topics to write stories or reports about personal experiences, or other schools subjects to share with classmates and/or members of the target cultures. • Write primarily in present time, but also (with preparation) in past and future time. They may show inaccuracies as well as some interference from the native language when attempting to write about less familiar material. They are increasingly aware of errors and are able to self-edit.
Interval of Instructional Time	August 2012- May 2013
Evidence	<p>Pre-assessment: Writing performance task based on concepts, vocabulary, themes, grammatical structures, and cultural contexts scored using 5-point rubric</p> <ul style="list-style-type: none"> • Summative assessment: Writing performance task based on concepts, vocabulary, themes, grammatical structures, and cultural contexts scored using 5-point rubric
Baseline	<p>22 students (80%) received a raw score of 11 or higher on pre-assessment</p> <p>Average Raw Score (RS) for all students = 13; average Converted Score (CS) = 3</p> <p><u>Breakdown:</u></p> <ul style="list-style-type: none"> a. 1 students (.03%) scored 0 -5 (CS 0) b. 3 students (.1%) scored 6 – 10 (CS 1) b. 9 students (.3%) scored 11 – 12 (CS 2) c. 7 students (.25%) scored 13 - 15 (CS 3)

SLO TEMPLATE--DRAFT

Population	Level 3 - Checkpoint B; Grade 10
Learning Content	<p>NYS Checkpoint B Standard 1.1:</p> <ul style="list-style-type: none"> Students can select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers. <p>NYS Checkpoint B Standard 1.2:</p> <ul style="list-style-type: none"> Students can write short notes, uncomplicated personal and business letters, brief journals, and short reports. Students write brief analyses of more complex content when given the opportunity for organization and advanced preparation, through errors may occur more frequently. Produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language. <p>National Standards for Foreign Language Learning</p> <p>Standard 1.1: INTERPERSONAL; Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <ul style="list-style-type: none"> COMPREHENSIBILITY Are able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary and structures demonstrating full control of present time and evidence of some control of other time frames. LANGUAGE CONTROL Evidence awareness of capitalization and/or punctuation when writing in the target language; Are most accurate when creating with the language about familiar topics in present time using simple sentences and/or strings of sentences; VOCABULARY USE: Use vocabulary from a variety of thematic word groups; <p>Standard 1.3: PRESENTATIONAL; Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> COMPREHENSIBILITY: Express their own thoughts, describe and narrate, using sentences and string of sentences, in oral and written presentations on familiar topics; Communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented. LANGUAGE CONTROL: Formulate oral and written presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation, in past and future time; Exhibit fairly good accuracy in capitalization and punctuation (or production of characters) when target language differs from native language in these areas. VOCABULARY USE: Demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions; COMMUNICATION STRATEGIES: Use circumlocution when faced with difficult syntactic structures, problematic spelling, or unfamiliar vocabulary;

SLO TEMPLATE--DRAFT

	Common Core State Standards – ELA Writing : 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event-sequences. <i>Use strings of sentences on familiar and some unfamiliar topics to write: about products and/or practices of their own culture to peers in the target culture; stories or reports about personal experiences or other school subjects to share with classmates and/or members of the target cultures; state an opinion</i> 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. <i>Write primarily in present time, but also (with preparation) in past and future time. They may show inaccuracies as well as some interference from native language when attempting to write about less familiar material.</i>			
Interval	September 2012 – June 2013			
Evidence	Summative writing task scored with the same rubrics used in pre-assessment. Mid-year writing sample results			
Baseline	Scores for students on pre-assessment – September writing task prompt scored with the same rubric Results from Level 2 Performance in writing			
Target	Achievement Target: 80% of the students will score a 3 on the summative writing task Growth Target: 80% of students who received a 2 will move up to a 3 80% of students who received a 3 will receive a 3 or better 80% of students who received a 1 or lower will receive a 2			
HEDI Scoring	Highly Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
	17 = 91.43 – 94.28% 18 = 94.29 – 97.13% 19 = 97.14 – 98.57% 20 = 98.58 – 100%	9 = 68.57 – 71.42% 10 = 71.43 – 74.28% 11 = 74.29 – 77.13% 12 = 77.14 – 79.99% 13 = 80.00 – 82.85% 14 = 82.86 – 85.70% 15 = 85.71 – 88.56% 16 = 88.57 – 91.42%	3 = 22.86 – 30.47% 4 = 30.48 – 38.09% 5 = 38.10 – 45.70% 6 = 45.71 – 53.32% 7 = 53.33 – 60.94% 8 = 60.95 – 68.56%	0 = 0 – 7.61% 1 = 7.62 – 15.23% 2 = 15.24 – 22.85%

