

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: **8**

Content Area: **Spanish I**

Component	Guiding Questions	Descriptors											
Baseline/Trend Data	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<p>Baseline scores on the explanatory writing assignment are on the attached roster. Summary of scores:</p> <ul style="list-style-type: none"> • <i>(insert number)</i> students earned a score of 1 on the baseline assignment • <i>(insert number)</i> students earned a score of 2 on the baseline assignment • <i>(insert number)</i> students earned a score of 3 on the baseline assignment • <i>(insert number)</i> students earned a score of 4 on the baseline assignment <p>The rubric for the baseline is as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">1</th> <th style="width: 25%;">2</th> <th style="width: 25%;">3</th> <th style="width: 25%;">4</th> </tr> </thead> <tbody> <tr> <td>~Use of infinitives only. ~Attempt to conjugate in the present tense.</td> <td>~Verbs almost always accurately conjugated in the present tense.</td> <td>~Attempt to conjugate in the past tense.</td> <td>~ Verbs consistently and accurately conjugated in the past tense.</td> </tr> </tbody> </table>				1	2	3	4	~Use of infinitives only. ~Attempt to conjugate in the present tense.	~Verbs almost always accurately conjugated in the present tense.	~Attempt to conjugate in the past tense.	~ Verbs consistently and accurately conjugated in the past tense.
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Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<p>Spanish I Grade 8 students (75 Students)</p> <p>For students to graduate from high school ready for college or a career, they must possess the literacy skills identified in the Common Core State Standards. Because the standards are new, all secondary students need explicit instruction on these standards across content areas.</p> <p>*Please note: Students identified by IEP teams as having significant cognitive disabilities, as well as native speaking students, will have individual targets.</p>											

<p>Standards And Learning Content</p>	<p><i>Which standards are connected to the learning content?</i></p>	<p><i>Common Core State Standards for English Language Arts</i></p> <p>Common Core College and Career Readiness Anchor Standard</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><i>ACTFL Proficiency Guidelines</i></p> <p>Presentational Communication (Standard 1.3):</p> <p>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.</p> <ul style="list-style-type: none"> - Retell or summarize information in narrative form, demonstrating a consideration of audience. - Self-edit written work for content, organization, and grammar.
<p>Student Learning Goal/Objective Statement</p>	<p><i>What is the expectation for student growth and development?</i></p>	<p>All students will maintain proficiency and/or demonstrate growth in their expression of the past tense as well as in their ability to develop content-specific explanatory writing as measured by department rubrics on the past tense components exams.</p> <p>This Student Learning Objective focuses specifically on explanatory writing.</p>
<p>Indicators Of Academic Growth And Development (IAGDs)</p> <p>Growth Targets</p>	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your</i></p>	<p><u>IAGDs:</u></p> <p>A. <u>ASSESSMENTS/MEASURES OF PROGRESS</u></p> <ol style="list-style-type: none"> 1. First administration of a baseline explanatory writing assignment that requires use of the past tense in the fall as measured by the department rubric. 2. Second administration of an explanatory writing assignment that requires use of the past tense in the winter as measured by the department rubric.

student learning goal/objective?

NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs

3. Third administration of an explanatory writing assignment that requires use of the past tense on the 8th grade final exam as measured by the department rubric.

B. GROWTH TARGETS

1. 90% of students who earned a 1 -3 on the initial baseline assessment will show growth on their past tense component of the 8th grade final exam as measured by the department rubric.
 2. 100% of students who earned 4 on the initial baseline assessment will maintain a 4 on their past tense component of the 8th grade final exam as measured by the department rubric.
- *(insert number)* students earned a score of 1 on the final exam.
 - *(insert number)* students earned a score of 2 on the final exam.
 - *(insert number)* students earned a score of 3 on the final exam.
 - *(insert number)* students earned a score of 4 on the final exam.

The rubric for the final exam is as follows:

1	2	3	4
~Use of infinitives only. ~Attempt to conjugate in the present tense.	~Verbs almost always accurately conjugated in the present tense.	~Attempt to conjugate in the past tense.	~ Verbs consistently and accurately conjugated in the past tense.

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?

- Provide extensive opportunities for students to engage in communication in Spanish through reading, explanatory writing, speaking, and listening.
- Provide opportunities for formative checks on student learning through performance tasks.
- Have students review their own performance data and develop individual targets for improvement in identified areas.