

## Which Teachers Are Required to Have SLOs?

Teachers by Grade and Subject	SLO Requirements	Assessment Requirements and Options
K – 2 Teachers	<ul style="list-style-type: none"> <li>• 1 SLO for Math</li> <li>• 1 SLO for ELA</li> </ul>	<p><input type="checkbox"/> <b>Must use one of the following as evidence:</b></p> <ul style="list-style-type: none"> <li>- State approved 3<sup>rd</sup> party assessment</li> <li>- District, regional or BOCES-developed assessment</li> <li>- School or BOCES-wide, group, or team results based on state assessments</li> </ul>
Grade 3 Teachers	<ul style="list-style-type: none"> <li>• 1 SLO for Math</li> <li>• 1 SLO for ELA</li> </ul>	<p><input type="checkbox"/> <b>Must use 3<sup>rd</sup> grade State assessment (ELA and math)</b></p> <p><b>State provided growth measure</b></p>
Grades 4-8 ELA and Math and Common Branch Teachers	<ul style="list-style-type: none"> <li>• <b>NO SLO REQUIRED</b></li> </ul>	<p><input type="checkbox"/> <b>4 &amp; 8 science must use State assessment as evidence</b></p> <p><input type="checkbox"/> <b>Grades 6-7 science and 6-8 social studies must use one of the following options as evidence:</b></p> <ul style="list-style-type: none"> <li>- State approved 3<sup>rd</sup> party assessments</li> <li>- assessments District, regional or BOCES developed</li> </ul>
Grades 4-8 Other Subject Teachers	<ul style="list-style-type: none"> <li>• SLO for each subject/assessment (SLOs must cover classes with largest number of students until a majority of students are covered)</li> </ul>	<p><input type="checkbox"/> <b>Must use one of the following as evidence:</b></p> <ul style="list-style-type: none"> <li>- State approved 3<sup>rd</sup> party assessments</li> <li>- District, regional or BOCES developed assessments</li> <li>- School or BOCES-wide, group, or team results based on state assessments</li> </ul>
Grades 9-12 Regents Teachers	<ul style="list-style-type: none"> <li>• 1 SLO for each subject/assessment (SLOs must cover classes with largest number of students until a majority of students are covered)</li> </ul>	<p><input type="checkbox"/> <b>Must use State assessment or Regents exam (or Regents equivalent) as evidence</b></p>
Grades 9-12 Other Teachers	<ul style="list-style-type: none"> <li>• 1 SLO for each subject/assessment (SLOs must cover classes with largest number of students until a majority of students are covered)</li> </ul>	<p><input type="checkbox"/> <b>Must use one of the following as evidence:</b></p> <ul style="list-style-type: none"> <li>- State approved 3<sup>rd</sup> party assessments</li> <li>- District, regional or BOCES developed assessments</li> <li>- School or BOCES-wide, group, or team results based on state assessments</li> </ul>

