New York State Student Learning Objective: Spanish I

Population	Four sections of Spanish I, heterogeneously grouped, 80 students.
Learning Content	• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCLS Anchor Standard for Writing #2) • 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 support conclusions drawn from the text. (CCLS Anchor Standard for Reading #1) • Integrate and evaluation information presented in diverse media and formats, including visually, quantitatively, and orally. (CCLS Anchor Standard for Speaking and Listening #2) • Students will be able to use a language other than English for communication. (New York State Standard 1 for Languages Other Than English) • Students will develop cross-cultural skills and understandings. (New York State Standard 2 for Languages Other Than English)
Interval of Instructional Time	2012-2013 School Year

Evidence	**Baseline Assessment:**
	  1. <u>Reading</u>: Students will read a passage in Spanish 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. <u>Writing</u>: Students will read newspaper articles of a current event that is occurring in a Spanish-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. <u>Listening</u>: Students will write ten words in Spanish as they are spelled orally by the teacher.
	Summative Assessment:
	  1. <u>Reading</u>: Students will read a passage in Spanish containing vocabulary and grammar structures appropriate to 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. <u>Writing</u>: Students will read an informative textual passage containing vocabulary and grammar structures appropriate to Checkpoint A. Students will use the information from the text to clearly and accurately develop a grammatically

	correct summary of the passage. 3. <u>Listening</u>: Students will use Spanish to communicate by answering fifteen listening comprehension questions pertinent to passages presented orally by the teacher. 4. <u>Final Exam</u>: Students will demonstrate their ability to communicate using Spanish by completing the final exam that replaces the NYS Second Language Proficiency Exam. Students will be required to have conversations in Spanish with the teacher, respond to listening comprehension and reading comprehension questions, and to develop two Checkpoint A appropriate written responses that are clear and accurate to the task provided.
Baseline	<u>Reading</u>: • 65% of students correctly answered 8-10 of the reading comprehension questions. • 20% of students correctly answered 5-7 of the reading comprehension questions. • 10% of students correctly answered 3-4 of the reading comprehension questions. • 5% of students answered 0-2 of the reading comprehension questions. <u>Writing</u>: Using an adapted form of the Checkpoint A rubric for writing (see attached), • 70% of students scored 14-16 points. • 15% of students scored 11-13 points. • 7% of students scored 8-10 points. • 4% of students scored 5-7 points. • 4% of students scored 2-4 points. • 0% of students scored 0-1 points. <u>Listening</u>: • 45% of students correctly spelled 8-10 of the words spelled orally by the teacher. • 30% of students correctly spelled 5-7 of the words spelled orally by the teacher. • 20% of students correctly spelled 3-4 of the words spelled orally by the teacher. • 5% of students correctly spelled 0-2 of the words spelled orally by the teacher.
Target(s)	80% of students will score 35 points or higher on the summative assessment pieces (out of a possible 41 points). OR 80% of students will score 85% or above on the final exam that replaces the NYS Second Language Proficiency exam.

HEDI Scoring

See ranges as specified

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

	98-100%	95-97%	92-94%	89-91%	86-88%	83-85%	80-82%	76-79%	73-75%	69-72%	66-68%	63-65%	59-62%	55-58%	52-54%	50-51%	47-49%	45-46%	40-44%	30-39%	<30%
Rationale	The Learning Content reflects both CCLS anchor standards as well as the NYS 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 another language. The baseline evidence reflects a greater dependency on, and use of, English to demonstrate abilities more relative to the CCLS anchor standards for reading, writing and listening. The summative evidence reflects the use of Spanish in performing these tasks to reflect more of the NYS standards for Languages Other Than English. In addition, the summative evidence would help to support the CCLS shifts in mathematics; most specifically Shift 4 – Deep Understanding and Shift 6 – Dual Intensity. To maintain consistency with the former NYS proficiency exam in Spanish, rubrics for writing (attached) are the ones used in scoring of the proficiency exam.																				