Student Learning Objective (SLO)

Teacher Name: ___________________________  Content Area and Course(s) for SLO: ELA, MATH, SCIENCE, SOCIAL STUDIES  Grade Level(s): 3rd

Academic Year: 2014-2015

I. Student Population
Which students will be included in this SLO? Describe the student population. Include all relevant students including levels, accommodations, all subgroups, and factors that may impact student growth.

My classroom consists of 22 students. I have 14 male students and 8 female students ranging in age from 8 years to 10 years. Of the total, 12 students are Caucasian, 8 are African American, 1 is Hispanic, and 1 is Mixed. I have 2 students that receive extra services for speech. They are pulled out 2 times per week for 30 minutes each time. I also have one student who receives support services for reading. This student goes every day for 45 minutes in the morning during ELA block. 2 of my students qualify for Challenge, or GT. These students go to Challenge every Wednesday, and remain out of my classroom for the entire day. I have one student who has Cerebral Palsy. He requires copies of materials that will be presented on the board or the walls. He also has a slant board and magnifier guide which he uses when completing work.

There are a range of abilities within my classroom. Math MAP scores from this fall range from 171-209. ELA MAP scores from this fall range from 159-214. Dominie reading levels show a range of 3B to 11. My students like to get up and move. The majority displays tactile learning attributes as well as visual learning attributes.

I have strong parental support and involvement from the parents of approximately 5 students. These parents are in constant contact via email and face-to-face opportunities when they arise. I know, for sure, that at least 2 of my students come from a low SES home. Speaking with past teachers, I have 2 or 3 students that have demonstrated behavior issues such as ignoring commands and inappropriate language between student and teacher.
II. Standards / Content

What content will the SLO target? Identify the related standards that will align your SLO with your assessment and content. (National, State, Local, Educational Organization) Provide the name of the standards.

All 3rd grade ELA Common Core State Standards

III. Assessment Plan (Pre and Post)

What assessment(s) will be used for pre-assessments data to set growth targets for this SLO? What assessment(s) will be used as the post assessment to measure student growth for this SLO? Specifically what are you using to measure specific growth for all students? Identified assessments must effectively measure the course content and student learning.

MAP (pre and post)
Benchmark (formative – end of each 9 weeks)
Dominie (pre and post) (may be formative – middle of year – if deemed necessary)
IV. Baseline and Trend Data
What data and information is being used to inform the creation of the SLO and establish the amount of growth that should take place? May include: Data and sources of information about students for example test scores from prior years. May draw upon trend data for the assessment from other cohorts of students if available. May include a summary of the teacher’s analysis of data looking at student strengths and weaknesses both in cohort and across cohorts.

For the SLO I used Fall 2014 MAP data and used the Goal Setting Worksheet to establish the target growth for each student.

**Projections for MAP**
- Not Met - 12 students
- Met - 41 students
- Exemplary - 60 students

V. Growth Target(s)
Considering all available data baseline and trend data and content requirements, what growth target(s) can students be expected to reach based on their starting points?

### Pre-Assessment Results and Growth Target

<table>
<thead>
<tr>
<th>Group</th>
<th>RIT Score Range</th>
<th># of students</th>
<th>Target</th>
<th>Comments</th>
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<tbody>
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<td>E</td>
<td>214-218</td>
<td>2</td>
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**percentile ranges will vary based on assessment style and pre-assessment results**
### Value Added

<table>
<thead>
<tr>
<th>Group</th>
<th>Significant regression</th>
<th>Regression</th>
<th>Target</th>
<th>Growth</th>
<th>Significant Growth</th>
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### Rationale for Growth Target(s)

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

For the SLO I used Fall 2014 MAP data and used the Goal Setting Worksheet to establish the target growth for each student. The growth target set by NWEA then became my target score. Two points were subtracted to determine regression with another two subtracted for significant regression. Two points were added for growth and then two more for significant growth, making significant growth 4 points above the target score.
Rubric → PIC (purpose, preview, internal summaries)

11/13/14 I attempted to use a SmartBoard presentation to aid in setting a purpose and having internal summaries. My preview/purpose slide was helpful because it had 3 guiding questions that were also my assessment on an exit slip. I think it really helped the students' comprehension by returning and emphasizing the guiding questions (the lesson goals).