New York State Student Learning Objective: French I

Population	*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.* This SLO includes four sections of French I, heterogeneously grouped, totaling 80 students. Enrollment will be set on BEDS day, October 2, 2013. This population includes two students with IEPs.
Learning Content	*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?* The learning content for this course includes both the New York State Grades 6-12 Common Core Learning Standards for English Language Arts and Literacy and the New York State Learning Standards for Languages Other Than English: • Common Core College and Career Readiness Anchor Standard for Writing #2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 　○ Students will: 　　▪ Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 　　▪ Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 　　▪ Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 　　▪ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 　　▪ Provide a conclusion that follows from and reflects on the narrated experiences or events. • Common Core College and Career Readiness Anchor Standard for Reading #1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to

Comment [SED1]: Indicating the date on which the roster is verified for inclusion illustrates that a standard process has been put in place. This type of timeline could be established at the district and/or building level to ensure consistency across SLOs.

Comment [SED3]: Identifying multiple bodies of standards and/or performance indicators demonstrates the coherence within curriculum design, and can foster authentic applications of student knowledge and skills across content areas.

Comment [SED2]: High-quality learning content statements identify the course name and appropriate body of learning standards, provide the exact standards or performance indicators selected, and explain how the selected learning content aligns with school/district priorities, future coursework, and/or college and career readiness.

Comment [SED4]: The inclusion of performance indicators associated with selected learning standards is a powerful way to strengthen the alignment between learning content, evidence/assessments, and instruction.

support conclusions drawn from the text.
- o Students will:
  - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- Common Core College and Career Readiness Anchor Standard for Speaking and Listening #2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  - o Students will:
    - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
    - Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

- New York State Standard 1 for Languages Other Than English: Students will be able to use a language other than English for communication.
  - o Key Idea 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.
  - o Key Idea 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.

- New York State Standard 2 for Languages Other Than English: Students will develop cross-cultural skills and understandings.
  - o Key Idea 1: Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* This SLO covers the entire 2013-14 school year. Classes will meet for 40 minutes per day, 5 days per week.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Many students enter French I with no, to very little experience with a foreign language. As a baseline measure, students will complete a series of assignments within the first month of the course intended to gauge reading, writing, and listening abilities. Student performance on these initial assignments will be analyzed in order to set rigorous and appropriate individual growth targets for the summative assessment, to be administered in June 2014. **Baseline Assignments:** 1. Reading: Students will read a passage in French containing many cognates. Students will respond to the passage by answering ten reading comprehension questions to determine what the text says explicitly and to make logical inferences from it. 2. Writing: Students will read newspaper articles of a current event that is occurring in a French-speaking country. Students will provide an objective summary of the event and analyze its importance and impact on the people of that country and in the world outside that country. 3. Listening: Students will write ten words in French as they are spelled orally by the teacher. **Summative Assessment:** 1. Reading: Students will read a passage in French containing vocabulary and grammar structures appropriate for Checkpoint A. Students will respond to the passage by answering ten reading comprehension questions to determine what the text says explicitly and to make logical inferences from it. 2. Writing: Students will read an informative textual passage containing vocabulary and grammar structures appropriate for Checkpoint A. Students will use the information from the text to clearly and accurately develop a grammatically correct summary of the passage. 3. Listening: Students will use French to communicate by answering fifteen listening comprehension questions pertinent to passages presented orally by the teacher. 4. Performance Task: Students will be required to have conversations in French with the teacher and to develop two

Comment [SED5]: By indicating how often the course meets and the duration of a class period the teacher and/or reviewer gain additional insight into the context in which this SLO takes place. This level of detail can also help to inform the instructional plan of action associated with this SLO.

Comment [SED6]: Multiple sources of baseline data provide a more robust picture of students' current academic ability, thus allowing for more precise targets to be set for end of the course performance. For more information about the use of historical data to establish baselines please reference the Student Learning Objective 103 Webinar.

Comment [SED7]: Providing detail with regard to the assessment format, administration time, scoring procedures, etc. allows the teacher and/or reviewer to better understand the conditions under which student performance is being measured.