Teachers by Grade and Subject	SLO Requirements	Assessment Requirements and Options
Self-Contained Teachers - ESL/Bilingual, students with disabilities	<p>Less than 50% of students are covered by State growth measure</p> <ul style="list-style-type: none"> <li>• 1 SLO for ELA (literacy and writing)</li> <li>• 1 SLO for math</li> </ul> <p>(Unless teacher focuses on a single subject area)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Must use State assessment as evidence if available</li> <li><input type="checkbox"/> If not, Must use one of the following as evidence: <ul style="list-style-type: none"> <li>- State approved 3rd party assessments</li> <li>- District, regional or BOCES developed assessments</li> <li>- School or BOCES-wide, group, or team results based on state assessments</li> </ul> </li> </ul>
Self-Contained Teachers - ESL/Bilingual, students with disabilities	<p>More than 50% of students are covered by State growth measure</p> <ul style="list-style-type: none"> <li>• NO SLO REQUIRED</li> </ul>	<p>State provided growth measure</p>
Push-In, Pull-Out Teachers/Resource Teachers (AIS, SWD, ESL, etc.)	<ul style="list-style-type: none"> <li>• 1 SLO for subject area focus <ul style="list-style-type: none"> <li>- Consider group/team growth on State Assessment</li> <li>- Collaborative goal setting with classroom teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Must use State assessment as evidence if available</li> <li><input type="checkbox"/> If not, must use one of the following as evidence: <ul style="list-style-type: none"> <li>- State approved 3rd party assessments</li> <li>- District, regional or BOCES developed assessments</li> <li>- School or BOCES-wide, group, or team results based on state assessments</li> </ul> </li> </ul>
Co-Teachers	<p>If district cannot track multiple teachers of record</p> <ul style="list-style-type: none"> <li>• Common Branch Teachers: <ul style="list-style-type: none"> <li>- 1 SLO for ELA</li> <li>- 1 SLO for Math</li> </ul> </li> <li>• Other subject area teachers <ul style="list-style-type: none"> <li>- SLO for subject area focus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Must use State assessment as evidence if available</li> <li><input type="checkbox"/> If not, must use one of the following as evidence: <ul style="list-style-type: none"> <li>- State approved 3rd party assessments</li> <li>- District, regional or BOCES developed assessments</li> <li>- School or BOCES-wide, group, or team results based on state assessments</li> </ul> </li> </ul>
NYSESLAT Teachers	<p>Less than 50% of students take State ELA</p> <ul style="list-style-type: none"> <li>• 1 SLO for ELA</li> <li>• 1 SLO using NYSESLAT (as applicable)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ELA State assessment as evidence where applicable</li> <li><input type="checkbox"/> NYSESLAT as evidence</li> </ul>
NYSAA Teachers	<p>Less than 50% of students take State assessment</p> <ul style="list-style-type: none"> <li>• 1 SLO using NYSAA</li> <li>• Additional SLOs based on subject area taught</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Must use NYSAA performance assessment as evidence</li> <li><input type="checkbox"/> Additional evidence based on subject areas taught (i.e. ELA, math, Regents)</li> </ul>

