Student Learning Objective (SLO) Example Rubric

Please use this rubric to help guide completion of the SLO rubric. This example is using the Vendor Approved product of STAR. Ensure that each of the checkboxes are filled in for approval.

☐ Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)	☐ Draws upon trend data, if available	☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses

Box 1:

Based on the STAR Reading Assessment and STAR Math Assessment given August 2013, baseline data shows the following:

- **Reading** - 5 students scored in the 70 percentile or higher
  - Cross-sectional longitudinal data shows the trend from the last three years of fourth graders to be approximately the same numbers, with a minor increase in the proficient area, and less in the progress monitoring and intensive intervention areas from this years group
  - Same student data shows a different case whereby significant gains are demonstrated across the last three years with more students performing in the higher levels
- **Math** - 12 students scored in the 70%percentile or higher
  - Cross-sectional longitudinal data shows the trend from the last three years of fourth graders to be approximately the same numbers, with a minor increase in the proficient area, and less in the progress monitoring and intensive intervention areas from this years group
  - Same student data shows a different case whereby significant gains are demonstrated across the last three years with more students performing in the higher levels

Box 2:

Past OAA trends from teacher experience with eight years in the grade level shows problem areas of measurement and data, as well as fractions. No other specific data can be gathered on the specific sub-groups at this time. I will continue to gather this data in the upcoming year and as it becomes available. (Other suitable data that can be used is OAA scores, past STAR scores, and any other anecdotal evidence from past teaching experiences. Please do not just assume.)

Box 3: This box should have a breakdown of what you have learned from the data and identify the students' strengths and weaknesses and what you will focus your instruction on.

READING: An analysis of the sub-domains of reading shows a trend among the 5 students of a deficit in the area of Reading: Informational Text which scored lower than the other two categories of Reading: Literature and Vocabulary Acquisition and Use. More specifically, the target area of Integration of Knowledge and Ideas within the Domain of Information Text showed all 5 students in the range of 80-87, while all the areas of scored between 90-96. The Literature category was the predominant (90-94) strength of all 5 students with Vocabulary scores slightly behind with a range from 89-94**.** These students will need more concentration in the Informational text category.

MATH: An analysis of the sub-domains of math shows a trend among the 12 students showed a deficit in the areas of Measurement and Data, and Numbers and Operations - Fractions, over the other three categories of Operations and Algebraic Thinking, Geometry, and Numbers and Operations - Base Ten. More specifically, in the area of Fractions the range of scores of the 12 students were 29-48 and for Measurement and Data 35-52 compared with a range of 46-70 for Operations and Algebraic Thinking, 72-87 for Numbers and Operations - Base Ten, and 60-77 in Geometry. The areas of Measurement and Data as well as Fractions will need to be targeted not only for this sub-group, but also for the entire class as that data mirrors these statistics.

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

☐ Identifies the class or subgroup of students covered by the SLO	☐ Describes the student population and considers any contextual factors that may impact	☐ If subgroups are excluded, explains which students, why they are excluded and if they are

Box 1: *Make sure to include all students contained within the SLO: Gen Ed numbers, IEP, 504, gifted, ELL. More detail is better.*

Two sub-groups will be included in this SLO; one for reading and one for math from within a heterogeneous 4th grade classroom. The reading group will include 5 students whose baseline scores range from the 70th percentile to the 84th percentile. The math group is comprised of 12 students whose scores range from the 70th percentile to the 94th percentile. Of the two groups, only three of the five reading students are contained within the math group. The classroom population does contain students on IEP's 504's and ELL students, however, for the content of this SLO, only the criteria used to determine the population was based on scaled scores of the individual STAR Reading and Math tests. The 5 reading students contain one student on a 504. The math student group contains two 504 students. One ELL student originally qualified for the SLO in both areas, but has since withdrawn from the school district.

Box 2: *Describe how the class makeup will impact the class as a whole.*

Since this SLO only pertains to the 70 percentile students in Reading and Math, the rest of the classroom may impact the learning of these students since learning will need to be adjusted for the slower moving students. These students academics will be addressed by small group instruction, and becoming the student instructional leaders for other students.