	Checkpoint A appropriate written responses that are clear and accurate to the task provided. Note: Rubrics for the speaking and writing components of the assessment will be used to maintain consistency in scoring. Please also note that all student accommodations will be provided as appropriate and required. In addition, teachers with a vested interest in the summative assessment will not be used as scorers.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* Student performance on the initial course assignments yielded raw scores as follows: • 41-50% - 40 students • 51-60% - 30 students • 61-70% - 10 students Note: Raw scores (converted to percentages) will be used for the baseline assignment and the summative assessment.
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* The targets for student growth listed below, which are aligned to district expectations, have been set in conjunction with the building principal and certified for rigor and consistency by the district superintendent. Per the district's APPR plan at least 80% of students must meet their targets in order to result in a rating of "Effective" or better. Student success in meeting academic targets will be measured by the summative assessment results grouped as follows: • Students who scored 41-50% on the baseline will score at least 70% • Students who scored 51-60% on the baseline will score at least 85% • Students who scored 61-70% on the baseline will score at least 90%

Comment [SED8]: When utilizing a performance assessment it is imperative that clear scoring criteria and guides are provided to ensure accurate ratings by someone other than those with a vested interest in the outcome of the assessment.

Comment [SED9]: The Student Learning Objectives (SLO) Results Analysis webinar will enable district leaders, principals and teachers to consider systems for scoring summative assessments used with SLOs.

Comment [SED10]: A broad overview of student baseline performance, in addition to individual student performance, provides the teacher and reviewer with additional context from which to set rigorous and reasonable targets for student performance.

Comment [SED11]: SLOs are a practical extension of decisions made in a district's APPR place. Specific HEDI scales would be described within a district's plan. Referencing the portion(s) of a district's plan that are used in the design of an SLO strengthen alignment and cohesiveness of the evaluation system.

Comment [SED12]: Minimum rigor expectations that reflect district goals may be established. This type of parameter ensures that teacher and/or principals are setting targets that align to district and/or building expectations for student achievement.

HEDI Scoring	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	99 – 100	97 – 98	95 - 96	92 – 94	90 – 91	88 – 89	86 – 87	84 – 85	83	82	81	80	70 – 79	65 – 69	60 – 64	50 – 59	45 – 49	40 – 44	30 – 39	1 – 29	0

Rationale	*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.*

The learning content for this course includes the New York State Grades 6-12 Common Core English Language Arts College and Career Readiness Anchor Standards as well as the New York State standards for Languages Other Than English. The baseline evidence combines aspects of reading, writing and listening which are three of the four essential skills for communication in foreign languages as outlined in the standards.

Including the New York State Grades 6-12 Common Core English Language Arts College and Career Readiness Anchor Standards for reading, writing, and speaking and listening ensures that, consistent with district goals, students are enabled to develop their communicative skills across a variety of courses and subject areas. Students will work to gain the ability to socialize, provide and acquire information, express personal feelings and opinions, and get others to adopt a course of action using the French language. Improvement of these skills will help prepare students for more rigorous future coursework both within and outside of French classes, and will foster the development of critical communication tools needed to succeed in college and career.

The summative evidence reflects the use of the French language in performing tasks such as reading, writing, listening, and speaking, and aligns to the New York State Standards for Languages Other Than English. In combination with students' daily course work, these measures will require students to develop their communicative skills as they progress through the course and will provide a foundation for further exploration of the language and culture of Francophone communities all over the world.

Comment [SED13]: Connecting course content to the authentic application of the knowledge and skills gained allows the teacher and/or reviewer to better understand how this course will help prepare students for college and careers.

Comment [SED14]: Strong rationales that clearly describe the alignment of course content, learning standards and evidence used to gauge student progress provide both teacher and reviewer with a deeper understanding of how day-to-day learning connects with broader teacher-, school-, and district-level objectives.

Comment [SED15]: Direct connection to skills and application needed in future coursework indicates a backwards-mapping of student knowledge and skills. This vertical alignment strengthens the aim of ensuring students are prepared for future courses in high school, ultimately leading to college and career readiness.