

# Spanish II SLO

Date: September 1, 2013

Teacher name: Esperanza Española

Subject/grade/course number: Spanish II

Interval of instruction: September 15, 2013 to April 1, 2014, 165 instructional days

## Needs Assessment and Student Population

What do you know from the data about your students' needs and strengths? How does this SLO address a need for included students?

At the beginning of the year, I met with the French teacher to analyze our students' data. Last year's Spanish I end-of-course exam was comprised of four parts: reading comprehension questions, writing tasks, speaking tasks, and information about culture. On average, student scores on the Spanish I exam on the writing portion (12 out of 25) were lower than the averages for reading comprehension (18 out of 25), speaking (18 out of 25), and information about culture (20 out of 25). When looking at performances in French I, performances were similar, and we decided that this year, improving our students' writing skills would be a goal for the department.

Given this information, I administered a preassessment to my 26 students in September that focused on writing. In the assessment students needed to write an informal note, provide information on a familiar topic, and construct two paragraphs expressing an opinion. I graded the three writing samples using a rubric (see attached) that I adopted from the New York States Regents Rubric (see attached). The maximum possible score on the assessment is 48 (16 points on each of the three writing tasks.)

The student preassessment score ranges on each of the three tasks are shown below:

	Write Informal Note	Provide Information on Familiar Topic	Express an Opinion
Score Range	Number of Students	Number of Students	Number of Students
0-4	0	0	0
5-8	6	10	16
9-12	12	10	4
13-16	2	0	0

Further analysis of results show that students can generally write informal notes with accuracy but struggle to use correct syntax and grammatical structures in more formal writing. Students struggled with expressing an opinion, both in terms of organization and application of the grammatical structures. Students have not yet learned the subjunctive tense, which is possibly why scores for expressing an opinion.

I provided instruction to the 20 students in this class last year. One student speaks Spanish in the home. Another student receives occupational therapy for a writing disability. Two students have ADHD and receive extended time to complete work and assessments.

## Content Standards

What standards and content will you target in your SLO? How do these standards and content capture the essential areas of learning that align to national or state standards? How do these standards capture both process and content standards?

My SLO focuses on the communication standards (part A) of Maine's Learning Results World Language Standards. These standards require students to demonstrate mastery of vocabulary and grammar concepts and apply that information when practicing writing skills. These standards focus on expressing thoughts and opinions using strings of sentences or short paragraphs as well as using their understanding of language to enhance their communication.

### **A. Communication: Students communicate in the target language.**

#### **A1 Interpersonal**

Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and *intonation* patterns or use appropriate *non-manual markers* (ASL), which would be comprehensible to a *native speaker* accustomed to interacting with language learners.

#### **A2 Interpretive**

Students comprehend conversations, *narratives*, and recorded material in *familiar contexts* that are longer and/or more complex than those in the 6-8 grade span.

#### **A3 Presentational**

Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by *native speakers* accustomed to interacting with language learners.

#### **A4 Language Comparisons**

Students use their understanding of the *nature of language* to enhance their communication in the *target language*.

## Summative Assessment

What assessment will you use to capture student growth? What modifications and accommodations will you provide to students with individual education programs, 504 plans, or English language learner status?

I assessed students using a pre-assessment that requires students to write an informal note, provide information on a familiar topic, and express an opinion. This assessment will be graded using the rubric mentioned earlier, which I modified from the New York State Regents. The format of the summative assessment will be the same but will use slightly different writing prompts, as shown below:

	Preassessment	Postassessment
Informal Note	You recently received a birthday gift from your aunt. Write a short thank you note. Include relevant details, such as:	You recently received a holiday gift from your uncle. Write a short thank you note. Consider including relevant details, such as:

	<ul style="list-style-type: none"> <li>• A brief description of the item</li> <li>• Why you like the gift</li> <li>• How you will use the gift</li> </ul> <p>This note should be at least a paragraph in length.</p>	<ul style="list-style-type: none"> <li>• A brief description of the item</li> <li>• Why you like the gift</li> <li>• How you will use the gift</li> </ul> <p>This note should be at least a paragraph in length.</p>
Information on a Familiar Topic	<p>Write three paragraphs about a tradition in your family. Include relevant details, such as:</p> <ul style="list-style-type: none"> <li>• A description of the tradition</li> <li>• Why this tradition is important to you</li> <li>• What you and your family do on this tradition</li> </ul>	<p>Write three paragraphs about a memorable weekend spent with your family. Include relevant details, such as:</p> <ul style="list-style-type: none"> <li>• A description of the weekend</li> <li>• Why this memory is important to you</li> <li>• What you and your family did during this weekend</li> </ul>
Express an Opinion	<p>You received a letter from your pen pal in Spain. Your pen pal states that he thinks <i>fútbol</i> is better than <i>fútbol Americano</i>. Do you agree? Why or why not? Write two paragraphs, including relevant details such as:</p> <ul style="list-style-type: none"> <li>• Your opinion</li> <li>• How <i>fútbol</i> and <i>fútbol Americano</i> differ</li> <li>• Two reasons to support your opinion</li> </ul>	<p>You received a letter from your pen pal in Spain. Your pen pal states that he thinks <i>El Día de los Muertos</i> in Spain is better than Halloween in the United States. Do you agree? Why or why not? Write two paragraphs, including relevant details such as:</p> <ul style="list-style-type: none"> <li>• Your opinion</li> <li>• How <i>El Día de los Muertos</i> and Halloween differ</li> <li>• Two reasons to support your opinion</li> </ul>

Since the French teacher is also fluent in Spanish, she and I will double-score the assessments. When a discrepancy of more than one point occurs, we will review the assessment as a pair.