Adapted, NYS Education Department

## Guide to Developing Student Learning Objectives

SLO Elements	Student Population	Learning Content	Interval of Time	Evidence	Baseline	Target	HEDI Criteria	Rationale
<p>What Students are included in the SLO?</p>	<p>What is the content to be taught?</p>	<p>What is the timeframe for the content to be taught?</p>	<p>What assessment(s) or student work product(s) will be used to measure this goal?</p>	<p>What is the starting level of learning for students in the class?</p>	<p>What is the expected outcome (target) by the end of the instructional period?</p>	<p>How will different levels of student growth translate into rating categories?</p>	<p>What are the reasons for choosing the learning content, evidence and target?</p>	
<p><b>Guiding questions:</b>                      Within and across classes, what are students' current skill and knowledge levels which may impact the target and the learning content?                      How many and what types of identifiable subgroups exist?                      How will instruction be differentiated to meet specific student learning needs?</p>	<p>What are the most critical aspects for the development of these students in this content this year?                      To what extent is the learning content specific and measurable?                      What instructional approaches are prioritized? Why are these most likely to support student mastery of these standards?</p>	<p>How does the selected interval align with local pacing (where applicable)?                      What is the best scope and sequence to ensure this population of students achieves this targeted content in this interval?                      How will formative assessment and reflection on data influence instructional decisions during the interval?</p>	<p>How aligned and authentic are the assessment items to the learning content?                      Valid and reliable?                      Comparable and rigorous?                      From approved list of allowable options?                      How are assessments scored for point values assigned per item and method of summarizing scores?</p>	<p>In addition to the pre-assessments what other data sources were reviewed to confirm student learning needs?                      How strongly do the pre-assessments and other data analyses indicate the need for the learning content?</p>	<p>Does the target align with school and district goals?                      Do the target prepare student for success in next grade level or level of student in the same content?                      How is current knowledge and skill of the students informing the target?</p>	<p>How high are expectations for all students?                      What is the rationale that is used for the differentiations in points?                      Within a HEDI rating category how clear and objective is the point allocation?                      How will evaluator determine what range of student performance meets "effective" versus "well-below", "ineffective", "below" (developing), and "well-above" (highly effective)?</p>	<p>Does the rationale provide clear focus and instruction and assessment?                      Is it based on review of multiple school and classroom data points for areas of strength and need?                      Does it describe how the elements will be used together to prepare students for future coursework as well as college and career readiness?</p>	
<p><b>Criteria:</b>                      Each SLO will address all students in the teacher's course or across multiple course sections who take the same final assessment.                      Specify the assigned students who are included in the SLO along with the course sections and student names and/or identification numbers (Full class rosters of all students must be provided.)</p>	<ul style="list-style-type: none"> <li>Identify the course name and source of standards (CC, national, state, local) associated with this SLO and specify the exact standards, performance indicators, etc., that will be taught, learned and assessed.</li> <li>Aligns to district priorities and or future coursework</li> </ul>	<ul style="list-style-type: none"> <li>Specify when the teaching for this learning content will begin and end date.</li> <li>Rationale is required if less than the typical year-long interval is set (semester/quarter).</li> </ul>	<ul style="list-style-type: none"> <li>List the specific pre-assessment and summative assessment to be used for providing baseline and summative data for the SLO.</li> <li>Ensure those with vested interest do not score student assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how student performed on the pre-assessment for the learning content.</li> <li>Actual baseline scores for each student are required.</li> <li>Multiple data sources are used</li> </ul>	<ul style="list-style-type: none"> <li>Define numeric growth goal for each student performance on identified summative assessments which measure student knowledge and skill in the learning content.</li> <li>Actual final scores for each student are required.</li> <li>Set target consistent with district expectations in grade/subject targets.</li> </ul>	<ul style="list-style-type: none"> <li>Provide specific descriptions of student learning for each rating category.</li> <li>These ranges translate into HEDI categories to determine teachers' final rating for the growth score.</li> <li>Mathematically possible for teacher to obtain every point value within rating category.</li> </ul>	<ul style="list-style-type: none"> <li>Provide the reasoning for the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.</li> </ul>	

