Student Learning Objective (SLO)

Teacher Name: [Redacted]  Content Area and Course(s) for SLO: Math/Science  Grade Level(s): 5th

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.

Section I: Description of Students
Spencer homeroom....13 boys (3 African American, 8 White, 1 African American/White, 1 Russian)  
13 girls (5 African American, 7 White, 1 African American/White)  
3 resource, 1 504 Plan, 1 speech, 1 ESOL, 6 Gifted Students

Dobbs homeroom.....11 boys (6 African American, 5 White)  
14 girls (5 African American, 7 White, 2 African American/White)  
4 resource, 2 speech, 4 Gifted Students

Interests: sports, singing, hulla hoop, jump roping,

I looked at Spring MAP data and 2013 (3rd grade) and 2014 (4th grade) PASS data for math and science. I will add MAP data as we test this year to analyze growth and achievement. I use this data to help guide decisions for instruction and grouping.
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 math standards Grade 5

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.

Pre: 2014 MAP Math

Principal's Approval Signature: ___________________________
Date: 2-2-15
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.

The goals that were set for each group of students was based on historical data of the performance of students in my past class like those in this class.

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?

<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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</thead>
<tbody>
<tr>
<td>A</td>
<td>183-187</td>
<td>2</td>
<td>+9</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>192-200</td>
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<td>C</td>
<td>201-210</td>
<td>17</td>
<td>+6</td>
<td></td>
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<tr>
<td>D</td>
<td>214-227</td>
<td>20</td>
<td>+4</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>229-239</td>
<td>6</td>
<td>+2</td>
<td></td>
</tr>
</tbody>
</table>

**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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</thead>
<tbody>
<tr>
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<td>+2</td>
<td>+4</td>
<td>+6</td>
</tr>
</tbody>
</table>

### 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.
SLO Reflection Outline/Thinking Sheet

Start Date of Reflection: November 11, 2014

Chosen Rubric Area: Activities & Materials

Descriptor:

What have I done?
I have tried this year to create “challenge” problems for my early finishers. I used problems from internet sites and from a master’s course I took this summer. My real purpose was to provide critical thinking problems for my gifted and talented students. The activities seemed to be too difficult for my average and low students. The problems did not really go with the 5th grade content standards but did focus on the mathematical practices that common core standards have identified. I laminated the problems and kept them in file folders but realized I needed a more structured system to make it more effective.

What could I do?
I want to create centers/math tubs that will provide my students with enrichment activities related to content standards. I want the activities to cover the main areas of math: numbers & operations, algebra, geometry, measurement, data. I would like to create 6 Math Tubs with activities from the different areas of math. I want to have 6 so that there would be 1 tub for each group. The tub would stay with a group for 2 days and then the tubs will be rotated. I would need 6 activities that would be used over a 12 day period of time.

Ideas from other resources (teachers, book, articles, etc):
I will be collaborating with my fellow math 5th grade teacher to create the Tubs. We will be using the internet, professional books, etc. to find our activities.

How will focusing on this area impact your goal for your students?
By providing activities across the areas of math, students will have a “spiral” type curriculum for the Tubs. The activities will be hands on and game like activities that will be motivating to students and provide them with extension activities to support and enrich the 5th grade standards.
Reflections:

**November 17, 2014:**

I went on-line and found research from [www.bestevidence.org](http://www.bestevidence.org) on using math centers in the classroom. The research was done by Robert E. Slavin from Johns Hopkins University, Cynthia Lake from Johns Hopkins University, and Cynthia Groff from University of Pennsylvania. Their research key findings were: 1) Programs designed to change daily teaching practices—particularly through the use of cooperative learning, classroom management, and motivation programs—have larger impacts on student achievement than programs that emphasize textbooks or technology alone. 2) The most successful math programs encourage student interaction.

I have decided the I want to have Tub 1 – commercial math “strategy” game, Tub 2 – geometry activity, Tub 3 – measurement activity, Tub 4 – technology, Tub 5 – numbers & operations activity, Tub 6 - data/probability activity.

I have started to research activities to use in my 1st - 12 day rotation. I have found a volume activity using unifix cubes (measurement), a battle ship game for ordered pairs (geometry), and “Connect 4” for commercial math “strategy” game. I still am working on finding more activities from the rest of the Tubs.

I need to discuss with MaryBeth how to introduce the activities and create the Tubs with the activities, needed materials, and directions.

**November 24,**

I introduced one of the Math Tubs today. It is a game to practice and reinforce long division. It is called “Driving into Division”. Students have a race way game board and have to decide if equations are true or false by doing long division to arrive at an answer. I pulled my group E students to play a few rounds. I encouraged them to try to estimate before solving to decide whether the equation was true or false. This group liked the game but did not like estimating. They don't feel the need and just want to get to it! I asked them to reflect on a strategy that they felt helped them. I would like to include a reflection piece with this group to push them toward explaining their reasoning with explanations.

**December 5,**

I met with master teacher’s to discuss reflections and how to connect to the student groups. I had set up my goal with my 6 students in group E in mind. These students grasp concepts quickly and need to have enrichment activities to push them further. My initial reflections will focus on this subgroup.