Office of Educator Effectiveness

Student Learning Objective (SLO) Example

Grade 5 English Language Arts, Talented and Gifted

Teacher Name: EXAMPLE	**Teacher School:** EXAMPLE
SLO Evaluator Name: EXAMPLE **SLO Evaluator Position/Role:** EXAMPLE	
Grade Level: 5ᵗʰ Grade	**SLO Content Area:** ELA, Talented and Gifted

Grade Level: 5th Grade

SLO Type: *Choose One* ☒ Individual (*written by an individual teacher*) ☐ Team (*team of teachers focus on a similar goal but are held accountable for only their students*)	**SLO Approach:** *Choose One* ☒ Class (*covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.*) ☐ Course (*covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.*)
SLO Interval of Instruction *Choose One* ☒ Year ☐ Semester ☐ Other If *Other*, provide rationale (i.e. quarter long course) and indicate days of instruction. Rationale: Click here to enter text. Days of Instruction	**Assessment Dates** Pre Assessment Date: Post Assessment Date:

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I. **Student Population**

Provide a detailed description of the student population. Information should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum).

This cohort of 24 students contains gifted and talented 5th graders
This is a male dominated group of with 18 males and only 6 females. Of the males 10 are White, 6 are Black and 2 are Hispanic. There are 4 White females and 2 Black females in this group.

II. **Historical and Trend Data**

Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summuative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.

In my work with them as 3rd and 4th graders they have proven to be very advanced in their oral communication and presentation abilities as it relates to the content of this SLO. It is a challenge for this cohort to show exceptional performance in their writing and in their written responses when they are asked to analyze literature.

III. **Baseline Data**

The students were given a pre-assessment prior to the development of this SLO. The pre-assessment measured the students' current abilities regarding the interpretation of literature and the composition of a persuasive writing piece. Performance rubrics were used to assess student responses. The results are summarized below:

Literature Interpretation Rubric
(score range: 4-12pts)

Baseline Score	Number of Students
Tier 3 (scores 4-6)	13
Tier 2 (scores 7-9)	8
Tier 1 (scores 10-12)	3

Persuasive Writing Rubric (score range: 0-20pts)

Baseline Score	Number of Students
Tier 3 (scores 0-6)	18
Tier 2 (scores 7-13)	4
Tier 1 (scores 14-20)	2

IV. **Post Assessment**

Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment.

The pre-and post- assessments will be teacher made and will be designed to provide students with a literature text on 5th grade level. The students will be required to answer a few questions regarding the text to show that they can successfully interpret the literature. Afterwards the students will be required to compose a persuasive essay based on a topic that was discussed in the text that they read.

Students who scored in Tier 1on the pre-assessment, will be given the same types of questions on their post-assessment, but using a more complex text.

The assessment will be scored using the Literature Interpretation Rubric and the Persuasive Writing Rubric as designed in the William and Mary Unit: Literary Reflections.

The results of these assessments will be used for this SLO only and will not be tied into grades.

V.	**Progress Monitoring**

How frequently will you progress monitor students' mastery of content? Indicate what ongoing sources of evidence you will collect in order to monitor student progress. (Other evidence of student growth can include student work samples, portfolios, etc.)

Students will be measured informally during every session. A mid-year assessment will be given that will be designed very similar to the pre and post-assessment. If students do not show growth during the year, instruction will be analyzed and adjusted to address any gaps or misunderstandings. All results will be discussed with the assistant principal of instruction as the SLO conferences are scheduled throughout the year or as needed.

VI.	**Learning Goal (Objective)**

Provide a description of what students will be able to do at the end of the SLO Interval. The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content, but focused enough to be measureable.

Students will apply demonstrate improved ability in citing textual evidence to support their thoughts when responding to text.

VII.	**Standard (s)**

Identify the content standard(s) and indicators that align to the SLO learning goal (objective).

CCSS.ELA-Literacy.RL.5.2
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Literacy.RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

✓ The Common Core Standards above align with the development of this SLO. These students have not shown growth in their performance on these standards historically. This is a year-long SLO.

VIII.	**Growth Targets**

A. Choose One

☐ Tiered

☐ Individual

☒ Targeted (*Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.*)

B. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval. List the growth target information below or on an attached spreadsheet.

The overall growth goal is for students to move from one tier to the next. Students in Tier 1 must sustain their performance or show marginal growth when possible when given a more complex literature text and when writing persuasively on more complex topics. The growth targets are shown below:

Literature Interpretation Rubric
(score range: 4-12pts)

Baseline Score	Growth Target
Tier 3 (scores 4-6)	3 points (5th grade text)
Tier 2 (scores 7-9)	3 points (6th grade text)
Tier 1 (scores 10-12)	Using more complex literature, sustain/marginal growth

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Persuasive Writing Rubric (score range: 0-20pts)

Baseline Score	Growth Target
Tier 3 (scores 0-6)	6 points
Tier 2 (scores 7-13)	6 points
Tier 1 (scores 14-20)	Writing on more complex topics, Sustain/marginal growth

    C.   Provide a rationale for the growth targets. Rationale may reflect typical vs. pretest performance, may include reasoning for using individualized targets for some but not all students, or any other influencing information used to determine anticipated growth.

Successfully interpreting literature and the composing of effective persuasive writing pieces has been a concern of previous cohorts of gifted and talented 5th grade students. In previous assessments, these students have shown little growth in their abilities in these areas. It is the goal of our district to show growth in all students. As a result, it is my goal to ensure that 5th grade students exemplify growth in these two areas. As these students transition into the middle school environment, they will be better prepared to meet performance requirements. I am confident that the objective set is broad enough to allow for various expressions within the content area but also focused enough to be clearly measured through the assessment rubrics I have selected.

IX.   Instructional Strategies

    A.   Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?

Instruction will be based on what is prescribed in the William and Mary Curriculum Unit: Literary Reflections. This unit has been designed for high ability students. Flexible grouping will be utilized as needed. Formative assessments will also be utilized as the curriculum outlines and as deemed necessary during the course of instruction.

I will read *Rigorous Reading: 5 Access Points for Comprehending Complex Texts* by Nancy Frey and Douglas B. Fisher. I plan develop/increase my understanding of the 5 Access Points (*Establishing purpose for reading, providing scaffolded and close reading instruction, collaborative conversations, independent reading staircase, and demonstrating understanding and assessing performance*) in order to help my students better understand and analyze complex texts.