Office of Educator Effectiveness

Student Learning Objective (SLO) Example

Grade 5 Special Education

Teacher Name: EXAMPLE	**Teacher School:** EXAMPLE

SLO Evaluator Name: EXAMPLE   **SLO Evaluator Position/Role:**   EXAMPLE

Grade Level: 5ᵗʰ Grade	**SLO Content Area:** Special Education

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: 9/15/14-4/8/15

Assessment Dates

Pre Assessment Date: 9/8/14

Post Assessment Date: 4/15/15

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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 SLO will serve 7, 5th grade males, who are identified as students with a specific learning disability in reading comprehension. Of the 7 students, 4 males are given direct instruction in a pullout model and 3 males remain with their nondisabled peers and participate inclusively. Within the group of 7 males, 2 males receive Speech services.
All students involved in this SLO have consistently scored low on all forms of assessment given and comprehension has been identified as the key factor.

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 summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.

This is the introductory year for students using this curriculum, so there is no previous baseline data specific to this curriculum from which to draw. (We do know from previous test scores that these students are at risk in math. Also, by taking a closer look at the content strands on previous state, national, and district tests, we have identified the specific areas of focus.)

III.   Baseline Data

Assessment Window: 2nd and 3rd weeks of September Method: Computer-generated test

Baseline Data:

Students	Preassessment Level in Fall 2014
	Below Basic
Students 1, 3, 7	**Basic**
Student 4	**Progressing**
Students 2, 5, 6	**Proficient**

IV.   Post Assessment

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

District Benchmark Testing: BoY, MoY and EoY assessment includes 30 comprehension questions that are aligned to the CCSS Reading Standards for Literature, Grade 4, due to their deficits in reading. A district-wide rubric is used to measure growth. The general education teacher administers the assessment to 5 students who have no accommodations. I administer the assessment to 5 who have standard accommodations. Once the assessments have been scored, Ms. Black and I categorize the students by proficiency level, based on the rubric, to determine what interventions, and the type of resource will be used.

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.)

Progress Monitoring Assessment: easy*CBM*, by Riverside and Houghton Mifflin and Harcourt. The teacher uses short frequent tests to evaluate a child's progress in specific areas over time. The teacher will test **every week**. The self-guided, computer generated assessment is used to monitor progress towards the IEP goals, by monitoring effectiveness of interventions and target aim lines for improvement. I will facilitate the assessment, based on the students' accommodations stated within each of their IEPs. The assessment will be scored using the easy*CBM*'s calculation method, which includes the pre-test that is given at the beginning of the 2014-15 year. easyCBM creates progress graphs that show the child's progress. Progress is measured by comparing expected and actual rates of learning.

District Assessments: Benchmarks or MAP will be used to measure the students' progress by reading passage(s) and responding to various questions to determine strengths and deficits. Within the sub- areas of reading comprehension. Those students who do not score on within 10 points of the proficient level or higher on the benchmark will be re-taught in flexible groups and through differentiated methods tiered by outcome and then demonstrate the ability to apply the skill(s) to the broader grade-level text.

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).

Content: Common Core State Reading Standards, Grade 4
- ✓ Key Details and Structure: Standard 1- textual evidence, Standard 2- determine theme and summarize text and Standard 3- describe in depth a character, setting or an event in a story or drama with specifics;
- ✓ Craft and Structure: Standard 6- compare/contrast point of view
- ✓ Integration of Knowledge and Ideas: Standard 9-Make connections between the text and a visual representation.

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.

Pre-assessment level in Fall 2014	Expected Performance level in Spring 2015
Below Basic	Basic
Basic	Progressing
Progressing	Proficient
Proficient	Advanced

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.

The basis for this SLO are the CCSS Reading Standards for Grade 4: Key Details and Structure: Standard 1- textual evidence, Standard 2- determine theme and summarize text and Standard 3- describe in depth a character, setting or an event in a story or drama with specifics;
Craft and Structure: Standard 6- compare/contrast point of view Integration of Knowledge and Ideas: Standard 9- Make connections between the text and a visual representation.

These standards continue to provide challenges for my students, as they must use textual evidence to support their

responses to comprehension questions. Without the proper modeling and practice of the correct steps to locate and identify the correct textual evidence, the students continue to respond with answers that don't have the substantive information needed to support their responses.

Previously, students have had to identify the 5 W's when answering questions but no depth. When teaching students the strategies to answer the questions that are based on CCSS, students were ill-equipped to use the story that they read to locate the language (verbatim) to support their responses. This target aligns with the school and district because the school is failing with proficiency under 50% and the district below 30%. The expected outcome is that when the research based strategies are taught, model, practiced and implemented across contexts, students will be able to answer questions and provide supporting evidence from the text. In addition, the objective is measureable and specific but broad enough to cover the intended purpose.

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?

Flexible Grouping (The type of grouping will be determined by the instructional intent to complete academic task.):
1. Individual
2. Dyads
3. Triads
4. Quads

Differentiation: (The type of differentiation will be determined by classroom assessment results.):

1. Tier by Challenging Level
2. Tier by Complexity
3. Tier by Resources
4. Tier by Outcome
5. Tier by Process
6. Tier by Product

Accommodation Application (IEPs)
1. Chunking: Presentation of materials in small steps;
2. Oral Administration: Read or paraphrase subject matter;
3. Instruction/directions given in different channels (written, spoken, demonstration);
4. Use color overlays;
5. Mnemonic aids/devices.

A number of my students, as a result of their learning differences, have difficulty completing and mastering certain complex learning tasks. In an effort to ensure that my instruction is accessible to all students and provides them with opportunities to be successful. I will be employing some of the instructional strategies developed by Doug Lemov that are featured in his book, *Teach Like a Champion.* I will use the Name the Steps strategies, specifically, while developing lesson plans to ensure that my directions are specific, clear, and concise. I will monitor students' reactions to measure the effectiveness of instruction.