

STUDENT PERFORMANCE MEASURE TEMPLATE

**LEA Selected Measures-
AP World Language**

*An optional template
June 2021*

Guidance on Template Use

The Student Performance Measure (SPM) Template is a customizable document designed to facilitate active participation in the evaluation process while:

- Aligning an identified student challenge or need to related school-level objectives and/or LEA-level priorities,
- Encouraging instructional innovation based on latest research and trends, and
- Improving educator practice.

The use of this template is optional; however, an SPM is required as part of the evaluation of Educator Effectiveness for professional employees serving as classroom teachers and for the interim rating of all professional employees.

At the beginning of the rating period: (Initial Conference)

- ✓ Prior to the initial conference, the educator should reflect on student challenges/needs and draft a plan of action, referencing the Framework for Observation and Practice to inform the response.
- ✓ During the initial conference, the educator and supervising administrator should review and revise the draft, as appropriate, aligning the work to related school-level objectives and/or LEA-level priorities.
- ✓ During the initial conference, the educator and supervising administrator should agree upon the student performance measure(s) and criteria for delineating the four levels of student performance used to inform the educator rating. If using multiple measures, the educator and supervising administrator should pre-determine the proportional significance (i.e., weighting) to be assigned to each measure.
- ✓ **Part I** and **Part II** of the SPM Template should be completed, with the educator and supervising administrator providing signatures, dates, and any comments in the Initial Conference and SPM Approval fields under **Part V**.

During the agreed-upon interval of the rating period: (Mid-Point Review)

- ✓ Prior to the mid-point review, the educator should complete the Mid-Point Reflection field under **Part III**.
- ✓ During the mid-point review, the educator and supervising administrator should examine initial evidence of student performance and discuss progress, unanticipated barriers, and needed supports, revising the SPM Template as appropriate and agreed upon by the educator and supervising administrator.
- ✓ The educator and supervising administrator should sign, date, and provide any comments in the Mid-Point Review field; and if applicable, the SPM Revision Approval field, under **Part V**.


At the conclusion of the rating period: (End-of-Rating Review)


- ✓ Prior to the end-of-rating review, the educator should complete the Final Reflection field under **Part III**.
- ✓ During the end-of-rating review, the educator and supervising administrator should examine final evidence of student performance and discuss successes, unanticipated barriers, and any supports that might have been useful to the educator, which shall be used cumulatively to inform the Educator Rating in **Part IV**.
- ✓ The educator and supervising administrator should sign, date, and provide any comments

STUDENT PERFORMANCE MEASURE (SPM) TEMPLATE: LEA SELECTED MEASURES

in the End-of-Rating Review field under **Part V**.

- ✓ The rating in **Part IV** should be entered into the LEA-Selected Measures section of the corresponding PDE rating form to be factored as part of the overall rating of Educator Effectiveness for the professional employee.

 **Hover or click on this icon** to explore key questions and considerations for select items. These considerations can assist in a thorough student performance measure evaluation.

 **Users with visual impairments** are invited to download the companion PDF version of this document, which is optimized for use with a screen reader.

STUDENT PERFORMANCE MEASURE (SPM) TEMPLATE: LEA SELECTED MEASURES

Educator Name: Sample AP World Language Teacher

School/LEA: Sample High School

Rating Period: FROM M/D/YY TO M/D/YY

PART I

Student Challenge/Need	Students need to strengthen their academic writing skills in the target language to succeed on the Argumentative Essay Free Response Question of the AP World Language & Culture Exam.	% Weighting 100
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<i>What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?</i> ⓘ	Based on writing samples from the beginning of the course, students need targeted instruction in organizing their writing using transition expressions, incorporating varied vocabulary, and applying grammatical structures beyond the present tense. Additionally, students have not previously written an argumentative essay based on multiple authentic sources.
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PLAN OF ACTION:

<i>What is your proposed response?</i> ⓘ	I propose providing explicit instruction on the requirements of the argumentative essay and strategies for meeting those requirements as outlined in the scoring guidelines. Additionally, students will analyze strong and weak samples, justify scores using the rubric, and suggest specific ways to improve each response. Throughout the course, students will have multiple opportunities to practice and receive feedback on their writing.
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<i>What resources are available to assist you in addressing the student challenge/need?</i> ⓘ	<ul style="list-style-type: none"> • AP Central (scoring guidelines, samples, and commentary) • AP Classroom • Teacher-developed argumentative essay organizer
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<i>If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?</i> ⓘ	<ul style="list-style-type: none"> • Attendance at Pennsylvania State Modern Language Association (PSMLA) annual conference and professional development webinars • Time to collaborate with other AP World Language teachers
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<i>What action steps will you implement to address this student challenge/need?</i> ⓘ	<p>Specific Actions:</p> <ol style="list-style-type: none"> 1. The teacher will introduce the argumentative essay in the first unit, including a review of the scoring guidelines and sample responses. Over several days, the teacher will provide significant guidance and formative feedback to students as they plan and craft an argumentative essay 	<p>Timeline:</p> <p>First Quarter</p>
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	<p>related to the unit theme, drawing on three authentic sources. Students will provide feedback on their classmates' work.</p> <p>2. The teacher will guide students in analyzing an additional set of sample responses, reviewing the scoring commentary, and using the scoring guidelines to justify assigned ratings. Students will then receive the argumentative essay prompt and sources in advance. Class time will be devoted to discussing each of the three sources, developing a thesis statement, and using an organizer to plan the essay. Students will write the essay in class under a time limit. Prior to submission, the teacher will model for students how to code elements of their work using a teacher-provided key (e.g., highlighting each source in a different color, underlining examples of varied vocabulary, circling transition expressions, and placing a star next to verb forms beyond the present tense).</p> <p>3. The teacher will provide the argumentative essay topic in advance and students will write the essay in class under conditions and time constraints that mirror the AP exam. Additional time will be allotted for peer review and final revisions. The teacher will then provide feedback aligned with the scoring guidelines, which students will review prior to the assignment of a score.</p> <p>4. The teacher will review the top five common errors to avoid and strategies for correcting them. Students will collaboratively develop a list of advanced, high-utility vocabulary that can be applied across multiple contexts for use in the argumentative essay. The teacher will provide feedback on one additional essay that the students submit prior to taking the AP exam in May.</p>	<p>Second Quarter</p> <p>Third Quarter</p> <p>Fourth Quarter</p>
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<p>Framework Domain Alignment</p> <p>Reference the Domains of Practice to which this response aligns. (Check all that apply.)</p>	<input checked="" type="checkbox"/> Planning & Preparation	<input type="checkbox"/> Classroom Environment	<input checked="" type="checkbox"/> Instruction	<input type="checkbox"/> Professional Responsibilities
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PART II

