STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: **9-12**
Content Area: **French 3**

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	Students completed a formative writing assessment (diagnostic), in which they described themselves, family members, interests/hobbies, and other important aspects of their lives. The majority of the student work contained little evidence of paragraph formation with connected ideas and/or transitions between them. In addition, students' samples lacked mastery of basic grammatical structures necessary to communicate clearly and effectively in order to be understood by a native speaker. If using the ACTFL Proficiency Guidelines (2012), most writing samples would score in the Novice Low sublevel because students "reproduced from memory a very limited number of isolated words or familiar phrases. A few samples did peak into the Novice Mid sublevel as a result of a generally "high degree of accuracy when writing well-practiced, familiar topics using limited formulaic language." Using the attached rubric to score students' assessments, the students' work received a median score of 3.08 in the areas of Task Completion, Comprehensibility, Level of Discourse and Vocabulary. The median score for Language control was lower at 2.9. The average scores would indicate that students are as a whole where they need to be in regards to their writing skills. However, an analysis of the quartile distributions would contradict this assumption. Among the cohort, there exists a group of high performers (6 with a score of 18≥), a group of low performers (6 with a score of 13≤), and an almost non-existent middle group (1 with a score between 17 – 14). This data suggests that the low performing group requires direct instruction and re-enforcement activities centered on the core elements of writing (basic grammar structure, paragraph formation and transitional elements). Those students in the high performing group could benefit also however since many have acquired the majority of these skills, they will require extension/differentiated activities in order to advance their writing skills to the next level (Novice High). Efforts in both these areas (remedial/advanced writing skills) will improve students' overall writing and advance their performance level to a consistent Novice Mid-level for the group with peaking in the Novice High level for those in the high performing group.

		In conjunction with the formative writing assessment, students completed a formative speaking assessment based on the same theme of talking about themselves and their lives. An analysis of the results showed that on the whole, results were more evenly spread across the rubric with a Quartile 1 of 13, Quartile 2 of 15 and Quartile 3 of 18.5. A comparison of these results with those of the writing assessment indicates that as a whole, the students performed slightly better on the speaking formative assessment. This may be attributable to the fact that the speaking assessment was giving later in the unit allow students more time either to prepare or to review the material. However, a similar but not as prominent clumping of results can be seen with the speaking assessment, confirming a need to address the high/low needs of this diverse classroom.
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	Spanish I Grade 8 students- 68
Standards And Learning Content	*Which standards are connected to the learning content?*	Common Core State Standards for English Language Arts Common Core College and Career Readiness Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *ACTFL Proficiency Guidelines* **Presentational Communication (Standard 1.3):** Present information, concepts and ideas to an audience of listeners or readers on a variety of topics knowing how, when, and why to say what to whom.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	By June 1, students in French 3 will demonstrate proficiency in writing and speaking- students will utilize elaboration and supporting details in writing and connect ideas through the use of transition words and cohesive devices in speaking.

		IAGDs:

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	A. How will you measure progress toward your student learning goal/objective?
	
	B. What targets will you establish to demonstrate attainment of your student learning goal/objective?
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		A. ASSESSMENTS/MEASURES OF PROGRESS
		  1. Summative Writing Assessment
		  2. Summative Speaking Assessment
		
		B. GROWTH TARGETS
		
		  1. Of 100% of the students in French 3, 80% of students will attain a score of 13 or better on the Writing Rubric. Of these 80%, 50% will attain a score of 17 or better on the Writing Rubric.
		
		  2. Of 100% of the students in French 3, 93% of students will attain a score of 13 or better on the Speaking Rubric. Of these 93%, 50% will attain a score of 17 or better on the Speaking Rubric

Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*	1. ACTFL Proficiency Guidelines for Writing/Speaking
		2. Common Core of Learning – World Languages
		3. Internet Resources: Le point du FLE – Français Facile.com and others
		
		Strategies:
		• Examine student work with colleague in an effort to calibrate our grading.
		• Identify areas of weakness (both group and individual).
		• Research online resources to address these areas of weakness:
		  a. grammar explanations (textual or video)
		  b. practice activities which provide immediate feedback
		• Create and distribute a list of expressions of transition that can be used starting in level 1
		• Find authentic interpretive listening tasks and create accompanying worksheets to support presentational writing ones. (IPA)
		• Create a variety of activities that reinforce and build foundational skills including Loto, mini-white board games, Jeopardy, Rassias, etc. (samples available upon request)

Writing rubric

	4 Exemplary	3 Proficient	2 Developing	1 Below Standard
Task completion	Completion of the task. Ideas are well developed and well organized.	Completion of the task. Ideas are adequately developed and organized.	Partial completion of the task. Ideas are somewhat developed with some organization.	Minimal completion of the task.
Comprehensibility	Text is readily comprehensible, requiring no interpretation on the part of the reader.	Text is comprehensible, requiring minimal interpretation on the part of the reader.	Text is mostly comprehensible, requiring interpretation on the part of the reader.	Text is barely comprehensible.
Level of discourse	Use of paragraphs with some transition words.	Use of paragraphs with 1 or 2 transition words.	List of sentences with 1 or 2 transition words.	Lists of sentences, no transition words.
Vocabulary	Rich use of vocabulary and idiomatic expressions.	Adequate and accurate use of vocabulary, which is level appropriate.	Somewhat inadequate or inaccurate use of vocabulary that is not level appropriate.	Inadequate or inaccurate use of vocabulary.
Language control	Good control of basic language structures.	Fair control of basic language structures.	Poor control of basic language structures.	Little to no control of basic language structures.