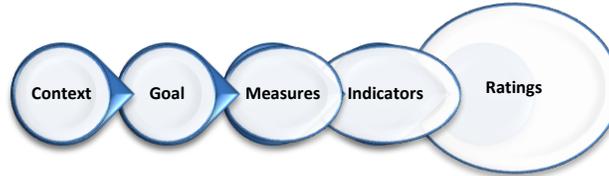# STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).

Context → Goal → Measures → Indicators → Ratings

1. Classroom Context

1a. Name	Elizabeth Eldridge	**1b. School**	Harris High School	**1c. District**	Harris School District
1d. Class/ Course Title	Spanish I	**1e. Grade Level**	Level I/Grades 7-8	**1f. Total # of Students**	120
1g. Typical Class Size	30	**1h. Class Frequency**	Daily	**1i. Typical Class Duration**	40 minutes

2. SLO Goal

2a. Goal Statement	Demonstrate effective communication in the target language by speaking and listening; writing; and reading.
2b. PA Standards	ACTFL 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. ACTFL 1.2: Students understand and interpret written and spoken language on a variety of topics. ACTFL 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2c. Rationale	Speaking, reading, and writing are integral to second language learning and can be used to evaluate the student's ability to communicate in the target language.

3. Performance Measures (PM)

3a. Name	**PM #1:** Speaking Skills **PM #2:** Writing Skills **PM #3:** Reading Assessment	**3b. Type**	☒ District-designed Measures and Examinations ☐ Nationally Recognized Standardized Tests ☐ Industry Certification Examinations ☒ Student Projects ☐ Student Portfolios ☐ Other:_____
3c. Purpose	• **PM#1:** See Speaking Skills Performance Task Framework • **PM #2:** See Writing Skills Performance Task Framework • **PM #3:** See Reading Assessment Performance Task Framework	**3d. Metric**	☐ Growth (change in student performance across two or more points in time) ☒ Mastery (attainment of a defined level of achievement) ☐ Growth and Mastery

3e. Administration Frequency	• **PM #1:** Speaking Skills Once during the last quarter of the instructional period. • **PM #2:** Writing Skills Once during the last quarter of the instructional period. • **PM #3:** Reading Assessment Once during the last quarter of the instructional period.	3f. Adaptations/ Accommodations	☒ IEP ☐ ELL	☐ Gifted IEP ☐ Other
3g. Resources/ Equipment	• **PM #1:** Speaking Skills Audio recorder **PM #2:** Writing Skills No special resources • **PM #3:** Reading Assessment No special resources	3h. Scoring Tools	• **PM #1**: Speaking Skills Rubric • **PM #2:** Writing Skills Rubric • **PM #3:** Reading Assessment Score Key	
3i. Administration & Scoring Personnel	• **PM #1:** Speaking Skills Certified teacher of the target language will administer and score the performance measure. • **PM #2:** Writing Skills Certified teacher of the target language will administer and score the performance measure. • **PM #3:** Reading Assessment Certified teachers of the target language can administer and score the performance measure.	3j. Performance Reporting	• **PM #1:** Speaking Skills Summary report of students who meet the PI target. • **PM #2:** Writing Skills Summary report of students who meet the PI target. • **PM #3:** Reading Assessment Summary report of students who meet the PI target.	

4. Performance Indicators (PI)	
4a. PI Targets: All Student Group	• **PI Target #1** Achieve *Advanced* or *Proficient* on all four dimensions of the Speaking Skills rubric. • **PI Target #2** Achieve *Advanced* or *Proficient* on all four dimensions of the Writing Skills rubric. • **PI Target #3** Score 80% or higher on the Reading Assessment.
4b. PI Targets: Focused Student Group (optional)	For IEP students and students who have a *Basic* or *Below Basic* reading ability as evidenced by PSSA scores in ELA: • **PI Target #1** Achieve *Basic* in two out of four dimensions of the Speaking Skills rubric. • **PI Target #2** Achieve *Basic* in two out of four dimensions of the Writing Skills rubric. • **PI Target #3** Respond correctly to Questions 1-5 on the Reading Assessment.

			PI	Weight	
4c. **PI Linked** **(optional)**		**4d.** **PI Weighting** **(optional)**	#1		
			#2		
			#3		
			#4		
			#5		

5. Elective Rating				
5a. Level	*Failing* 0% to 69% of students will meet the PI targets.	*Needs Improvement* 70% to 84% of students will meet the PI targets.	*Proficient* 85% to 94% of students will meet the PI targets.	*Distinguished* 95% to 100% of students will meet the PI targets.

