

EXAMPLE Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: _____ Content Area and Course(s): Language Arts Grade Level(s): 3-5 Academic Year: 2013-2014

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

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?

In the eight Low Incidence Classrooms described below, 10 of the students participate in Alternate Assessment, and 46 students participate in statewide and/or districtwide assessments with accommodations per their Individualized Education Plan. In September of 2013, the 46 students were assessed using a 68 point checklist based off of the Brigance Inventory of Early Development and The Comprehensive Inventory of Basic Skills II. Due to our students showing splinter skills in academic areas and the wide range of abilities within each extended standard, a nonlinear checklist was chosen in order to better obtain what each individual student knows. The scores ranged from 11 point to 62 points with criteria being at 80% accuracy or above to receive a point. Although the scores from the checklist are below that of same-age peers in the Willoughby-Eastlake Schools, the scores reported are appropriate for this student population. On average for the last three years, students entering this group have difficulty with beginning literacy and pre-reading skills, answering “wh” questions about a story or picture, stating the main idea, understanding parts of a book, sequencing, and stating the main idea. Review of formative assessments and students I.E.P’s show that over the past three years students have shown consistent growth in literacy.

Language Arts Assessment (September 2013)	Lowest Score	Highest Score	Average Score of all students tested
Academic/Cognitive Literacy	11	62	42

Student Population

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

There are eight Low Incidence Units from three different elementary schools (Thomas Jefferson, Longfellow Elementary, and Grant Elementary) which are taught by teachers classified and evaluated as non-value added teachers for the purposes of OTES. These 8 units contain the 46 students described in the population below.

- 33 of the students participate in a curriculum that is significantly altered in both form and substance.
- 10 of the students participate in Alternate Assessment
- 13 of the students participate in state wide OAA testing.

- 46 participate in districtwide testing with accommodations.
- The 46 students tested were in grades K-5. All of the students require accommodations, modifications, and differentiation in instruction and assessment which is outlined in their IEP's.
- 46 students receive Speech and Language therapy services
- 46 students receive Occupational Therapy services.
- 7 students receive Physical Therapy services
- 22 students receive adaptive physical education
- 25 students have been identified as having Autism
- 10 students have been identified as having a cognitive Disability
- 11 students have been identified as Other Health Impaired
- 1 student receives audiology services
- 3 students are on a Behavior Intervention Plan
- 40 students have been identified as having significant delays in both Math and Language Arts
- 2 of the students have been identified as having significant delays in Language Arts
- 46 students are on an Individualized Education Plan
- 22 students have been identified as being economically disadvantaged
- 39 students are Caucasian
- 4 students are African-American
- 3 students are Multi-Racial

*No subgroups were excluded from this data

Interval of Instruction

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

The interval of instruction is from September 2013 through April 2014. Specially designed instruction is outlined on the I.E.P. of each child which specifically details the amount of time and frequency for each goal on the I.E.P. which ranges from 300 to 600 minutes quarterly.

Standards and Content

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

This target will focus on the following literacy skills:

1. Reading Standards for Literature-Extended Standards

Essence of the Standards: Grades K-2

- Identify details and key ideas in text.

- Recognize and use text structures to support understanding.
- Recognize and use illustrations to support understanding.
- Actively engage with various types of age-appropriate literature
- RL.K2.1a Ask and answer who, what, where, when or how questions to demonstrate understanding of text.
- RL.K2.3a Describe characters and how they change in a story (e.g., sad to happy, short to tall).
- RL.K2.1b Ask and answer who, what, where or when questions to demonstrate understanding of text.
- RL.K2.2b Retell or sequence events in a story demonstrating understanding of the central message.
- RL.K2.3b Identify characters, settings or events in a story.
- RL.K2.1c Answer who or what questions to demonstrate understanding of text.
- RL.K2.2c Retell or sequence two events from a story.
- RL.K2.3c Recognize characters, settings or events in a story.
- RL.K2.4b Identify emotion and sensory words in a story, poem or song
- RL.K2.5a Explain the difference between real (informational), and made-up (literary) text or poetry.
- RL.K2.6b Identify the point of view or attitude of main character.
- RL.K2.4c Identify words in a story, poem or song that suggest feelings.
- RL.K2.8a Describe similarities or differences in two or more versions of a story.
- RL.K2.8b Match similarities of characters or events in two versions of a story.
- RL.K2.8c Identify two books that have similar characters or themes.
- RL.K2.9a Actively participate in supported grade- level/age-appropriate adapted literature materials.
- RL.K2.9b Participate in supported grade- level/age-appropriate, adapted literature materials.
- RL.K2.9c Actively engage in supported grade- level/age-appropriate adapted literature materials

2. Reading Standards for Literature-Extended Standards

Essence of the Standards: Grades 3-5

- Understand key events, details and ideas from text.
- Understand the meaning of words and phrases in text.
- Use story elements to understand text.
- Demonstrate understanding of text while actively engaged in reading

- RL.35.1a Answer inferential questions based on details from the text.
- RL.35.2a Summarize text and identify theme.
- RL.35.2b Retell a story including theme and key details.
- RL.35.3b Describe characters, settings or events in stories, poems or songs.
- RL.35.1c Answer literal questions to show understanding of text.
- RL.35.2c Identify the central message or theme in a story.
- RL.35.3c Identify characters, settings or events in a story.
- RL.35.4a Determine the meaning of words and phrases, including figurative language (e.g., similes, metaphors).