SLO TEMPLATE--DRAFT

Rationale	Work in level 2 introduced specific vocabulary and grammar from the NYS syllabus for Checkpoint B. Vocabulary and topics spiraled to include more advanced vocabulary and complex grammatical structures appropriate for level 3. The pre-assessment and results from level 2 will inform the baseline. The summative assessment will indicate the development of writing skill commensurate with Checkpoint B Performance Indicators.
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Teacher	XXXXXX High School
LOTE Level 4 Student Learning Objective	
Population	X students enrolled in _____.
Learning Content	<p>Performance Indictors:</p> <p>American Council on the Teaching of Foreign Languages (ACTFL) Standards:</p> <p>Interpretive Communication (Standard 1.2)</p> <ul style="list-style-type: none"> * Derive meaning from expressions found in culturally authentic texts * Understand the purpose of a message and point of view of its author * Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts. * Monitor comprehension and use other sources to enhance understanding. * Apply critical reading skills to authentic written and aural sources. <p>Presentational Communication (Standard 1.3)</p> <p>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> * Create and give persuasive speeches and write persuasive essays. * Produce expository writing. <p>NYSED Standards for LOTE at Checkpoint C:</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Students can:</p> <ul style="list-style-type: none"> • comprehend the content of most texts of interest to native speakers • draw on a broad range of learned vocabulary, idioms, and structures, including the full range of time frames, as well as language acquired through independent reading • write multi-paragraphed essays, journals, personal and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion; errors in form may occur, particularly when the students are writing about complex themes or issues requiring the expression of opinions, or when the topic is outside their realm of experiences <p>Common Core College and Career Anchor Standards for Reading</p> <p>Reading</p> <ul style="list-style-type: none"> *Cite evidence to support conclusions *Determine main idea and summarizing supporting details *Analyze interaction of individuals, events, and ideas *Interpret words and phrases, figurative meanings *Analyze structure of text – how parts relate to whole *Comprehend literary and informational texts <p>Common Core College and Career Anchor Standards for Writing</p> <p>3. Write arguments using valid reasoning and relevant evidence</p>

	<p>4. Write informative/explanatory texts</p> <p>5. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>
Interval of Instructional Time	September 2012-2013
Evidence	<p>1. District-wide pre-assessment administered at the beginning of the school year: Students will read an article and write a 150 word expository or argument-based essay using supporting details from the text.</p> <p>2. District-wide summative assessment administered at the end of the school year: Students will read an article and write a 150 word expository or argument-based essay using supporting details from the text.</p>
Baseline	<p>All students demonstrated mastery of vocabulary and grammar and the ability to speak, listen, read, and write at the Checkpoint B level, by achieving a final grade of 65 or higher in level 3, the pre-requisite to level 4.</p> <p>Pre-assessment data:</p> <ul style="list-style-type: none"> • 0/Y students or 0% earned 5 credits • X/Y students or 7% earned 4 credits • X/Y students or 33% earned 3 credits • X/Y students or 30% earned 2 credits • X/Y students or 30% earned 1credit • X/Y students or 0% earned 0 credits

70% of students will meet growth expectations as indicated in the chart below using the levels from the NYSED

Target(s)

Writing Conversion Chart for Checkpoint A What Student Progress Meets Expectations						
PERFORMANCE LEVEL	END: 0	END:1	END:2	END:3	END:4	END:5
START 0	NO	YES	YES	YES	YES	YES
START 1	NO	NO	YES	YES	YES	YES
START 2	NO	NO	NO	YES	YES	YES
START 3	NO	NO	NO	YES	YES	YES
START 4	NO	NO	NO	NO	YES	YES
START 5	NO	NO	NO	NO	NO	YES

NYSED Checkpoint A Writing Conversion Chart

Total Raw Score	14–16	11–13	8–10	5–7	2–4	0–1
Total Credits	5	4	3	2	1	0

HEDI Scoring

Highly Effective 20-18 pts		Effective 17-9 pts		Developing 8-3 pts		Ineffective 2-0 pts	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
For ALL grades and courses in this category		71	10	2 – For all courses requiring a SLO and conversions also used for ALL local measures			
		70	9				

Rationale	<p>In Spanish 4, students continue to advance their language skills in Spanish through the exploration of the literature, art, music, cinema, cuisine, geography, and history of the countries where their language is spoken. Reading and discussion of a variety of literary forms (e.g., short stories, magazines, newspaper articles) and performing writing tasks asking them to use information from other sources to inform or advance an argument will expand students' acquisition and use of language at the NYSED Checkpoint C level. Language instruction in the context of current and past cultural perspectives will enhance students' ongoing awareness and appreciation of the Spanish-speaking worlds.</p> <p>The pre-assessment reading and writing task will provide data regarding students' retention of vocabulary and structure and their ability to interpret information from authentic language sources and present an explanation or argument using evidence from other sources. The summative assessment will indicate whether students attained the degree of second language proficiency necessary to interact with media created for the native speaker and achieved a higher degree of control over grammatical structures in accordance with performance indicators for NYSED Standards for LOTE at the Checkpoint C level.</p>	
		Teacher Signature:
Administrator Signature:		Date: