

Student Learning Objectives (SLO)

Teacher Name:

Content Area and Course:

Grade Level:

Academic Year:

English/Honors English III

11

2013-14

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?

Since trend and prior test scores are not available, a two-part district-approved pre-assessment was used and administered in August 2013. The assessment is comprised of two parts: 50 multiple choice questions and one written response. The pre-assessment was graded using an answer key (for multiple choice) and an A.P. rubric (for written response). Results of the pre-assessment are listed below:

Type of Assessment	Range of Scores
Multiple choice questions (out of 50)	7 to 33 (out of 50)
Written response (out of 50)	20 to 44 (out of 50)
Overall performance (out of 100)	27 (27% correct) to 77 (77% correct)

Results indicate that most students can create a basic argument and understand how an author creates one but lack an in-depth understanding of purpose. The written extended responses results show the students' difficulty in using concrete evidence to support an argument and, for some, the lack of a central argument related to the prompt. Additionally, on the multiple choice exam, students did not effectively analyze the author's purpose and rhetorical strategy. They also had difficulties identifying the tone.

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Student Population

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

This SLO covers 20 students in Honors English III (Block 2). These juniors are accelerated, college-bound students who will be taking advanced English classes (honors or Advanced Placement) next year.

Interval of Instruction

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

This SLO covers the first semester of the 2013-14 school year—from August 2013 through December 2013. The class meets for approximately eighty-five minutes every school day.

Standards and Content

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

Based on the results of the pre-assessment, the learning content for this SLO focuses on students' analysis and interpretation of good writing. By the end of the course, students will be able to determine the meaning of words and phrases as they are used in a text (RSIT 4), determine an author's purpose in a text (RSIT 6), write informative texts to examine complex ideas (WS 2), and draw evidence from literary or informational texts to support analysis (WS 9).

Assessment(s)

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

The assessment used to measure growth is a two-part district-approved exam. Part one consists of fifty multiple choice questions that focus on reading comprehension and analysis. The multiple choice questions focus on such aspects of texts as purpose, tone, and diction. The multiple choice questions will be graded using an answer key.

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Part two is an extended response prompt that will be graded using a rubric created by College Board (out of a possible 50 points).

Growth Target(s)

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

For the purpose of scoring my SLO, I have set the following growth targets for my students based upon their overall pre-assessment scores.

Baseline Score (August 2013)	Growth Target (December 2013)
27-40	60-64
41-59	65-74
60-70	75-79
71-77	80-82

Rational for Growth Target(s)

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

The pre-assessment reflects the students' strengths in identifying the central idea/argument of a text. Additionally, students used a strong organizational structure for the written response. Weaknesses include analyzing an author's rhetorical strategy/purpose

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and using concrete details/examples to support a thesis.

The content for this class is based on the Common Core standards for Language Arts and focuses on reading and writing skills for college.

My students, mainly, are accelerated readers and writers. Some students were more skilled on the written responses but struggled with the multiple choice questions (many of our English I & II courses focus more on writing assessments). Based on my pre-assessment data, I set my growth targets to ensure that all students will be able to reach or exceed proficiency by the end of the course. I set a range so that the lowest-performing students must demonstrate the greatest growth and because higher-performing students will have a more difficult time obtaining scores at the higher end of the spectrum. Throughout the year, I will monitor student progress through formative assessments and adjust teaching methods, as needed.