Box 3: *If no sub-groups are excluded, please state.*

No other sub-groups of students qualified based on the above criteria.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

☐ Matches the length of the course (e.g., quarter, semester, year

Box 1: *Please make sure that you state if it is a 7-week, semester or yearlong course that will be taught. Also include how many days you meet and the length of time that you meet daily. Although we know that your SLO data may be gathered prior to the end of the school year, you will continue to instruct until the end so please be sure to have it listed unless otherwise explained.*

The SLO will cover the entire school year, August 2013-April 2014, where the baseline scores from first week of school year and final scores will be taken in April. The reason this is completed before the end of the school year is due to the ODE making the deadline for evaluations due before a teacher's year is completed. I will continue teaching to the end of the school year however that data will not be include in my post-assessment results. Reading is included within a complete English Language Arts block of 90 minutes per day, and the Math is 60 minutes per day. Additionally, students will receive Accelerated Math practice at home based on their individual, targeted needs.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

☐ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations	☐ Represents the big ideas or domains of the content taught during the interval of instruction	☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

Box 1: *State where the standards are coming from.*

While both subjects will focus on the Common Core State Standards, specific focus will be given to the skills that are notated by the item analysis data above. In addition, standards that are remaining (double-dipped) in the fourth grade from the Ohio Academic Content Standards will be strongly targeted.

Box 2: *State the big ideas that will be covered. These are the big headings listed below.*

Box 3: *State what the expected knowledge of the students is expected. These are the indicators listed below each header.*

Specifically in the targeted areas the following with be concentrated on:

Reading: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Math: Measurement and Data

Solve problems involving measurement and conversion of measurements.

CCSS.Math.Content.4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

CCSS.Math.Content.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

CCSS.Math.Content.4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Represent and interpret data.

CCSS.Math.Content.4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Geometric measurement: understand concepts of angle and measure angles.

CCSS.Math.Content.4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

CCSS.Math.Content.4.MD.C.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

CCSS.Math.Content.4.MD.C.5b An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

CCSS.Math.Content.4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

CCSS.Math.Content.4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Math: Numbers and Operations: Fractions

Extend understanding of fraction equivalence and ordering.

CCSS.Math.Content.4.NF.A.1 Explain why a fraction *a*/*b* is equivalent to a fraction (n × *a*)/(n × *b*) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

CCSS.Math.Content.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions.

CCSS.Math.Content.4.NF.B.3 Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

CCSS.Math.Content.4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

CCSS.Math.Content.4.NF.B.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

CCSS.Math.Content.4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

CCSS.Math.Content.4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

CCSS.Math.Content.4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

CCSS.Math.Content.4.NF.B.4a Understand a fraction *a*/*b* as a multiple of 1/*b*.

CCSS.Math.Content.4.NF.B.4b Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number.

CCSS.Math.Content.4.NF.B.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended	☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course	☐ Provides a plan for combining assessments if multiple summative assessments are used	☐ Follows the guidelines for appropriate assessments

Box 1:

For this assessment I will be using STAR Reading and Math assessment that has been vendor approved by ODE. This assessment will be given within the first 2 weeks of school to get the baseline scores. The post-assessment will be given in April, prior to my post-conference. In addition to the STAR Reading and Math assessments that will be given once a month to progress monitor growth, specifically targeted skill set assessments will be given at various check points along the way in order to help identify that the specific sub-domains are being addressed.

Box 2: *State how the assessment will provide "stretch" so that each student will be able to demonstrate learning. Here is where you would state the accommodations and/or modifications if necessary.*

Both the STAR Reading and Math tests contain the ability to allow students to demonstrate up to the college skill level as well as beginning as kindergarten skills level. This allows for sufficient stretch for the students to demonstrate their individual abilities and growth.