RL.35.4b Identify the meaning of words based on how they are used in a text.
RL.35.4c Match pictures or objects to words based on how they are used in a text.
RL.35.8a Describe similarities and differences between two stories by the same author or from the same genre.
RL.35.8b Identify similarities or differences between characters or events in two folktales, fairytales and/or myths.
RL.35.8c Identify similarities between characters or events in two stories
RL.35.9a Actively participate in supported grade-level/age-appropriate, adapted literature materials.
RL.35.9b Participate in supported grade- level/age-appropriate, adapted literature materials.
RL.35.9c Actively engage in supported grade- level/age-appropriate, adapted literature materials

Reading Standards: Foundational Skills Grades K - 2 Extended Standards

Essence of the Standards:

- Understand concepts of print.
- Read with accuracy and fluency.

RF.K2.1b Track words from left to right, top to bottom, and note correct page orientation.
RF.K2.1c Attend to a story read aloud, recognizing that spoken words are associated with text.
RF.K2.4a Actively participate in supported grade-level/age-appropriate, adapted texts.
RF.K2.4b Participate in supported grade- level/age-appropriate shared reading.
RF.K2.4c Actively engage in supported grade-level/age-appropriate shared reading.

Reading Standards: Foundational Skills Grades 3 – 5 Extended Standards

Essence of the Standards:

- Use letter sound knowledge to decode words.
- Read with accuracy and fluency.

RF.35.1a Apply phonics skills to decode words: Use knowledge of letter-sound correspondence to read unfamiliar words. Decode words with common affixes. Decode common multi-syllable words. Read high-frequency words (e.g., Dolch word list 3).
RF.35.1b Apply letter-sound knowledge to read words: Decode regularly spelled words. Decode words following basic sound patterns. Read high-frequency words (e.g., Dolch word lists 1 and 2).
RF.35.1c Apply letter-sound knowledge to recognize high frequency words: (e.g., words used in the classroom or common classroom objects). ☐ Recognize own name or familiar name in print.
RF.35.2a Actively participate in supported grade-level/age-appropriate, adapted texts to support comprehension.
RF.35.2b Participate in supported grade-level/age- appropriate shared reading to support comprehension.
RF.35.2c Actively engage in supported grade-level/age-appropriate shared reading to support comprehension.

Reading Standards for Informational Text Grades K – 2 Extended Standards

Essence of the Standards: Actively engage with various types of age-appropriate informational text.
RI.K2.10a Actively participate in supported grade-level/age-appropriate, adapted informational texts.
RI.K2.10b Participate in supported grade- level/age-appropriate, adapted informational texts.
RI.K2.10c Actively engage in supported grade- level/age-appropriate, adapted informational texts.

Reading Standards for Informational Text Grades 3 – 5 Extended Standards

Essence of the Standards: Demonstrate understanding of informational text while actively engaged in reading

RI.35.10a Read supported grade-level/age- appropriate informational materials, including history/social studies and technical texts which are adapted to the students' reading level.

RI.35.10b Read or participate in supported grade-level/age-appropriate informational materials, including history/social studies and technical texts which are adapted to the students' reading level.

RI.35.10c Actively participate in supported grade- level-appropriate informational materials, including history/social studies and technical texts which are adapted to the students' reading level.

Assessment(s)

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

The students in this class will be assessed using a checklist based off of the Brigance Inventory of Early Development and The Comprehensive Inventory of Basic Skills II. This test will be administered in the fall (early September) and in the late Spring (Beginning of April) in order to track student progress. This checklist is administered one to one and allows for academic tracking specific to each child. It covers grades Kindergarten through Fifth Grade. It allows for students to show improvement in a nonlinear manner due to splinter skills in reading and language arts. This information allows for tracking progress and to use when developing I.E.P goals and objectives. This checklist, with questions from the criterion-referenced assessment, focuses on the following areas:

- Readiness
- Listening vocabulary and comprehension
- Reading Vocabulary and Comprehension
- Word Recognition
- Oral Reading

Growth Target(s)

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

STUDENT	September Literacy Score	Target Score	Spring Score-Literacy	Target Score Met?
#1	53	56		
#2	60	64		
#3	51	54		
#4	32	34		

#5	57	61		
#6	53	57		

Rationale for Growth Target(s)

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

When setting the growth target for each student, data was reviewed from the past three years of classroom testing. During this time the checklist based off of the Brigance Inventory of Early Development and The Comprehensive Inventory of Basic Skills II was not used. Statewide and Districtwide assessments, along with I.E.P data, was used to determine growth. This data was scrutinized and averaged. This data was then used when considering the growth of each individual student on this checklist. Since this checklist has not been administered to this group of students prior to September 2013, trend and baseline data from previous years was not used to establish target scores for each student. Target scores align directly with the Willoughby-Eastlake goal which is to improve student achievement.