When administering the summative assessment, I will provide the student who receives occupational therapy with a scribe per his IEP. The two students with ADHD will receive extended time to complete their assessments.

## Growth Targets

What growth do you expect your students to demonstrate by the end of the interval of instruction?

Analysis of last year's Spanish II preassessment and postassessment results showed that 90 percent of students made at least 16 points of growth last year. The students who did not show at least 16 points of growth last year varied in their preassessment scores, so I do not believe that students with lower or higher preassessment scores typically show less growth than other students. Therefore, I do not think that I need to tier my targets.

My student population does not vary significantly from my students last year. Given this information, and because I want to write a stretch goal, I expect each of my students to show at least 18 points of growth this year. This growth target is slightly higher than average growth last year but is still realistic and attainable. Even my highest performing students, who scored 18 on the preassessment, have enough room to increase their scores by 18 points.

## Instructional Strategies

Which instructional strategies will you use to help students reach their growth targets?

Instruction will include brief explicit teaching of grammar structures followed by repeated exposure to and opportunities to practice grammar structures and vocabulary. In addition, we will create a vocabulary wall as we learn new words.

During early writing prompts, students will engage in group brainstorming prior to engaging in writing. During these brainstorming sessions, students will work with their peers to create a word bank related to the writing task and think about how they will organize their writing. Over time, these supports will be removed and the responsibility will shift to the individual student. I will provide tiered prompts that vary in complexity and concreteness to ensure that students are working at their developmentally-appropriate levels.

I will also use a writer's workshop model. This strategy will enable us to have regular whole-class discussions about samples of writing in Spanish. Students will provide feedback to one another in a non-threatening way that will support the improvement of their writing. Students will also provide each other feedback on their writing using Google Docs. I will monitor this process and add additional feedback as necessary.

## Progress Monitoring Plan

How will you monitor progress throughout the year?

Students will complete a weekly writing journal. I will assess the quality of the journal writing every month using the rubric. I will provide targeted instruction based on the results of the journals. In addition, students will complete in-class writing prompts as part of the instructional units. Short prompts will be included on unit tests. I will use the data from these prompts and assessments to identify needed additional instruction or extension to students to better support their writing. I will also use these data to determine which tiered writing prompt to assign to each student in the future.

Is this SLO approved?

Yes  No

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Rubric

Dimension	4	3	2	1
Purpose/ task	Accomplishes the task; includes <b>five or more details</b> that are <b>connected</b> to the development of the task.	Accomplishes the tasks; includes <b>3 or 4 details</b> that are <b>generally connected</b> to the development of the task, but there may be <b>some irrelevancies</b> .	Accomplishes the task; includes <b>fewer than three relevant details</b> . Other details are only <b>loosely connected</b> to the task. There are <b>many irrelevancies</b> .	Attempts to accomplish the task; makes some reference to it but provides <b>no or irrelevant details</b> .
Organization	Exhibits a <b>logical and coherent sequence</b> throughout; provides a clear structure. Makes <b>smooth transitions</b> between ideas.	Exhibits a <b>logical sequence</b> . Transitions are attempted but <b>not always smooth</b> .	<b>Attempts to provide a logical sequence</b> . Includes <b>few transitions</b> .	Exhibits <b>little order</b> ; provides a <b>series of separate sentences or disconnected ideas</b> .
Vocabulary	Includes a <b>wide variety</b> of vocabulary that is not only <b>related to the topic</b> but also <b>expands the topic</b> .	Includes a <b>variety of vocabulary related to the topic</b> .	Includes <b>basic vocabulary taught in Spanish I</b> ; some vocabulary may be inaccurate or unrelated to the topic.	Includes <b>basic vocabulary taught in Spanish I</b> , but most vocabulary is <b>inaccurate or unrelated</b> to the topic.
Structure/ conventions	Demonstrates a <b>high degree of control of all</b> of the following structures/conventions: <ul style="list-style-type: none"> <li>▪ Subject-verb agreement</li> <li>▪ Present ideas</li> <li>▪ Past tense</li> <li>▪ Subjunctive</li> <li>▪ Noun-adjective agreement</li> <li>▪ Correct word order</li> <li>▪ Spelling and punctuation</li> </ul> <b>Errors do not hinder overall comprehensibility</b> of the passage.	Demonstrates a <b>high degree of control of two</b> of the following structures/conventions and <b>adequate control of the remaining</b> structures/conventions: <ul style="list-style-type: none"> <li>▪ Subject-verb agreement</li> <li>▪ Present ideas</li> <li>▪ Past tense</li> <li>▪ Subjunctive</li> <li>▪ Noun-adjective agreement</li> <li>▪ Correct word order</li> <li>▪ Spelling and punctuation</li> </ul> <b>Errors do not hinder overall comprehensibility</b> of the passage.	Demonstrates <b>adequate control of all but one or two</b> of the following structures/conventions: <ul style="list-style-type: none"> <li>▪ Subject-verb agreement</li> <li>▪ Present ideas</li> <li>▪ Past tense</li> <li>▪ Subjunctive</li> <li>▪ Noun-adjective agreement</li> <li>▪ Correct word order</li> <li>▪ Spelling and punctuation</li> </ul> <b>Errors hinder the overall comprehensibility</b> of the passage.	Demonstrates <b>limited control</b> of the following structures/conventions: <ul style="list-style-type: none"> <li>▪ Subject-verb agreement</li> <li>▪ Present ideas</li> <li>▪ Past tense</li> <li>▪ Subjunctive</li> <li>▪ Noun-adjective agreement</li> <li>▪ Correct word order</li> <li>▪ Spelling and punctuation</li> </ul> <b>Errors hinder the overall comprehensibility</b> of the passage.