Student Learning Objective (SLO) Template

Teacher Name: ___ Area and Course(s): <u>Reading</u> Grade Level(s): <u>Second Grade</u> 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 Reading and Language Arts include reading and answering informational text as well as grammar, mechanics and overall writing skills. Areas of strengths included sight word, vocabulary, and fluency. It has been determined that 100% of Grade 2 students will score a minimum of 60% on the Reading SLO post –assessment or meet their individual target goal on the post-assessment.

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

> SHAPE
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> This SLO covers 130 second grade students in Jefferson Area Local District. I have 24 students , which includes 12 boys and 12 girls. There are 4 students identified with IEPS (2 students who have been identified with a Cognitive Deficit, 1 student with a learning disability, and 1 identified on the autism spectrum. Two of the 4 identified students have a Speech IEP.

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. 28, 2013 to April 15, 2014 for the 2013-2014 school year.

Standards and Content

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

This SLO encompasses Ohio's 2nd Grade Reading Standards for Literature, Informational text, and Foundational Skills. All standards will be taught (Thus they are not listed individually here.) through whole class and small group in order to differentiate instructional needs.

Assessment(s)

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

This assessment contains four components. The first part is comprehension which contains 1 fiction and 1 non-fiction text. There are 16 multiple choice questions and part two is an extended response that will be graded by a 3 point rubric. The third part is phonics and has 12 multiple choices. Part four is grammar, usage, and mechanics with 6 multiple choice questions.

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 score a minimum of 60% on their Spring 2014 Reading SLO test. Students' scores are distributed within the 5 quintiles: Quintile 1: 0-7 correct (0-21%), Quintile 2: 8-15 correct (22%-42%), Quintile 3: 16-22 correct (43%-61%), Quintile 4: 23-30 correct (62%-83%), Quintile 5: 31-37 correct (84%-100%). Students who score in Quintile 1 or 2 will grow to Quintile 3 or show a growth of 20%. Students who score in Quintile 3 will grow to Quintile 4 or show a growth of 20%. Students who score in Quintile 4 will grow to Quintile 5 or show a 20% growth. Students who score in Quintile 5 will score in Quintile 5 and complete a grade 2 Capstone Project which will encompass the writing component (descriptive writing) of Benchmark End of Year Test in Reading Street and will need to score a 5 or 6 on the Descriptive Writing Rubric.

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 2nd grade Core Reading and Writing skills. All targets align with our district's goals of having all students, regardless of race, gender or disability; demonstrate progress in Core Reading and Writing 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 student 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.