Factors that may impact student growth:
- Asthma
- ADHD
- Classroom requiring monitoring
- IEP: 6 (Math and ELA)
- Allergies

Special Services/Health:
- Hispanic
- White
- Black
- Females: 25
- Males: 26

The demographic breakdown includes:
The same type of interest with sports, music, and social media.
A total of 51 students that are in my morning and afternoon math classes will be counted in the SLO. Students in these classes share

I: Student Population:

Year: 2015-2016
Grade Level: 6th
Content Area for SLO: Math

Teacher Name: SC TAP System Student Learning Outcome (SLO) Template -- VAM Teachers
### Standards/Content:

#### 6th Grade Math:

<table>
<thead>
<tr>
<th>6.1</th>
<th>6.2</th>
<th>6.3</th>
<th>6.4</th>
<th>6.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS.1</td>
<td>DS.2</td>
<td>DS.3</td>
<td>DS.4</td>
<td>DS.5</td>
</tr>
<tr>
<td>Investigate and understand multiplicative representations of rational numbers (fractions, decimals, etc.).</td>
<td>Use center (mean, median, mode), spread (range, interquartile range, absolute value), and shape (symmetrical).</td>
<td>Identify and describe the distribution of a set of data collected to answer a statistical question.</td>
<td>Find common factors and multiples using two whole numbers.</td>
<td>Identify and describe the multiplicative relationships using a standard algorithm approach.</td>
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### Instruction

* Use the data collected from the NAEP testing to assess growth and identify areas of weakness in need of further instruction.*

### Assessments (Pre and Post):

- Pre-assessment results to determine key areas of focus as I progress through the different math strands and standards.
- Post-assessment results to determine growth and mastery of the 6th Grade Standards. Throughout the year, I will review and adjust the focus of our instruction based on the results.

### Other Assessments:

- Ticket out the door
- Teacher observations
- Questioning
- Formal assessments
- Benchmarks
- Exit Tickets
- ACT Aspire Score Level
- Unit tests
- Periodically given quizzes

Throughout the school year, I will incorporate real-world examples from the above standards to engage my students.
Although the overall Growth score will be determined by the statistical value added formula from S.A., you need to consider all available baseline and trending data.

<table>
<thead>
<tr>
<th>Period</th>
<th>30+</th>
<th>45+</th>
<th>60+</th>
<th>75+</th>
<th>90+</th>
<th>95+</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6</td>
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<td>4th</td>
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</tbody>
</table>

**Comments**

- **Target**: 
- **# of Students**
- **Range (percentiles, etc)**
- **Group**

Considering all available data with baseline and trending data, what targets are you expecting your students to reach based upon their starting points?

**VI: Growth Targets**

Complex numbers (9 students) and Geometry (5 students) averaged 4 at Grade Level, and 5 are above Grade Level. Overall, if I had to pick a strength, based on Map scores, I would be real and looking at the Map scores, | saw that 48% of the students were low in statistics and probability. Therefore, I must build a solid foundation in addition to the pre-test mentioned in Section II. I used specific strand data from MAP test that the students took in the fall. Analyses of the data and information that leads you to the development of your SLO. This data should be used to identify assessment and growth.

VI: Baseline and Trend Data
### Specific Next Steps for Differentiated Instruction Based on Student Data

- Assessment data, benchmark data, etc.
- Examples of student work and student data (e.g., actual student work examples, pre/post assessment data, formative)
- Collaboration/support from leadership, team members, etc.
- Evidence of teacher learning and its impact on student achievement (e.g., professional development, productivity groups, etc.)

### Evidence of Effective Learning

- Evidence of the five steps of effective learning

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**Student Achievement:** The structure for the reflection should be determined by the teacher with approval from the principal.

### Assessments

Assessments and adjust the instructional strategies as needed. These targets are fair, attainable, and realistic for all of these students. They will already be familiar with some of the vocabulary. Throughout the year, I will monitor student progress through formal and informal assessments. I will introduce some vocabulary from these strands. This will help set the foundation so when I reach these standards and probabilities, I will notice and adjust. Along with these strands, I will help students build their math by using math facts for decimals and statistics also. These are key for students.

- This year, during my pre-test and fall map, I will work on the students that scored below 22 on the pre-test. I will start with some foundation with basic number sense. I also used smaller groups to work with students that scored a 22 or below on the pre-test to build some foundation. I plan to pull some students who scored the same place on the pre-test. I will have them take a grade that will give them feedback and a foundation. I plan to pull some students from math lab into different electives because of this they can see the learning background. To make sure all of my students start at the same place, some of the content will have to be from a grade that is below the pre-test level and the majority of students will be from a grade that is below the pre-test.

### Evidence of Growth Targets

- Evidence of growth targets. I separated students into six groups based on overall scores and wrote growth targets.