

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): 2 Academic Year: _____

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?

In collaboration with all second grade teachers from the Jefferson Area Local School District, district data and individual student data was examined. Areas of weakness in Math include reading and answering word problems and basic addition and subtraction computation. Areas of strengths included using addition and subtraction math strategies and math manipulative. It has been determined that 100% of grade 2 students will meet score their individual growth target determined by their teacher on the Math SLO post-assessment.

Student Population

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

This SLO covers 130 second grade students in Jefferson Area Local District. I have 21 students, which includes 10 boys and 11 girls. There are 2 students identified with IEPs ; one of the 2 identified students have a Speech IEP. I also have 4 students with glasses. There is one student that is bilingual. Two students are on the Third Grade Guarantee. There is one student is taking medicine for ADHD and is also ODD. Two other students have been diagnosed with ADHD and on medicine. Three students have allergies and may need an epipen. One student has tubes in both ears. Eleven of my students have either free or reduced lunches.

Interval of Instruction

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

The duration of this SLO will be from Aug. 27, 2014 to March 20, 2015.

Standards and Content

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

This SLO encompasses Ohio's 2nd Grade Mathematics Standards for Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry. In Operations and Algebraic Thinking, students will represent and solve problems involving addition and subtraction, and work with equal groups of objects to gain foundations for multiplication. In Numbers and Operations Base 10 students will and use place value understanding and properties of operations to add and subtract. In Measurement and Data, students will measure and estimate lengths in standard units, relate addition and subtraction to length, work with time and money, and represent and interpret data. In Geometry students will reason with shapes and their attributes.

Assessment(s)

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

This assessment contains 12 one point questions and 3 two point questions in Operations and Algebraic Thinking. There are 10 one point questions and one 4 point questions in Number and Operations in Base Ten questions. There are 8 one point questions 5 two point questions in Measurement and Data. There are 3 one point questions in Geometry. There are a total 42 questions worth 53 total points.

Growth Target(s)

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

100% of Grade 2 Students will meet their growth target. Students' scores are distributed within the 5 quintiles: Quintile 1: 0-10%, Quintile 2: 11%-25%, Quintile 3: 26%-70%, Quintile 4: 71%-89%, Quintile 5: 90%-100%. Students who score 0-10% on the test will have a target of a 25% gain. Students who score 11-25% on the test will have a target of a 20% gain. Students who score 26-70% on the test will have a target of a 15 % gain. Students who score 71-89% on the test will have a target growth calculated by the following formula $100\% - \text{the percent they got on the test, divided by 4}$. Students who score 90-100% will remain in the quintile and increase assessment items at the advanced level from 10% to 40%.

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 second grade students fall into 5 tiers. Students who fall into the bottom 2 tiers are students who have little knowledge of basic addition and subtraction computation and/or struggle with reading mathematical word problems. All targets align with our district's goals of having all students, regardless of race, gender or disability; demonstrate progress in Core Mathematical skills. The questions on the pre/post assessments are based on the Common Core State Standards. The scoring formula allows the identification of individual needs and growth targets. Each student has an individual growth target based on the pre-assessment. This will provide students with the necessary skills for third grade. Students who achieve the expected growth will therefore move on to third grade with the foundation to achieve success.