

Student Learning Objective (SLO) for Grade 4 ELA

SLO Component	Description
Objective Summary Statement	<i>What is the focus of this SLO?</i> This SLO addresses grade 4 reading standards related to citing evidence to support inferences in both literary and informational text.
Rationale	<i>How did you develop this SLO? (Be sure to identify how it aligns to school goals and college and career readiness.)</i> Based on a district pre-assessment in reading, 67 % of students were unable to cite textual evidence to support inferences in literary text whereas 10 % of students when working with informational text were not proficient. As reflected in the past two years of state assessment data, 61 % of students were unable to support literary text inferences during 2014 and 65% unable to do so in 2015. The ability to support inferences as well as recognize the evidence others use to support their inferences is a critical thinking strategy that will be useful in life skills. Students should additionally be able to identify the types of evidence used when creating an inference to determine the validity of such evidence.
Data Review and Baseline Evidence	<i>What data source(s) did you consult and how did each inform this SLO?</i> This SLO was based upon the data from the district pre- and post-assessment for reading for grade 4 students. In addition, data from the state reading assessment for students in grade 4 was analyzed to support the importance of focusing on this SLO.
Student Population	<i>Period/Section of students:</i> 4 th grade students <i>Number of students selected:</i> 22 <i>Number of students taught this period:</i> 22 <i>Describe the student population and why they are being selected for this SLO.</i> This SLO will address twenty-two 4th grade students. The class includes 3 students on IEPs (2 with reading disabilities and 1 for behavior) and 1 first year ELL student. These students require instructional and assessment accommodations and modifications which will be addressed working in conjunction with the Special Education Teacher and ELL instructor. Students will be exempted from the SLO for absenteeism exceeding 20% of the school year. Students who have been in the district fewer than 90 days will also be exempted.

Commented [1]: The rationale describes a history of low performance in the focus area to demonstrate the thinking behind the development of this SLO. It also connects the importance of the skills to be taught beyond the classroom. As a next step, the rationale could include how the SLO fits with an overall school goal or direction.

Commented [2]: This SLO is based upon a review of 2 data sources – the district pre- and post-assessment as well as the state reading assessment. While the State assessment is described in the Rationale as showing a lack of proficiency with the learning content, the baseline scores show many students (14 of 22) having mastered at least half of the assessment, which does not yet represent need. It may be that the district assessment measures more than the learning content, which should be cleared up in a conversation. Probing on what being “...unable to cite...” looks like would be helpful.

Commented [3]: This section includes general information (e.g., grade level, number of students). This description could be stronger by describing specific abilities students have related to the standards, and specific aspects related to the standards that students struggle with.