Box 3: *If you are giving more than one form of assessments, remember to include how you plan to integrate both forms of assessments into a composite score. If only one form of assessment is given, state that you will not need to combine assessments.*

A final scaled score is the focus of the SLO to determine the amount of growth from the beginning of the year to the end per individual student. There is only one assessment given, so there will not be a need to combine assessments.

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

□ All students in the class have a growth target in at least one SLO	□ Uses baseline or pretest data to determine appropriate growth	□ Sets developmentally appropriate targets	□ Creates tiered targets when appropriate so that all students may demonstrate growth	□ Sets ambitious yet attainable targets

Box 1: *All students need to have a growth target. If you have in a spreadsheet, please attach with SLO and summarize in this section.*

Reading (5 students):

	Scaled Score	Percentile	Target Growth Per Week	Target End-of-Year Score
• Student 1	639	86	3.5	730
• Student 2	554	74	3.0	632
• Student 3	554	74	3.0	632
• Student 4	550	74	3.0	628
• Student 5	539	72	3.0	617

Box 2: *With the growth targets that were determined, show evidence that the baseline (pre-assessment) scores were used.*

You will see that the baseline scores of the students are represented in the scaled score above.

Box 3: *Provide evidence that the target goals that are set are developmentally appropriate.*

Each of the students are expected to grow based on the percentile they tested into. This is developmentally appropriate due to the way the program is designed and the benchmark and cut scores that are given. (See growth rationale)

Box 4: *Create tiered targets so that all students can show growth. These can vary student to student providing that an explanation is given. Just a range of expectations is not acceptable unless there is an explanation of why it is appropriate.*

The tiered targets that was set up for each student so that the expectations for success can be met.

Box 5: *The target goals need to be attainable yet should be ambitious. Provide an explanation.*

Each of the goals allow for students not only to just achieve, but also to strive for even more.
Below is listed the target rates based on the Renaissance Learning benchmarks, cut scores, and growth rates for grade four.

READING:

Grade	Percentile	Fall September Scaled Score	Fall September Est. ORF°	Winter January Scaled Score	Winter January Est. ORF°	Spring May Scaled Score	Spring May Est. ORF°	Moderate Growth Rate Scaled Score/ Week
	10	266	61	291	67	319	73	2.9
	20	321	73	351	81	377	88	2.8
	25	344	79	372	87	403	94	2.8
4	40	402	94	441	102	470	108	2.8
	50	445	103	475	110	515	119	2.5
	75	557	128	602	138	653	146	3.0
	90	688	152	773	176	853	190	3.9

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

☐ Demonstrates teacher knowledge of students and content	☐ Sets rigorous expectations for students and teacher(s)	☐ Explains why target is appropriate for the population	☐ Addresses observed student needs	☐ Uses data to identify student needs and determine appropriate growth targets	☐ Explains how targets align with broader school and district goals

Box 1: *Make sure to state how the growth targets demonstrate that you, the teacher, know the students you are working with and the content you teach.*

Since these are the above average students, their growth rates needed adjusted since their level of performance will not be accurately tracked with the Student Growth Percentile rating from the STAR reports due to that score being out of 99%.

Box 2: *Restate that the expectations that are set are rigorous yet attainable.*

Each of the goals allow for students not only to just achieve, but also to strive for even more.

Box 3: *Explain why the targets that were set are appropriate for the population that is getting assessed on the SLO*

Based on the identified student's baseline data, the above growth targets were established following the Renaissance Learning's growth rates for the fourth grade in their percentile category per subject. In addition the year-end target scores are based on a 26-week calculation to allow for holidays, breaks, and the state's deadlines for Student Growth Measures.

Box 4: *Restate the needs of the student that have been observed*.
Box 5: *Use data to support the identified needs of students and that growth targets that were assigned.*

Therefore these students' needs will be met by monitoring the monthly assessments to determine if they are on-track to meet the end-of-the year final scores.

Box 6: *Make sure the targets and assessments are working towards district initiatives.*

By targeting the above designated focus areas, this will insure that the growth targets are attainable, and this aligns with the district and building goals of improving the reading and math scores. This will also transfer into improved ratings under the new ODE report card.