Student Population	Learning Content	Interval of Instructional Time	Evidence	Baseline	Target	HEDM Criteria	Rationale
<p>What Students are included in the SLO?</p> <p>NYS Teaching Standard 1. Knowledge of Students and Student Learning</p>	<p>What is the content to be taught?</p> <p>NYS Teaching Standard 2. Knowledge of Content and Instructional Planning</p>	<p>What is the timeframe for the content to be taught?</p> <p>NYS Teaching Standard 2. Knowledge of Content and Instructional Planning</p>	<p>What assessment(s) or student work product(s) will be used to measure this goal?</p> <p>NYS Teaching Standard 5. Assessment for Student Learning</p>	<p>What is the starting level of learning for students in the class?</p> <p>NYS Teaching Standard 5. Assessment for Student Learning</p>	<p>What is the expected outcome (target) by the end of the instructional period?</p> <p>NYS Teaching Standard 3. Instructional Practice and Instructional Environment</p>	<p>How will different levels of student growth translate into rating categories?</p> <p>NYS Teaching Standard 3. Instructional Practice</p>	<p>What are the reasons for choosing this learning content, evidence and target?</p> <p>NYS Teaching Standard 2. Knowledge of Content and Instructional Planning 3. Instructional Practice 5. Assessment for Student Learning</p>
<p>Performance Indicators</p> <p>1.3 b Plans for student strengths, interest and experiences</p> <p>1.3c Meets diverse learning needs of each student</p> <p>1.1 b Creates developmentally appropriate lessons</p>	<p>Performance Indicators</p> <p>2.1 a Understands key concepts and themes in the discipline</p> <p>2.1 b Understand key disciplinary language</p> <p>2.1 d Understands learning standards</p> <p>2.3a Designs instruction to meet diverse learning needs of students</p> <p>2.4a and 3.1 a Aligns learning standards</p> <p>2.4b Articulates learning objectives/goals with learning standards</p>	<p>Performance Indicators</p> <p>2.6 c Organizes time</p> <p>3.6 Adjusts pacing</p>	<p>Performance Indicators</p> <p>5.1 a Uses assessment to establish learning goals and inform instruction</p> <p>5.1 c Aligns assessments to learning goals</p> <p>5.1 d Implements testing accommodations</p> <p>5.2 b Uses assessment data to set goals</p> <p>5.4b Establishes an assessment system</p> <p>2.2b and 3.5b Provides synthesis critical thinking and problem-solving</p> <p>2.2c Incorporates disciplinary and cross-disciplinary learning experiences</p>	<p>Performance Indicators</p> <p>5.2a Analyzes assessment data</p> <p>5.1b Measures and record student achievement</p> <p>5.3a Accesses and interprets assessments</p> <p>5.4a Understands assessment measures and grading procedures</p>	<p>Performance Indicators</p> <p>3.2c Implements challenging learning experiences</p> <p>3.4b Implements strategies for mastery of learning outcomes</p> <p>3.4a Differentiates Instruction</p> <p>3.1 c Engages students</p> <p>4.2a Establishes high expectations for achievement</p> <p>4.2b Promotes student curiosity and enthusiasm</p> <p>4.3 Establishes instructional groups</p>	<p>Performance Indicators</p> <p>3.3a Establishes high expectations</p> <p>3.3b Articulates measures of success</p>	<p>Performance Indicators</p> <p>2.5b Designs learning experiences using prior knowledge</p> <p>3.0a Uses formative assessment</p> <p>5.5a Communicates purposes and criteria</p>
<p>Multiple Measure in the Evaluation Process</p> <p>Analysis of Teaching Artifacts during the Pre-Conference</p>	<p>Analysis of Teaching Artifacts during the Pre-Conference</p>	<p>Observation</p>	<p>Analysis of Teaching Artifacts during the Pre-Conference</p> <p>Examining Student Work during the Post Conference</p>	<p>Analysis of Student Work during the Post Conference</p>	<p>Observation</p>	<p>Observation</p>	<p>Analysis of Teaching Artifacts</p> <p>Observation</p>

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## Student Learning Objective (SLO) Development Checklist

Based on the CTAC rubric and based on the experiences of SLO development, this checklist has been designed to guide the construction of SLOs.

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### Student Population

Essence: These are the students included in the SLO.

Task: Specify the assigned students who are included in this SLO along with the course sections and student names and/or identification numbers. (Full class rosters of all students must be provided for all included course sections.)

- Provides information about course sections and enrollment.
  - Includes all students in selected course sections.
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### Learning Content

Essence: This is the content to be taught in the SLO.

Task: Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.

- Uses the appropriate body of standards (Common Core, national, state, local).
  - Names the exact standards, performance indicators, etc.
  - Selects specific and measurable standards, indicators, etc.
  - Selects the most important standards, indicators, etc., for the course (including the examination of data from previous years), rather than a complete list of Standards from the course.
  - Includes Common Core standards to supplement NYS Learning Standards for courses other than ELA or math (e.g., Literacy in History/Social Studies, Science, and Technical Subjects).
  - Aligns to district and/or school priorities.
  - Aligns to future coursework, as well as college and career readiness.
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### Interval of Instructional Time

Essence: This is the timeframe within which the learning content will be taught. (This is generally one academic year, unless the course is set as a semester, quarter, etc.)

Task: Specify when the teaching for this learning content will begin and end. (Rationale is required if less than the typical year-long interval is set.)