<p>Student Performance Measure (SPM)</p>	<p>Describe the LEA Selected Measure(s): Students will write an argumentative essay following AP exam instructions and adhering to the requirements outlined in the scoring guidelines. The</p>
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	<p>essay will be evaluated using the AP Language & Culture Exam Scoring Guidelines document.</p>
<p>What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response? ⓘ</p>	<p> <input checked="" type="checkbox"/> <i>Locally Developed School District Rubric</i> <input type="checkbox"/> <i>Industry Certification Examination</i> <input type="checkbox"/> <i>District-Designed Measure & Examination</i> <input checked="" type="checkbox"/> <i>Student Projects Pursuant to Local Requirements</i> <input type="checkbox"/> <i>Nationally Recognized Standardized Test</i> <input type="checkbox"/> <i>Student Portfolios Pursuant to Local Requirement</i> </p>
<p>Evaluation Describe the specific criteria that will inform the Educator Effectiveness rating. <i>NOTE: SPMs may be reused on an annual basis if the responses are updated and the educator continues to offer reflections.</i></p>	<p>Distinguished: The teacher provides evidence of at least four opportunities for students to write an argumentative essay. Lesson plans or work samples reflect multiple opportunities for students to analyze sample submissions, engage in peer editing, and review teacher feedback. Student essays include coded annotations that demonstrate the inclusion of rubric requirements.</p> <hr/> <p>Proficient: The teacher provides evidence of at least three opportunities for students to write an argumentative essay. Lesson plans or work samples reflect time for students to analyze sample submissions, engage in peer editing, and review teacher feedback. Essays may include coded annotations to demonstrate the inclusion of rubric requirements.</p> <hr/> <p>Needs Improvement: The teacher provides evidence of at least two opportunities for students to write an argumentative essay. Lesson plans or work samples may reflect time for students to analyze sample submissions, engage in peer editing, or review teacher feedback. Essays may include minimal coded annotations to demonstrate the inclusion of rubric requirements.</p> <hr/> <p>Failing: There is a lack of evidence that students had multiple opportunities to write an argumentative essay, analyze sample submissions, or review teacher feedback.</p>

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PART III

<p>Educator Reflection: Reflect on your success, unanticipated barriers, any supports that could have been useful, and next steps. <i>NOTE: Response to student challenge/need may be revised mid-academic year, if agreed upon by both the administrator and educator.</i></p>	<p>Mid-Point Reflection:</p> <hr/> <p>Final Reflection:</p>
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PART IV				
Educator Rating:	<input type="checkbox"/> 0 Failing	<input type="checkbox"/> 1 Needs Improvement	<input type="checkbox"/> 2 Proficient	<input type="checkbox"/> 3 Distinguished

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PART V: Signatures & Comments		
	<i>Supervisor</i>	<i>Educator</i>
Initial Conference	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
SPM Approval	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
Mid-Point Review	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
SPM Revision Approval <i>(if applicable)</i>	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
End-of-Rating Review	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date: <input type="checkbox"/> <i>I acknowledge that I have read the information contained herein and that I have been provided an opportunity to discuss it with the rater.</i>

Considerations

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?

- What indicators led you to identify this challenge/need?
- Why did you choose this student challenge/need as a priority?
- What internal and/or external factors are driving this student challenge/need?
- What population(s) of the school community will be affected by implementing this response?

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What is your proposed response?

- Why did you choose this response?
- How did you determine the appropriateness of this response to the identified challenge/need?
- How does your response align with school-level objectives and/or LEA-level priorities?
- Is your response supported by research-based best practices and/or educational innovation?

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What resources are available to assist you in addressing the student challenge/need?

- What expertise do you possess to respond to the student challenge/need?
- How are identified resources appropriate to the response?
- How does collaboration contribute to the available resources and/or expertise?

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If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?

- What obstacles exist to your response to the student challenge/need?
- What resources are needed to overcome these obstacles (budgetary, material, time, professional learning, and/or personnel)?
- What might the role of collaboration be in overcoming these obstacles?

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What action steps will you implement to address this student challenge/need?

- What strategies will you utilize in your response to the student challenge/need?
- What are realistic timeframes and/or benchmarks throughout the process?
- How will you monitor, reflect, and adjust your plan if necessary?

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What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?

- What artifacts could demonstrate the effectiveness of your response to the student need?
- What evidence would be necessary to answer questions you might ask yourself mid-point?

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