Teacher Signature _____Date_____ Evaluator Signature _____Date_____

5b. Rating	☐ Distinguished (3) ☐ Proficient (2) ☐ Needs Improvement (1) ☐ Failing (0)	**Notes/Explanation**

Teacher Signature _____Date_____ Evaluator Signature _____Date_____

PERFORMANCE MEASURE
TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

	Performance Measure			
a.	**Performance Measure Name**	<u>Speaking Skills</u>		
	SLO Alignment			
b.	**Class/Course Title**	Spanish	c.	**Grade(s)/ Level** — Level I/Grades 7-8
d.	**PA Standards**	<u>ACTFL 1.1</u>: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. <u>ACTFL 1.2</u>: Students understand and interpret written and spoken language on a variety of topics. <u>ACTFL 1.3</u>: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.		
e.	**Performance Measure Purpose**	The Speaking performance task is intended to measure student's proficiency in verbal communication conveyed in the target language on real-world topics, as required by the ACTFL standards. During the last quarter of each instructional period, students will demonstrate their ability to comprehend and speak the target language.		
	1. Administration (Teacher)			
1a.	**Administration Frequency**	Once during the last quarter of the instructional period.		
1b.	**Unique Task Adaptations/ Accommodations**	None		
1c.	**Resources/ Equipment**	Audio recorder		
	2. Process (Student)			
2a.	**Task Scenarios**	Teacher will ask students questions in a one-on-one interview. Questions will be provided by the teacher and cover topics related to school and likes/dislikes.		
2b.	**Process Steps**	1. The test administrator will schedule a time to conduct the one-on-one interview with the student. 2. The test administrator will ask each question in the target language. • ¿Cómo te llamas? • ¿Cuál es tu clase favorita? • ¿Cómo se llama tu maestra de Matemáticas? • ¿Te gustan los deportes? ¿Cuál es tu deporte favorito? • ¿Qué haces los fines de semana? • ¿Tienes mascotas? ¿Cómo se llama tu mascota? 3. The students will respond in the target language. 4. The test administrator will score the student's response based on the provided rubric.		
2c.	**Requirements**	Interview is expected to take two minutes. Interviews will be recorded for verification purposes and feedback.		

2d.	Products	Audio recording of student interview

3. Scoring (Teacher)		
3a.	**Scoring Tools**	Scoring rubric. The scoring rubric is subdivided into four performance categories (*Advanced, Proficient, Basic*, and *Below Basic*) and measures communication, pronunciation and fluency, vocabulary, and accuracy

SPEAKING RUBRIC

Dimension	Advanced	Proficient	Basic	Below Basic
Communication	Speaker communicates on a variety of familiar topics with extensive detail.	Speaker communicates about familiar topics using simple questions and responses.	Speaker communicates about limited topics with few details.	Speaker fails to communicate.
Pronunciation and Fluency	Speaker exhibits accurate pronunciations and smoothness of speech	Speaker exhibits mostly accurate pronunciations with some brief pauses.	Speaker exhibits inaccurate pronunciations with frequent prolonged pauses	Speaker fails to communicate.
Vocabulary	Speaker uses phrases from the target language in context, and is able to rephrase when miscommunication arises.	Speaker uses phrases from the target language in context and responds to the question, but cannot rephrase.	Speaker uses inappropriate phrases from the target language and cannot rephrase.	Speaker uses minimal or no words from the target language.
Accuracy	Speaker is grammatically correct with a maximum of one to two errors that do not interfere with communication.	Speaker is grammatically correct, making two to four errors that do not interfere with communication.	Speaker makes more than four errors in grammar, but is able to communicate.	Speaker's grammatical errors prohibit communication.

3b.	**Scoring Guidelines**	Certified teacher of the target language will use the rubric to score the student's response.
3c.	**Score/Performance Reporting**	Students will know the results of the performance task based on the scored rubric. Scores for all students will be reported as a summative report.

PERFORMANCE MEASURE
TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure		
a.	**Performance Measure Name**	Writing Skills

SLO Alignment				
b.	**Class/Course Title**	Spanish	**c.** **Grade(s)/ Level**	Level I/Grades 7-8

d.	**PA Standards**	ACTFL 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
e.	**Performance Measure Purpose**	The Writing performance task is intended to measure student's proficiency in written communication given a prompt as required by the ACTFL standards. During the last quarter of each instructional period, students will demonstrate their ability to communicate effectively by writing in the target language.