- Indicates a clear start and end date.
- Provides a rationale if the interval is less than one year (e.g., course length is less than one year).

**Evidence**

Essence: These are the assessments used for determining students’ levels of learning.

Task: List the specific pre-assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO. (Districts and BOCES must verify comparability and rigor for any assessments they develop.)

- Identifies diagnostic assessment(s) and summative assessment(s).
- Aligns tightly to the selected learning content using authentic measures.
- Employs a clear rubric, scoring guide, and/or answer key to minimize subjectivity of scoring.
- Matches score reporting to the specificity of learning content.
- Demands higher order thinking of students.
- Provides an opportunity for real-world application of knowledge and skill.
- Includes a constructed response and/or performance measures as much as possible.

**Baseline**

Essence: This is the level of students’ knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.

Task: Describe how students performed on the identified pre-assessment(s) for the learning content, including any additional data that informed SLO development. (Actual baseline scores for each student are required.)

- Describes how students performed on the identified diagnostic assessment(s).
- Provides a baseline score for each student in the SLO.

**Target(s)**

Essence: This is the numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time.

Task: Define numeric growth goals for student performance on identified summative assessment(s) which measure student knowledge and skill in the learning content. (Actual final scores for each student are required.)

- Provides a target statement.
- Sets targets consistent with district-level expectations for target-setting in this grade/subject.
- Considers all student populations to ensure that are equally challenging and rigorous as those for other students, considering each student’s starting point.

### **HEDI Criteria**

Essence: This is how different levels of student growth will translate into one of four rating categories: Highly effective, Effective, Developing, and Ineffective.

Task: Provide specific descriptions of student learning for each rating category.

- Allocates points clearly and objectively within a HEDI rating category (with it mathematically possible for the teacher to obtain every point value within a rating category).
  - Categorizes all possible scoring results in the HEDI structure such that
    - Highly effective = exceeds district expectations
    - Effective = meets district expectations
    - Developing = is below district expectations
    - Ineffective = is well below district expectations
  - Defines HEDI rating categories that are rigorous, attainable, and in-line with district growth expectations or goals.
  - Includes special populations in the HEDI structure.
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### **Rationale**

Essence: This describes the reasoning behind the choices regarding learning content, evidence, and target.

Task: Describe the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.

- Provides reasoning for the selection of the learning content, evidence, and target.
- Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness.
- Indicates a thoughtful level of detail resulting in defensible decisions for the following elements: learning content, evidence, target(s), baseline, and HEDI.
- Plans for ongoing reflection on student progress and uses that information to differentiate instruction to ensure students' targets are met.

## New York State Student Learning Objective – High School Global II

**All SLOs MUST include the following basic components:**

<b>Population</b>	<p>These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</p> <p>Course sections: All 3 sections of Global II (see attached rosters)</p>
<b>Learning Content</b>	<p>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</p> <p>Course: Global Studies II, High School</p> <p>Source of Standards: NY State Social Studies Standards and the Common Core Standards for Literacy in History/Social Studies Standards, Performance Indicators, etc.:</p> <p>All 5 NYS learning standards for the course will be targeted, including all performance indicators. In addition, the following standards from the NYS P12 Common Core Learning Standards for Literacy in History/Social Studies 6-12 are included also:</p> <p>RHST.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RHST.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RHST.9-10.10 Read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
<b>Interval of Instructional Time</b>	<p>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</p> <p>The SLO begins October 1, 2012 and conclude on May 31, 2013.</p>



