Student Learning Objective (SLO) Template

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

Teacher Name:_____ Content Area and Course(s): Math Grade Level(s): 1st Grade Academic Year: 2012-13

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?

Kindergarten math post-assessment data was reviewed to identify any prior trends. The results obtained from this post-assessment data provided information on addition, subtraction, place value, and problem solving. The outcome of this screen was as follows:
2/20 were above level
9/20 were at level
11/20 were below level

During the first week of school, I administered the district 1st grade screening tool which provided additonal information on number recognition, counting, counting on, number writing, and comparing numbers. the results were as follows:
9/20 students demonstrated 50% mastery
6/20 students demonstrated 51% - 60% mastery
5/20 students demonstrated at least 61% - 75% mastery

Comments:

Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments): Yes. Prior year data and results of pre-assessment are included.

Draws upon trend data, if available: Yes. Kindergarten post-assessment data was reviewed.

Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses: No. Identify and include students' strengths and weaknesses based on data.

Student Population

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

This SLO covers all 20 students in my 1st grade classroom, which includes 12 boys and 8 girls. There are 5 students with IEPs (2 of the 5 students are pulled out of class to receive specific math instruction from an Intervention Specialist) and 1 ELL student in my classroom. Those students with IEPs will require accommodations, modifications, and /or differentiation in instruction and assessment according to their IEP.

Comments

Includes all students in the class covered by the SLO: Yes. Although it is unclear if the 5 IEP students are pulled out for supplementary services or to replace the core instruction. Please clarify.

Describes the student population and considers any contextual factors that may impact student growth: Yes.

If subgroups are excluded, explain which students, why they are excluded and if they are covered in another SLO: N/A. Strengthen this by indicating that no students were excluded.

Interval of Instruction

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

The interval of instruction will be September 2012 to May 2013 school year.

Comments:

Matches the length of the course (e.g., quarter, semester, year): Yes. This interval of instruction matches the length of the course. However, the teacher will need to keep in mind that the post assessment will need to be given and analyzed to meet the May 1 deadline established by OTES timeline. This area would also be strengthened by including the frequency of the class (how many times/week, length of class: hours/class, semester/year-long course, etc.).

Standards and Content

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

This SLO will focus on 1st Grade Standard Number and Operations in Base Ten and are developmentally appropriate and set rigorous expectations for all students.

1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- 10 can be thought of as a bundle of ten ones — called a "ten."
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Comments:

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: Yes, the SLO identifies applicable standards.

Represents the big ideas or domains of the content taught during the interval of instruction: The SLO identifies Number Sense as the focus for instruction. Will additional SLOs be written in Math to reflect other big ideas/domains for 1st grade math? If not, this SLO may be too narrow to encompass the learning that will need to occur for an entire course.

Identifies core knowledge and skills students are expected to attain as required by the applicable standards: Yes.

Assessment(s)

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

I will assess students using a board adopted assessment tool. This assessment will evaluate the previously listed CCSS in the following manner. There will be task related to fill-in, pictures, written explanation, and oral explanation. This pre-assessment is considered reliable and will be administered in September of 2012 and the post-assessment will be administered in May of 2013. My 5 IEP students will be given their assessment in a one-on-one environment by the Intervention Specialists. Throughout the year, I will monitor my students' progress with formative assessments. These may include using checklists to record student's academic behaviors during instruction, short one-on-one progress checks, and classroom observations conducted by myself or support staff.

Comments:

Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended: Yes. The assessments utilized for pre/post are either board adopted or state developed.

Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course: No. There is not enough information given about the assessments to determine if they have adequate stretch. Include statements that show the assessments include measures for lowest group and highest group of students that are specific to each assessment.

Provides a plan for combining assessments if multiple summative assessments are used: Yes. Only one post-assessment is being utilized to measure growth.

Follows the guidelines for appropriate assessments: No. Address stretch (see above).

Growth Target(s)

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

All of the students will demonstrate a year's growth using the following formula; 100% - pretest score = potential growth/2. For example, a student scores 40% on the pretest. 100-40=60/2. Expected growth for this student is 30 points. This student's pretest score of 40 + 30 (expected growth) = 70. This student would need a post test score of 70 to demonstrate a year's growth. The scoring formula allows for individual student growth.

Comments:

Ensures all students in the course have a growth target: Yes. Formula ensures all students in the course have a growth target.

Uses baseline or pretest data to determine appropriate growth: Yes. Pre-test results are utilized to determine growth target. Are the growth targets appropriate? What if a student scores a "10" on the pretest?

Sets developmentally appropriate targets: No. Although all targets require growth, consider ensuring that all targets are "passing". With this formula, it is possible for some students to not obtain a passing grade on the post-assessment.

Creates tiered targets when appropriate so that all students may demonstrate growth: Yes. However, consider combining students into tiers of performance and setting growth targets to ensure that all students receive a passing score on the post-test.

Sets ambitious yet attainable targets: No. (See above).

Rationale for Growth Target(s)

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

Based on the beginning of the year pre-assessment, it became clear that my first grade students fall into two categories: (1) Students with a working knowledge of number and operations in base 10. (2) Students with a little or no knowledge of numbers and operations in base 10. These targets align

with our district's goals of having all students, regardless of race, gender or disability, demonstrate progress in mathematics. The questions on the pre/post assessment are based on the Common Core State Standards. The scoring formula allows the identification of individual needs and growth targets. The growth targets are rigorous because they are based on the Common Core State Standards and each student has an individual growth target based on the pre-assessment. This will provide the students with the skills necessary for second grade. Students who achieve the expected growth will therefore move on to second grade with the foundation to achieve success.

Comments:

Demonstrates teacher knowledge of students and content: Yes.

Explains why target is appropriate for the population: Yes.

Addresses observed student needs: Yes.

Uses data to identify student needs and determine appropriate growth targets: Yes.

Explains how targets align with broader school and district goals: Yes.

Sets rigorous expectations for students and teacher(s): Yes. How are the growth targets based on the CCSS, as indicated?