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Learning Content	<p>Course: Reading</p> <p>Source of Standards: Maryland College and Career Ready Curriculum Framework ELA</p> <p>What course standards are being addressed?</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Standards for Reading Literary Text)</p> <p>RI. 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Why are these standards the focus of this SLO?</p> <p>Based on a district pre-assessment, 67 % of students were unable to cite textual evidence to support inferences in literary text whereas 10 % of students when working with informational text were not proficient. As reflected in the past two years of state assessment data, 61 % of students were unable to support literary text inferences during 2014 and 65% unable to do so in 2015.</p> <p>To be lifelong learners, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Students must be taught to use the text to support their answers, thinking, and inferences.</p>																											
Instructional Interval	<p>Start date: September 15, 2016 End date: May 15, 2017</p> <p>How is this an appropriate amount of time for students to learn the selected learning content?</p> <p>The SLO spans the majority of the course timeframe, which allows a majority of the course content to be learned.</p>																											
Target	<p>What target-setting approach(es) are being used for this SLO? (Select all that apply.)</p> <table border="1" data-bbox="370 1129 1047 1207"> <tr> <td><input type="checkbox"/></td> <td>Banded</td> <td></td> <td>Half the Gap</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Common Growth</td> <td>x</td> <td>Individualized</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Growth to Mastery</td> <td></td> <td>Status</td> </tr> </table> <p>How are the individual growth targets rigorous?</p> <p>Individualized targets were set to ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower on the pre-assessment will be expected to demonstrate more growth in order to meet grade-level expectations.</p> <table border="1" data-bbox="370 1346 727 1476"> <thead> <tr> <th>Baseline</th> <th>Target</th> <th># of students</th> </tr> </thead> <tbody> <tr> <td>0-49</td> <td>70</td> <td>5</td> </tr> <tr> <td>50-69</td> <td>85</td> <td>5</td> </tr> <tr> <td>70-79</td> <td>90</td> <td>5</td> </tr> <tr> <td>80-92</td> <td>92+</td> <td>7</td> </tr> </tbody> </table>	<input type="checkbox"/>	Banded		Half the Gap	<input checked="" type="checkbox"/>	Common Growth	x	Individualized	<input type="checkbox"/>	Growth to Mastery		Status	Baseline	Target	# of students	0-49	70	5	50-69	85	5	70-79	90	5	80-92	92+	7
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Commented [4]: Two applicable standards are identified, which have a common connection of citing textual evidence. Though focused and coherent, further discussion is needed to clarify the degree of student need for the standards, and ensure this is a significant area of need for students.

Commented [5]: The targets are set for individual students using a banded approach, though individualized is the approach indicated. Since almost a third of the class is at 70% or above, supplying additional information about this group may be helpful in understanding how this group of students will be challenged. Given the narrow scope of two standards, the interval of most of the year, and the numeric expectations, the rigor of the targets is currently low and should be discussed.

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<p>Evidence of Growth</p>	<p><i>What assessments are you using as the evidence of growth?</i></p> <p>This SLO will use the district reading assessment for grade 4 students as both a pre- and post-assessment measure. The district administrators and the district test coordinator verified it is reliable and valid and address these standards, content and skills addressed in this SLO.</p> <p><i>Why are these the best assessments to measure the selected learning content?</i></p> <p>This assessment is appropriate for measuring student growth because it addresses the standards that were identified as deficient. The assessment includes prerequisite skills to capture the foundational knowledge that supports the increasing complexity of the 4th grade level material and beyond, the expectation in citing textual evidence in inferential skills.</p>
<p>Strategies</p>	<p><i>Identify, describe, and justify your key instructional strategies.</i></p> <p>I will use the following instructional strategies:</p> <ul style="list-style-type: none"> • Close Reading – read closely to determine what the text says explicitly and to make logical inferences to specific textual evidence when writing or speaking to support conclusions drawn from the text. • Graphic Organizers – to support citing evidence from the text • Talking to the Text - provides students with an opportunity to engage with the text independently before sharing their process by using sticky notes, highlighters, notes in the margin of the text <p><i>How will you use data to inform and differentiate your instruction?</i></p> <p>I will use formative assessments to gauge student learning on an on-going basis. Based upon these assessments, I will use differentiated instruction as needed to meet students' needs.</p>
<p>Teacher Professional Development (PD) and Support</p>	<p><i>What professional development do you plan to engage with to support SLO implementation?</i></p> <p>The Literacy Coach is going to provide on-going support to me with this SLO. She is collaborating with me in the analysis of student data and planning differentiated instructional lessons based upon formative data collected.</p>

Commented [6]: Although the assessments are not available for review, it is a positive feature that they have been vetted by district leaders. Knowing whether the assessment measures only the learning content, or more standards than listed would be important to clarify, as would the types of items used (e.g., multiple-choice, written performance) and the cognition levels being assessed (i.e., DOK levels).

Commented [7]: Three instructional strategies are identified along with the use of formative assessments to determine student progress and inform instruction. Describing how the strategies will be used in the classroom, along with describing evidence of their effectiveness with students, would further strengthen this SLO.