<p><b>Evidence</b></p>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p><u>Pre-assessment:</u> The August 2011 released Global History and Geography Regents exam is used as the pre-assessment.</p> <p><u>Summative assessment:</u> The summative assessment is the Global History and Geography Regents Exam to be administered June 2013.</p> <p>Offers accommodations as legally required and appropriate? Yes; students' IEPs and 504 plans will be followed.</p> <p>Ensures that those with vested interest are not scoring summative assessments? Yes; I will be participating in our district's scoring sessions for history and social studies teachers.</p>
<p><b>Baseline</b></p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p><u>Performance in Global I:</u> Of my 60 students, 40 received a letter grade of D for the course, with only 10 students passing the summative exam. Students' learning logs from last year reveal only a superficial understanding of important standards that must be deepened this year, in addition to the new material.</p> <p><u>Released Global History and Geography Regents Exam:</u> The average score on this assessment was 42%. Actual test scores are included in the attached student rosters.</p> <p><u>History of English Language Arts Performance:</u> I reviewed past exam data and student report cards and there were clear deficits in students' abilities to communicate persuasively in writing and to interpret factual texts. Much of the Regents exam is devoted to document based questions where students are first asked to read excerpts from factual documents and respond to questions about the text. In addition, they must consolidate their knowledge of the readings to respond to a final essay question. This led to including Common Core standards in this SLO, and also a review of students' reading and writing performance. I found that many of my students, particularly those identified as ELLs, have demonstrated weaknesses in this area according to their academic performance.</p> <p><u>Additional Diagnostic Assessment:</u> To confirm these difficulties, during the first month of school, I created a series of 5 brief readings, asked students to respond to factual as well as inferential questions about the texts, and finally to respond to an essay question. I used a rubric similar to the one used on the Regents exam and found that less than 50% of my students could complete this task at a mid-level proficient level. Unfortunately, a number of students could not answer the short answer questions and responded to the essay request with only one or two sentences.</p>



*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*  
 80% of my students will meet their specific goals that I have in the attached rosters. These goals were differentiated based on pre-assessment scores (also included in the attached rosters). Ranges for targets were assigned using the following:

Pre-Assessment Score	Target Score
25-30	50
31-35	55
36-40	60
41-45	65
46-50	70
51-55	75
56-60	80
61 and higher	85

Note that my ELL students and my students with disabilities have the same goal ranges as the rest of my students. I will seek assistance from the Special Education and ESL teachers to help me think through strategies to help all of my students meet their goals.

*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well-above" (highly effective)?*

**HEDI Criteria**

- Highly effective = 89% of students or more will meet or exceed their target goal on the summative assessment.
- Effective = 80-88% of students will meet or exceed their target goal on the summative assessment.
- Developing = 68-79% of students will meet or exceed their target goal on the summative assessment.
- Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment.

HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
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	8	7	6	5	4	3	2	1	0
97-100%									
93-96%									
89-92%									
88%									
87%									
86%									
85%									
84%									
83%									
82%									
81%									
80%									
78-79%									
76-77%									
74-75%									
72-73%									
70-71%									
68-69%									
57-59%									
46-56%									
0-45%									

*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*

The learning content was chosen as it is measured by the Regents exam and important for college and career readiness. While all course standards are the basis of this SLO, three Common Core standards for reading are included as well, as our school-wide literacy data indicate a need for improvement in technical vocabulary and more opportunities for reading comprehension of informational texts.

College recruiters have been telling us that high school graduates do not have the independent reading, critical thinking, and writing skills essential for success in higher education. Developing these skills throughout the semester is essential to preparing students for the next phase of their lives.

The assessment is rigorous, as students must review textual information with a critical eye, draw supportable conclusions, and make connections among world events. Mastering these important skills is vital as my students prepare for their collegiate and career lives. These abilities are consistent with what students will need as they continue in our ever-changing society.

Given the extent of document based questioning and essays on the Regents exam, this evidence will measure the selected learning content. Higher order thinking skills represent a large portion of the exam and a significant number of items require students to make inferences based on facts presented to them, which also demonstrates the rigor of this evidence.

