

## Student Learning Objective (SLO) Template

Teacher Name: Alisa McCrate Content Area and Course(s): Reading Grade Level(s): 3-4 Academic Year: 2014-2015  
(Please check one below.)

This is a comprehensive SLO. ☒

This is a targeted SLO. ☐

### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

Sources of information about students include the district approved teacher created assessment.

Trend data is available from Star Reading. Trend data suggests that students need targeted instruction to improve comprehension of key ideas in literary and informational text, phonics and word-recognition skills, and vocabulary acquisition and use.

Students' strengths were identifying characters in a literary text.

Students' weaknesses were comprehension, key ideas in informational text, phonics and word-recognition skills, and vocabulary acquisition and use.

Range of Scores	Number
0 - 10	II
11 - 20	III
21 - 30	I
31 - 40	
41 - 50	

Comments: Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?

✓ Identifies sources of information about students (e.g., test scores from prior years, results of pre assessments)

**Reviewer Comments:**

✓ Draws upon trend data, if available

**Reviewer Comments:**

✓ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses

**Reviewer Comments:**

### Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

Students included in this population include 4 students in 3<sup>rd</sup> grade and 2 students in 4<sup>th</sup> grade.

Contextual factors to be considered include disability categories of Specific Learning Disability (4), Visually Impaired(1), and Emotionally Disturbed(1). 4 of the students receive Speech services. 2 students were retained.

Students were not excluded.

Comments: Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

✓ Identifies the class or subgroup of students covered by the SLO

**Reviewer Comments:**

✓ Describes the student population and considers any contextual factors that may impact student growth

**Reviewer Comments:**

✓ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO

**Reviewer Comments:**

### Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

The duration of the course covers the dates from August 20, 2014 to April 15, 2015.

Comments: Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates

✓ Matches the length of the course (e.g., quarter, semester, year)

**Reviewer Comments:**

### Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

**The specific standards that this SLO covers include:** (3<sup>rd</sup> and 4<sup>th</sup> grade standards) Describe how characters in a story respond to major events and challenges. Recount stories and determine their central message. Describe the overall structure of a story and how the beginning introduces the story and the ending concludes the action. Describe how characters in a story respond to major events and challenges. Use a known root word as a clue to the meaning of an unknown word with the same root. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Determine the meaning of words and phrases as they are used in text.

**The big ideas or domains that this SLO represents include:** (3<sup>rd</sup> and 4<sup>th</sup> grades) Ask and answer such questions as who, what, where, when, why, demonstrate understanding of key details in a text. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Determine or clarify the meaning of unknown and multiple-meaning word and phrases. Know and apply grade-level phonics and word analysis skills in decoding words. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Determine the meaning of unknown words and phrases to distinguish meanings of words and phrases in context. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy and fluency to support comprehension.

**(If SLO is targeted) The core knowledge and skills students are expected to attain include: N/A**

Comments: Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

✓ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations

**Reviewer Comments:**

✓ Represents the big ideas or domains of the content taught during the interval of instruction

**Reviewer Comments:**

✓ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

**Reviewer Comments:**

## Assessment(s)

*What assessment(s) will be used to measure student growth for this SLO?*

The following assessment will be used to measure student growth for this SLO: teacher created, district approved reading assessment.

This assessment addresses stretch so that all students may demonstrate learning in the following manner: based on questions with the DOK (depth of knowledge) ranging from 1 (recall and reproduce)-3 (strategic thinking & reasoning). These type of questions allow for lower level cognitive reasoning to higher level cognitive reasoning.

(If multiple summative assessments are used.) The plan for combining assessments is: NA

This assessment follows the guidelines for appropriate assessments if all the above requirements are met. All above requirements are met.

Comments: Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

✓ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended

**Reviewer Comments:**

✓ Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course

**Reviewer Comments:**

✓ Provides a plan for combining assessments if multiple summative assessments are used

**Reviewer Comments:**

✓ Follows the guidelines for appropriate assessments

**Reviewer Comments:**

**Growth Target(s)**

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

All students in the class have a growth target in at least one SLO as indicated by the following chart with data from SLO Pre-Assessment.

Pre-assessment Score	Number of Students	Growth target
0 – 10 points	II	50% or +15 points, whichever is greater
11 – 20 points	III	65% or +13 points, whichever is greater
21 – 30 points	I	80% or +10 points, whichever is greater

Pre-assessment data was used to determine appropriate growth.

These growth targets are developmentally appropriate as they are based on pre-test scores, trend data, IEP's, and teacher observations.

These growth targets are tiered so that all students may demonstrate growth as evidenced by the growth target chart listed above.

These growth targets are ambitious yet attainable as indicated because the assessment was composed of questions reflecting the Common Core grade level Reading standards (3<sup>rd</sup> and 4<sup>th</sup> grades), and I have set appropriate growth targets for students based upon assessment data.

Comments: Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

✓ All students in the class have a growth target in at least one SLO

**Reviewer Comments:**

✓ Uses baseline or pretest data to determine appropriate growth

**Reviewer Comments:**

✓ Sets developmentally appropriate targets

**Reviewer Comments:**

✓ Creates tiered targets when appropriate so that all students may demonstrate growth

**Reviewer Comments:**

✓ Sets ambitious yet attainable targets

**Reviewer Comments:**

### Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

These growth targets demonstrate teacher knowledge of students and content by using trend data and results of the SLO Pre-Assessment to determine growth targets.

These growth targets are appropriate for this population because these targets have been used for this population of students historically and while rigorous, they are attainable.

These growth targets address observed students needs by focusing on specific areas of weakness.

The following data was used to identify student needs and determine appropriate growth targets: Data from Pre-Assessment was used to establish growth targets and drive instruction.

Growth targets align with broader school and district goals (Math and reading progress for all students will occur as evidenced by an upward trend in the Local Report Card grades for achievement, progress, gap closure, K-3 literacy, and prepared for success.) in that the targets focus on reading improvement.

These growth targets set rigorous expectations for students and teacher as evidenced by the Pre-Assessment based upon grade level standards and varying DOK questions.

Comments: Rationale for Growth Target(s)

What is your rationale for setting the target(s) for student growth within the interval of instruction?

✓ Demonstrates teacher knowledge of students and content

**Reviewer Comments:**

✓ Explains why target is appropriate for the population

**Reviewer Comments:**

✓ Addresses observed student needs

**Reviewer Comments:**

✓ Uses data to identify student needs and determine appropriate growth targets

**Reviewer Comments:**

✓ Explains how targets align with broader school and district goals

**Reviewer Comments:**

✓ Sets rigorous expectations for students and teacher(s)

**Reviewer Comments:**