

Student Learning Objective (SLO) for *Grade 4 ELA*

SLO Component	Description
Objective Summary Statement	<p><i>What is the focus of this SLO?</i></p> <p>This SLO addresses grade 4 reading standards related to citing evidence to support inferences in both literary and informational text.</p>
Rationale	<p><i>How did you develop this SLO? (Be sure to identify how it aligns to school goals and college and career readiness.)</i></p> <p>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.</p> <p>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.</p>
Data Review and Baseline Evidence	<p><i>What data source(s) did you consult and how did each inform this SLO?</i></p> <p>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.</p>
Student Population	<p><i>Period/Section of students:</i> 4th grade students</p> <p><i>Number of students selected:</i> 22</p> <p><i>Number of students taught this period:</i> 22</p> <p><i>Describe the student population and why they are being selected for this SLO.</i></p> <p>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.</p>

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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.</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" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 5%; text-align: center;">x</td> <td style="width: 55%;">Banded</td> <td style="width: 40%;">Half the Gap</td> </tr> <tr> <td></td> <td>Common Growth</td> <td>Individualized</td> </tr> <tr> <td></td> <td>Growth to Mastery</td> <td>Status</td> </tr> </table> <p>How are the individual growth targets rigorous?</p> <p>Banded 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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Baseline</th> <th style="width: 33%;">Target</th> <th style="width: 34%;"># 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>	x	Banded	Half the Gap		Common Growth	Individualized		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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<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 differentiate 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>

**Note: This SLO has been adapted from an original sample available from the Missouri Department of Elementary and Secondary Education at <https://dese.mo.gov/sites/default/files/SLO-Grade4-ELA.pdf>*