Student Learning Objective (SLO) Template

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

Teacher Name: _____   Content Area and Course(s): <u>Literacy</u>   Grade Level(s): <u>K-2</u>   Academic Year: <u>2013-2014</u>

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?

There are eight students with significant cognitive disabilities in my classroom within a grade band consisting of kindergarten through second grade. In April 2013, these students were assessed with a teacher team created assessment based upon the Extended Standards for English Language Arts. The assessment illustrated the following strengths within my class of students:

- 6 of the 8 students identified words in a story that suggest feelings
- 7 of the 8 students identified two books that have similar characters
- 5 of the 8 students can identify key points in a text
- 6 of the 8 students can identify the beginning sound of the name of an object
- 5 of 8 students can sequence events from a personal experience;

The team created assessment also indicated noted areas of weakness for my group:

- 2 of the 8 students could retell events in a story demonstrating understanding of the central message
- 1 of the 8 students could recognize common types of texts (e.g., storybooks, poems)
- 2 of the 8 students could identify the main topic, and retell key details of the text
- 1 of the 8 students could identify two events, ideas, individuals or steps in procedures from a text
- 2 of the 8 students could identify the topic of the text.

All eight students were administered the pre-assessment described above during the week of September 9-13, 2013. The pre-assessment has a total point value of 40 points based upon the rubric we've identified. Thus, the point value below represents their score out of a total possible 40 points. The results are as follows:

Pre-Assessment Score	
Kindergarten	
Student A	10
Student B	13
Student C	8
First Grade	
Student D	15
Student E	20
Second Grade	
Student F	25
Student G	27
Student H	28

Over the past two years, assessment results (from both teacher team created assessments and other vendor type assessments that our special education department utilizes) have illustrated that our students exhibit difficulty in the noted areas of weakness above. However, we've seen much improvement within the areas of strength during that time. Based upon these noted areas of strength and weakness, our teacher team will work together to select standards and content within the SLO to illustrate growth on the standards within ELA that will ensure the most success in reading comprehension, a pivotal goal for both our district and building.

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)

Yes. Identifies assessment data from the end of the prior year.

☐ Draws upon trend data, if available

Yes. Discusses assessment data gleaned from teacher team created assessments and special education department assessments over the last two years to establish the trend data for this group of students.

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

Yes. Both strengths and weaknesses specific to the Extended Standards (the extensions themselves) are indicated in this section.

Student Population

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

There are eight total students with significant cognitive disabilities within my classroom. The grade band of students is K-2 and illustrated further below:
- 3 students in kindergarten
- 2 students in first grade
- 3 students in second grade
- All students receive instruction through the Extended Standards. It is likely all will be administered the Alternate Assessment if the team determines this is appropriate when they reach third grade.
- 2 of the kindergartners and 1 of the first graders receive speech therapy twice a week for 20 minutes each
- 2 students receive services from a 1:1 aide
- All kindergarten and first grade students receive adaptive physical education for three times during the week for 40 minutes each session.
- All students receive occupational therapy services twice a week for 45 minutes per session
- The first and second grade students are identified as students with Multiple Disabilities
- The three kindergarten students have been identified as Cognitively Delayed
   * **No subgroups were excluded from this data**

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

   Yes. This SLO covers the eight students being served by this teacher.

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

   Yes. Contextual factors are thoroughly explained. Nice job.

☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO
   N/A.

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 1, 2013 through April 18, 2014.
Reading (English Language Arts with Writing) occurs daily for at least 60 minutes per day, often throughout the day.

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)
   Yes. This SLO will cover the entire year and indicates how much time is spent for the instruction of ELA on a daily basis as well.

Based upon the illustrated strengths and weaknesses exhibited within this group of students from the baseline and trend data noted above as well as results from a teacher team created pre-assessment administered at the beginning of this year covering the K-2 grade band of skills, the following ELA Extended Standards have been selected to illustrate growth within my group of students this year (the following coding comes directly from Ohio's Academic Content Standards-Extended). These big ideas will work to build upon foundational reading comprehension skills:

Standard Extension:

    RL.K2.2b Retell or sequence events in a story demonstrating understanding of the central message.
    RL.K2.5b Recognize common types of text (e.g., storybooks, poems)
    RI.K2.2b Identify the main topic and retell key details of a text.
    RI.K2.8b Identify key points in a text.
    RF.K2.1b Track words from left to right, top to bottom and note correct page orientation.
    W.K2.2b Generate at least one fact about a topic.
    SL.K2.2b Ask or answer questions about key ideas from text read aloud or information presented orally.
    L.K2.1b Communicate using the conventions of standard English grammar, including the use of:
        -Upper- and lower-case letters;
        -Common nouns, verbs and pronouns;
        -Question words;
        -Adjectives; and
        -Simple sentences.

In the selection of these extensions, I looked for components that would lead to enhanced student success towards reading comprehension. While there are several extensions (along with three levels of complexity) for each strand for ELA (there are 9 extensions for Reading Standards for Literature, 10 extensions for Reading Standards for Informational Text, etc.), I am focusing on those extensions within each strand where others may be integrated within the teaching of those I've selected. While there are eight extensions I've selected for this SLO (across all strands of ELA) it should be understood that I'll be teaching all extensions throughout the year. In essence, I've focused on what I believe to be the "priority extensions" within this SLO**.**

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
Yes. The extended standards were selected and identified for this SLO.

