

SGO Example: Spanish, Grade 5



Overview

The World Language team developed this SGO focusing on the grade-level world language content standards in order to prepare students for continued success in this content strand throughout middle and high school. This SGO is aligned to New Jersey's Core Curriculum Content World Language standards and uses several data point to determine each student's Preparedness Group (Exposure to Spanish outside of school, Diagnostic assessment, and Markers of future success). The focus on is on specific content standards falling under Interpretive, Interpersonal and Presentational modes being completed at the novice-mid level of competency. This is acceptable largely due to the limited once a week instruction.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		5	Spanish	20	Once a week instruction from October-April

Standards, Rationale, and Assessment Method

Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.

RATIONALE

In this district Spanish is taught to students from grades 2-5 once a week for 45 minutes. Due to the infrequency of instruction at each grade level student growth is measured by the standards at the novice-mid level of proficiency. While world language programs ultimately would like their students to be able to communicate with a native speaker, novice-mid level students are judged by their ability *"to communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community."*

The overarching goal of the World Language standards is for all students to *"use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures."* This SGO addresses much of this goal. It measures students' ability engage in conversation with a native speaker, understand and interpret spoken language and present information and ideas.

Using Skype, students have developed "e-buddies" whom the class has communicated with from time to time during the school year. Student growth will be assessed using that "e-buddy" format. This performance task measures a student's ability to have a primary scripted face to face conversation with a native speaker through the use of Skype.

ASSESSMENT

Assessment:

1. Students will be assessed through teacher observation during a video chat with a native speaker. Each student will individually speak with the native speaker and share information by reading and speaking memorized phrases/words.
2. Students will perform a song as well for the native speaker.
3. Students will be assessed using a novice-mid level rubric (attached at bottom of SGO form) adapted from the Interpersonal Speaking Rubric as created by the [Foreign Language Educators of New Jersey](#).

STANDARDS

Interpretive Mode Linguistic:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics

Interpersonal Mode: Linguistic:

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational Mode: Linguistic:

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

Preparedness Group	Information #1	Information #2	Information #3
	Exposure to Spanish outside of school	Diagnostic assessment based on information learned in 4 th grade	Markers of future success include class participation, Spanish journals and time spent in class
Minimally prepared	Minimal to no exposure outside of school	Less than 80% on diagnostic assessment	1-3
Adequately prepared	Exposure to basic interpersonal communication outside of school	80-90% proficiency on diagnostic assessment	4-6
Exceptionally prepared	Exposure to academic language outside of school	At least 90% proficiency on diagnostic assessment	7-9

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Modify the table as needed.

At least 80% of students in each group will receive the target score for their group.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
Minimally prepared	10	85
Adequately prepared	5	90
Exceptionally prepared	5	95

Scoring Plan

State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Minimally prepared	≥85	≥90	80-89%	70-79%	≤70
Adequately prepared	≥90	≥90	80-89%	70-79%	≤70
Exceptionally prepared	≥95	≥90	80-89%	70-79%	≤70

Approval of Student Growth Objective

Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____ Signature _____	Date Submitted _____
Evaluator _____ Signature _____	Date Approved _____

Results of Student Growth Objective

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score

Notes

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review SGO at Annual Conference

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher _____ Signature _____	Date _____
Evaluator _____ Signature _____	Date _____

SPANISH RUBRIC GRADE 5 - WEBCHAT

Criterion	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Speak	Reads phrases fluently.	Reads phrases with less than 3 mistakes.	Reads phrases with more than 3 mistakes.
Listen	Demonstrates understanding of phrases and language with minimal to no support.	Demonstrates understanding of some phrases and language. Displays the need for some support from the teacher.	Does not demonstrate understanding of phrases/language, even with support from the teacher.
Pronunciation	Can be understood easily by native speaker throughout the conversation.	Can be understood by native speaker with some clarification due to mispronunciation or accent.	Native speaker largely has problems understanding the student during the conversation.
Fluency	Responds to native speaker easily with little to no wait time for processing.	Needs ample wait time for processing and/or needs some prompting from the teacher to respond.	Needs consistent support from teacher in responding to the native speaker.
Response	Responds to native speaker with appropriate language in Spanish.	Responds to native speaker with some support from teacher of the use of appropriate language.	Needs consistent support from teacher in responding to the native speaker.
Song presentation	Performs entire song with fluency and minimal to no support from the teacher.	Partially performs the song independently. Displays the need for some support from the teacher.	Does not demonstrate that they can perform or complete the song independently.

Note: **Response** - is to comments or questions posed by native speaker. Ideally conversation will flow regarding taught areas. This goes beyond the “memorized” level. The goal is that everyone would meet the expectation. If responses are natural, the student is *using* the language, not just speaking the language.