Wisconsin Student Learning Objective (SLO) Plan

After reviewing data and identifying student population for whom SLO will apply, create Student Learning Objective. Submit SLO Plan to evaluator prior to Evaluation Planning Session.

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<thead>
<tr>
<th>Name of Teacher</th>
<th>Names of Reviewers</th>
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<td>Jenni Zupan-SAMPLE</td>
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<th>Content Area/Grade Level</th>
<th>Date Reviewed</th>
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<td>French 1-middle school 7th grade daily instruction (This goal can also be applied to other Level 1 spoken language courses with daily instruction; Chinese and Japanese may have different proficiency targets.)</td>
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**Student Learning Objective (SLO):**

85% of 7th grade French students will attain Novice-Mid level proficiency or higher by the end of the school year using the NCSSFL-ACTFL Can-Do Statements (Progress Indicators for Language Learners).

Students will self-assess themselves at the beginning and end of their 7th grade learning experience as well as provide documentation of learning via the use of a portfolio. Evidence of learning may include journal writing, audio files, video clips and additional exemplars. A rubric to determine the level of proficiency achieved based on the student’s assessment will provide further evidence:

- 70% of Can-Dos reached equates to Novice-Mid 1
- 80% of Can-Dos reached equates to Novice-Mid 2
- 90% of Can-Dos reached equates to Novice-Mid 3 or higher (Novice-High)

**Baseline Data and Rationale:** *(Why did you choose this objective?)*

Most 7th graders are beginning their language learning experience in 7th grade. This SLO assumes that the most students have no prior language knowledge and that in a multi-tiered system of support with effective language instruction, 85-90% of students can access core instruction and learning.

According to the American Council on the Teaching of Foreign Languages (ACTFL), a student in a beginning world language course can be expected to reach at least a Novice-Mid level of proficiency by the end of that initial year if students are receiving consistent, daily language instruction in the target language. At a Novice-Mid level, students are able to communicate about themselves on a basic level and can understand familiar language.

Using the Can Do Statements places an appropriate emphasis on expected proficiency growth and allows students to assess themselves on multiple criteria as well as the three Modes of Communication.

This objective is significant as language learning and global competence are essential 21st skills that allow students to communicate, collaborate and thrive in a range of communities and contexts. Additionally, the development of language proficiency promotes problem solving and supports first language literacy skills. Attaining a Novice-Mid proficiency level prepares students for the next level of language instruction in 8th grade.

**Learning Content:** *(What content will the SLO address?)*

This SLO addresses students ability to make meaning from language in three different Modes of Communication; interpretive, interpersonal and presentational. Additionally, the SLO measures growth in the 4 language domains of reading, writing, speaking and listening and is aligned to ACTFL World Readiness Standards for Language Learning as well as supportive of Common Core State Standards.

**Student Population:** *(Who are you going to include in this objective?)*

All 7th grade French students will be involved in this SLO. There are currently ______ number of students enrolled in 7th grade French. No students will be excluded in this SLO unless he/she is present for less than 75% of class instruction.
**Interval:** *(How long will you focus on this objective?)*

This is a year-long objective. The baseline proficiency data will be collected at the beginning of the year via self-assessment and teaching observation. Students will self-assess themselves at the end of the year using the NCSSFL-ACTFL Can-Do Statements. The duration of each class is approximately 45 minutes and the class meets daily over the course of the evaluation period for a total of about 135 hours of instruction, although district testing and other events will likely decrease the overall instructional time.

**Assessment/Evidence Source(s):** *(How will you measure the outcome of your objective?)*

Students will self-assess using the NCSSFL-ACTFL Can-Do Statements for Novice-mid proficiency levels at both the beginning and end of the year. Additionally, students will provide evidence of learning using a portfolio to capture language growth and proficiency.

Artifacts for the portfolio will be derived from performance tasks throughout the school year that allow students to demonstrate growth in each domain in the three Modes of Communication (interpretive, interpersonal, presentational).

**Targeted Growth:** *(What is your goal for student growth?)*

By the end of year, with consistent, daily language instruction in the target language, students should be performing at the Novice-Mid range or higher. Novice-Mid range learners will be able to do the following as described by NCSSFL-ACTFL Global Can-Do Benchmarks:

Students can:
- communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized (Interpersonal Communication)
- present information about oneself and some other very familiar topics using a variety of words, phrases, and memorized expressions (Presentational Communication)
- write lists and memorized phrases on familiar topics (Presentational Writing)
- recognize some familiar words and phrases when they are heard spoken (Interpretive Listening)
- recognize some letters or characters and understand some learned or memorized words or phrases when reading (Interpretive Reading)

**Strategies and Support** *(What methods or interventions will you use to support this objective?)*

As recommended by both ACTFL and TELL (Teacher Effectiveness for Language Learning), the target language of French will be used at least 90% of the time in class by both teacher and students. I will use authentic & purposeful cultural materials for both listening and reading.

I will be using meaningful authentic contexts to present new learning using Gradual Release of Responsibility. Other strategies will include comprehensible input, checks for understanding, language aids and scaffolding.

Students will be engaged in learning around all four domains; reading, writing, speaking and listening as well as develop skills in the three Modes of Communication; interpretive, presentational and interpersonal. Performance tasks will be used regularly to continue targeting and developing proficiency.

I’ll use Standards-based assessment and grading practices to focus on student learning. This will include the opportunity to retake assessments, using homework for formative practice, and use of standards for reporting student growth.

I will use the district recommended & approved curricular resource to enhance learning as well as develop additional materials as appropriate. I will also use professional development resources (via WL Instructional Practices Moodle) to enhance my practice and to support student learning.