The performance targets for our students on the summative assessment represent high expectations and help ensure our students are ready for graduation, college, and careers. Our department agreed that due to overall school-wide literacy needs, we need to focus significant instructional time on opportunities for students to build their academic vocabulary and to read and respond to informational texts. We have agreed to use ongoing formative assessments and to discuss the assessment results at our weekly PLC meetings where we will share ideas, determine student grouping and intervention supports, and determine other instructional adjustments.

## Rationale



# New York State Student Learning Objective – Grade 2 ELA

All SLOs MUST include the following basic components:

<p><b>Population</b></p>	<p>These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</p> <p>Course sections: All 23 students in my 2<sup>nd</sup> grade classroom.</p> <p>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</p> <p>Course: Second Grade English Language Arts</p> <p>Source of Standards: NYS P12 Common Core Learning Standards for ELA and Literacy</p>
<p><b>Learning Content</b></p>	<p>Standards, Performance Indicators, etc.:</p> <p>RL 2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL 2.6 Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading a dialogue aloud.</p> <p>RL 2.11 Make connections between self, text, and the world around them (text, media, social interaction).</p> <p>RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes a story</p> <p>RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI 2.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points</p>
<p><b>Interval of Instructional Time</b></p>	<p>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</p> <p>This SLO will begin on October 1, 2012 and conclude on May 15, 2013.</p>

	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p><u>Pre-assessment:</u> End-of-grade test for first grade reading from "TestMakersForYou"</p> <p><u>Summative Assessment:</u> End-of-grade test for second grade reading from "TestMakersForYou"</p> <p>Offers accommodations as legally required and appropriate? Yes; I will follow my students' IEPs during testing administrations.</p> <p>Ensures that those with vested interest are not scoring summative assessments? Yes; our district process for scanning/scoring and reporting will be used.</p>												
<p><b>Baseline</b></p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <ol style="list-style-type: none"> <li>1. Kindergarten Readiness: I was able to trace the records for 90% of my students back to the kindergarten level. The majority of these students reported to kindergarten without school readiness skills and ended their kindergarten year growing in skills but still scoring almost one year behind on the summative created by "TestMakersForYou."</li> <li>2. <u>1<sup>st</sup> Grade Data:</u> Last year, my students grew but were still far below grade level, scoring an average 51.7% accuracy rate on the comparable test at the end of first grade. The gap between their actual scores and what we would expect of first graders at the end of the year has narrowed, but much work is yet to be done. Actual test scores are included in the target section below, but I have also attached a score report from last year.</li> <li>3. <u>Guided Reading Data:</u> Early guided reading results from this year show that most students are still 2 levels below grade level in reading, with many struggling to make connections, understand vocabulary, and find main ideas and supporting details. This class is also well behind other second grade classes in the school.</li> </ol>												
<p><b>Target(s)</b></p>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>80% of students will reach their individual goals. My goal for each student was set individually based on available data sources, namely the pre-assessment scores. (Individual pre-assessment scores and targets are shown in the attached roster.)</p> <table border="1" data-bbox="381 344 732 735"> <thead> <tr> <th>Pre-Assessment Score Range</th> <th>Summative Goal</th> </tr> </thead> <tbody> <tr> <td>20-35</td> <td>50</td> </tr> <tr> <td>36-46</td> <td>60</td> </tr> <tr> <td>46-55</td> <td>70</td> </tr> <tr> <td>56-65</td> <td>75</td> </tr> <tr> <td>Greater than 66</td> <td>80</td> </tr> </tbody> </table> <p>Exceptions to this system were made for Ortega, Kaldas, and Yellen in light of available data.</p>	Pre-Assessment Score Range	Summative Goal	20-35	50	36-46	60	46-55	70	56-65	75	Greater than 66	80
Pre-Assessment Score Range	Summative Goal												
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How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well-above" (highly effective)?

## HEDI Criteria

- Highly effective = 89% of students or more will meet or exceed their target goal on the summative assessment.
- Effective = 80-88% of students will meet or exceed their target goal on the summative assessment.
- Developing = 68-79% of students will meet or exceed their target goal on the summative assessment.
- Ineffective = 67% or fewer students will meet or exceed their target goal on the summative assessment.