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

Yes. The standards selected span through Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards as well as Speaking and Listening Standards.

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

N/A-Not a targeted SLO

Assessment(s)

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

Currently, there is no Vendor Assessment that can adequately measure progress on the Extended Standards. Thus, our teacher team has created an assessment that has been approved for use by our special education department. This assessment focuses on the big ideas and priority standards we've identified in English Language Arts for the K-2 grade band with Ohio's Academic Content Standards-Extended. There is sufficient stretch and includes items written from all complexity levels within the individual extensions. As well, there is a rubric for scoring focusing on the selected areas of standard and content noted above. We've created two assessments: One will serve as a pre-assessment that will also have an aligned post-assessment. The noted change in scores from the pre-assessment to the post-assessment will serve as indicators of student growth.

All students within my classroom will take the same pre and post assessment, similar in structure to the method that the Alternate Assessment is administered. Each student will have their appropriate accommodations for the assessment per their IEP.   Both the pre and post assessments are based upon a 40 point scale.

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\

Yes. It states that the teacher team created assessment has been approved by the special education department.

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

Yes. The assessment is developed to allow for a range of ability levels as it includes items written to the different complexity levels of the individual extensions.

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

N/A. Only one assessment will be used.

□ Follows the guidelines for appropriate assessments

Yes

The Growth Targets were discussed among our team and we've structured a tiered approach based upon the student scores within five different ranges. These growth targets have been vetted amongst our team based upon previous student performance on these assessments. These targets are ambitious for this group of students, but I've seen students progress nicely through the ELA curriculum with the Extended Standards, so I feel they are attainable. As well, these targets are developmentally appropriate as they are individualized for each student.

- 0-10: Attain a score of 12 or increase score by 7 points, whichever is greater
- 11-18: Attain a score of 20 or increase score by 6 points, whichever is greater
- 19-27: Attain a score of 29 or increase score by 5 points, whichever is greater
- 28-35: Attain a score of 37 or increase score by 4 points, whichever is greater
- 35-40: Attain a score of 40 along with a score of 5 or higher on the next grade band assessment (teacher team created for grades 3-5 for ELA)

Thus, my growth targets shall be set as follows:

	Pre-Assessment Score	Growth Target
Kindergarten		
Student A	10	*17*
Student B	13	*20*
Student C	8	*15*
First Grade		
Student D	15	*21*
Student E	20	*29*
Second Grade		
Student F	25	*30*
Student G	27	*32*
Student H	28	*37*

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 **_Yes. All students have individual growth targets._** ☐ Uses baseline or pretest data to determine appropriate growth **_Yes. Utilizes pre-assessment data to determine growth. This growth target is based upon the teacher team creating a tiered approach based upon student performance on the pre-assessment._** ☐ Sets developmentally appropriate targets **_Yes. Explains that these targets are developmentally appropriate for this group of students based upon historical data._** ☐ Creates tiered targets when appropriate so that all students may demonstrate growth **_Yes. Targets are individual and allow students to demonstrate growth._** ☐ Sets ambitious yet attainable targets **_Yes. Explains that these targets are attainable based upon historical data._**

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

The growth targets established for this group of students was decided upon in a few ways. First, as a teacher team, our three MH units discussed the priority extensions within the Extended Standards upon which to focus for reading comprehension. As such, we were able to pre-assess our students utilizing the same pre-assessment and rubric for scoring. Based upon the data and information gleaned from this pre-assessment, our team was able to determine specific areas of focus to build an SLO. As a team, we created growth targets with minimum scores but also include point values for those students scoring at the higher end of the score range. We developed this tiered target approach and have been utilizing this for pre and post assessments delivered to our students for the past two years. This ensures that all students exhibit growth within our individual units and have found that while rigorous, they are attainable.

The baseline and trend data indicated strengths and weaknesses of my students within the ELA program. Our district and building are very focused on the Third Grade Guarantee and our team works to promote that as well for our students. Thus, our team decided to focus on those standards and content within the Ohio's Academic Content Standards-Extended that would provide a solid foundation for reading comprehension albeit in a modified fashion for our Alternately Assessed Students. We believe in setting high expectations for all students within our district and I believe the standards selected along with the noted growth targets align with school and district priorities as we move towards our third grade year. While our team worked together to select appropriate Standards and Content along with the creation of the assessment to be utilized, this SLO will be my own as it focuses on the eight students within my classroom.

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
Yes. Explains the importance of reading comprehension through the Extended Standards.
☐ Explains why target is appropriate for the population
Yes. Explains that these targets have been used with this population of students historically and while rigorous, they are attainable.
☐ Addresses observed student needs
Yes. Identifies that students need some foundational components of reading comprehension that can be addressed within this SLO.
☐ Uses data to identify student needs and determine appropriate growth targets
Yes. Discusses data from baseline and pre assessments to build the need for this SLO.
☐ Explains how targets align with broader school and district goals
Yes. Identifies the focus around the Third Grade Guarantee along with setting high expectations for all students, both in the building and within the district.
☐ Sets rigorous expectations for students and teacher(s)
Yes. Discusses the rigor of the growth targets.