1. Administration (Teacher)		
1a.	**Administration Frequency**	Once during the last quarter of the instructional period.
1b.	**Unique Task Adaptations/ Accommodations**	None
1c.	**Resources/ Equipment**	No special resources

2. Process (Student)		
2a.	**Task Scenarios**	Students will introduce themselves to an imaginary exchange student. They must describe themselves, where they are from, their likes and dislikes, and their school. Writing passage should be in email format. Outside sources such as textbook and dictionary are not permitted.
2b.	**Process Steps**	Students are given instructions on how to complete the task. Students will read the prompt and respond to the requirements. In the target language, students will provide a written response in the form of an email or postcard. Test administrator will collect the response and score the student's response based on the provided rubric.
2c.	**Requirements**	The task is expected to take one class period.
2d.	**Products**	Written passage in an email or postcard format giving at least five pieces of information such as name, age, birthday, likes or dislikes, etc.

3. Scoring (Teacher)		
3a.	**Scoring Tools**	The scoring rubric is subdivided into four performance categories (*Advanced, Proficient, Basic*, and *Below Basic*) and measures comprehensibility, vocabulary, structure, and accuracy.

WRITING RUBRIC

Dimension	Advanced	Proficient	Basic	Below Basic
Comprehensibility	Message is readily comprehensible requiring no interpretation on the part of the reader.	Message is comprehensive requiring minimal interpretation on the part of the reader.	Message is mostly comprehensible requiring some interpretation on the part of the reader.	Message is barely comprehensible requiring frequent interpretation on the part of the reader.
Vocabulary	Vocabulary demonstrates content knowledge.	Vocabulary demonstrates partial content knowledge.	Vocabulary demonstrates limited content knowledge	Vocabulary demonstrates no content knowledge.
Structure	Use of strings of sentences to express thoughts; combination of words and phrases to create sentences; strings thoughts together in a logical order, although the thoughts may lack the use of cohesive devices.	Use of phrases and simple sentences to provide basic information; combination of words and phrases to create sentences.	Use of words, phrases, and sentences to provide basic information.	Use of simple words in sentences to provide basic information.
Accuracy	No errors in sentences	Less than three errors in the passage which do not interfere with communication.	Between four and six errors in the passage errors which do not interfere with communication.	More than six errors in the passage which interfere with communication.

3b.	**Scoring Guidelines**	Certified teacher of the target language will use the rubric to score the student's response.
3c.	**Score/Performance Reporting**	Students will know the results of the performance task based on the scored rubric. Scores for all students will be reported as a summative report.

PERFORMANCE MEASURE
TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

		Performance Measure			
a.	**Performance Measure Name**	Reading Assessment			

		SLO Alignment			
b.	**Class/Course Title**	Spanish	**c.**	**Grade(s)/ Level**	Level I/Grades 7-8
d.	**PA Standards**	ACTFL 1.2: Students understand and interpret written and spoken language on a variety of topics.			
e.	**Performance Measure Purpose**	The Reading assessment is intended to measure student's proficiency in reading and comprehending written communication conveyed in the target language, as required by the ACTFL standards. During the last quarter of each instructional period, students will demonstrate their ability to read, comprehend, and respond to questions.			

	1. Administration (Teacher)	
1a.	**Administration Frequency**	Once during the last quarter of the instructional period.
1b.	**Unique Task Adaptations/ Accommodations**	None
1c.	**Resources/ Equipment**	No special resources

	2. Process (Student)	
2a.	**Task Scenarios**	Students will read the provided passage and respond to the questions.
2b.	**Process Steps**	Students are given instructions on how to complete the task. Students will read the passage and respond to the questions according to provided instructions. Students will complete the assessment and return the completed form to the test administrator.
2c.	**Requirements**	The task is expected to take one class period.
2d.	**Products**	Completed assessment booklet

3. Scoring (Teacher)					
Scoring Tools	Score key for multiple choice (MC) items.				
Scoring Guidelines	See score key for point assignment				
Score/Performance Reporting	Scores for all students will be reported as a summative report.				

Standard/ Content ID	Content Standard	Item Count	DoK 1	DoK 2	DoK 3
ACTFL 1.2	Students understand and interpret written and spoken language on a variety of topics.	30	15	10	5
Grand Total		*30*	*15*	*10*	*5*