97-100 %	93-96%	89-92%	88%	87%	86%	85%	84%	83%	82 %	81%	80%	DEVELOPING					INEFFECTIVE			
												8	7	6	5	4	3	2	1	0
												78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	57-67%	46-56%	0-45%

*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*

These standards were chosen because these were shown to be weaknesses in the pre-assessment data. Vocabulary is a particular problem for some of my students, particularly the English Language Learners, based on their vocabulary test results provided by the first grade teachers. In addition to guided reading levels being 2 levels behind, pre-assessment results also indicate that almost all students had much higher levels of difficulty with informational texts, particularly grasping the main idea and making connections.

Historical data indicates that students who do not master these basic skills will not be able to move successfully into the third grade. At the end of last year, I met with the third grade teachers and looked at my former students' performance on the State ELA assessment. Those students who were behind on these standards when they left my class did not pass the third grade State ELA assessment.

The selected assessments have district approval and are more valid and reliable than what we used last year. This year's score reporting allows us to see how each student performed on each of the standards we addressed.

In our team meeting, we had a lot of discussion about the goals to set for students. We have heard some concerns from the third grade teachers that they had to spend too much time catching students up last year. To bring students to their targets, we are infusing more rigorous reading selections to better prepare students for third grade.

We will be reading a variety of texts this year, but it is clear students require more experience with informational texts. This focus also aligns with our school goal of infusing more informational reading into the primary grades. We will use ongoing formative assessments to monitor student progress. As needed, we will adjust our teaching strategies based on the data from the formative assessments.

## Rationale



## Grade 2 ELA Roster

Student	Pre-Assessment Score	Summative Goal	Actual Summative Score	Met Target
Abrams, J.	40	60	65	Y
Baker, C.	60	75	75	Y
Baratta, L.	38	60	59	N
Davis, M.	49	70	71	Y
Edwards, S.	45	60	63	Y
Fletcher, A.	25	50	45	N
Garrison, D.	50	70	80	Y
Graham, W.	63	75	87	Y
Jones, R.	65	75	79	Y
Kaldas, S.	60	80	81	Y
Kleinmetz, V.	20	50	57	Y
Ming, C.	41	60	60	Y
Nguyen, A.	39	60	50	N
Ortega, S.	75	90	92	Y
Oweida, R.	52	70	81	Y
Patrone, A.	59	75	75	Y
Sanders, H.	58	75	78	Y
Thigpen, T.	54	70	67	N
Thomas, M.	60	75	86	Y
Torres, B.	52	70	72	Y
Vance, K.	61	75	83	Y
Wray, J.	62	75	88	Y
Yellen, S.	62	80	90	Y
			<b>Percent Meeting Target</b>	83 %
			<b>Subcomponent HEDI Rating</b>	Effective

Adapted from:

# Resources

## NYSED:

- ❑ **CCLS SED Website** [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/](http://www.p12.nysed.gov/ciai/common_core_standards/)
  - ❑ **Engage NY** [www.engageny.org](http://www.engageny.org)
  - ❑ **NYS Teaching Standards**  
<http://www.highered.nysed.gov/tcert/resteachers/teachingstandards.html>
  - ❑ **NYSED Approved Teacher Practice Rubrics**  
<http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/>
- SLO HELP:** [slohelp@mail.nysed.gov](mailto:slohelp@mail.nysed.gov)

## NYSUT:

- ❑ **Teacher Evaluation and Development (TED) System**  
[www.nysut.org/ted](http://www.nysut.org/ted)
  - Handbook, Workbook, NYSUT Teacher Practice Rubric, Research, Glossary
- ❑ **Education & Learning Trust (ELT)**  
[www.nysut.org/elt](http://www.nysut.org/elt)
  - Training – Evaluator, Stakeholder, and Teacher Academies