

Student Learning Objective (SLO) Submission Form

Teacher Name: ___ Content Area and Course(s): _Science_____ Grade Level(s): _____5_____ Academic Year: _____

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?

This baseline data is based on results from a district-created cumulative pre-assessment, covering the district's yearly 5th grade science curriculum, which is aligned to Ohio's New Learning Standards. The pre-assessment consists of 21 multiple choice questions and 10 extended response questions to show student's background knowledge of concepts covered in the 5th grade science course. Pretest scores ranged from 16% to 69% accuracy

Pre-Assessment data

Pre-Test Results (Score Ranges)	# of students and contextual factors
0-20%	1 (1 IEP)
21-40%	19 (2 IEP, 5 Free/Reduced Lunch, 5 Gifted)
41-60%	3
61-80%	1
81-100%	0

AimsWeb Fall Benchmarks indicate the following data for the R-CBM assessment consisting of three passages read for 1 minute each. The median score for words read correctly and errors made yielded the following results.

AimsWeb R-CBM	# of students
Well Above Average $\geq 90^{\text{th}}$ ile	2
Above Average $\geq 75^{\text{th}}$ ile	6
Average $\geq 25^{\text{th}}$ ile	10
Below Average $\geq 10^{\text{th}}$ ile	5
Well Below Average ≥ 0.0	1

There is no trend data in science for this group as this is the first year of implementation.

Student Population

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

The SLO covers all 24 of my 5th grade students. 3 of these students are identified as special needs students with an IEP. Of these three, 1 is identified as having deficits in the areas of Reading and Writing who is permitted to have the test read aloud, a small group testing situation, extended time and frequent breaks. Another is identified in the areas of Writing and Written Expression with the testing accommodations of a scribe, extended time, and a small group. The third is identified in the areas of Reading, Math, and Writing. That student will receive a small group testing situation, may have the test read, and extended time. There are no students in my classroom who have a Speech IEP. There are no students that are documented as having ADHD who are not on an IEP but take medication. 5 qualify for free and reduced lunch, 5 are identified as gifted in Reading.

Interval of Instruction

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

The fifth grade science course covered will be for the 2013-14 school year beginning August 28, 2013 and ending March 27, 2014.

Standards and Content

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

Grade Band Theme: Interconnections within Systems

This theme focuses on helping students recognize the components of various systems and then investigate dynamic and sustainable relationships within systems using scientific inquiry.

Strands

Strand Connections: *Cycles on Earth, such as those occurring in ecosystems, in the solar system, and in the movement of light and sound result in describable patterns. Speed is a measurement of movement. Change in speed is related to force and mass*. The transfer of energy drives changes in systems, including ecosystems and physical systems.*

Earth and Space Science (ESS)

Topic: Cycles and Patterns in the Solar System
This topic focuses on the characteristics, cycles and patterns in the solar system and within the universe.

Physical Science (PS)

Topic: Light, Sound and Motion
This topic focuses on the forces that affect motion. This includes the relationship between the change in speed of an object, the amount of force applied and the mass of the object. Light and sound are explored as forms of energy that move in predictable ways, depending on the matter through which they move.*

Life Science (LS)

Topic: Interactions within Ecosystems
This topic focuses on foundational knowledge of the structures and functions of ecosystems.

Assessment(s)

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

The assessment used to measure growth for this SLO will be a teacher created science course post test.

Because there were no students that scored in the 81-100% range for the baseline data, a capstone project is not required.

Growth Target(s)

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

Students will increase their knowledge of 5th grade Science principles and will be measured by comparing the results of the pre-assessment and the post-assessment. I have set tiered growth targets for my students. All students scoring in the first 2 quintiles will be expected to achieve at least a target score of 60, which is the passing score for my district. All students in the third quintile with scores from 41% - 45% will be expected to achieve a target score of 60%. All other students will be expected to increase their score by a minimum of 15 percentage points. Students' scores on the pre assessment determine their growth target for the post-assessment.

Pre-assessment Baseline Score Range	Target Score on End of Year Portfolio
0-20 %	60%
21-40 %	60%
41-60 %	75%
61-80 %	90%
81-100 %	90% plus capstone score

Rationale for Growth Target(s)

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

I set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. Because the 5th grade science concepts serve as prerequisites for future science courses, it is essential that students grasp the basic concepts set forth in Ohio's New Learning Standards for 5th grade science.

Students who scored lower on the pre-assessment will be expected to demonstrate more growth in order to meet grade-level expectations.