Weber School District - Student Learning Objectives (SLOs)

Educator Name: School Name: School Year:

Learning Goal What do you want students to know and be able to do? **S**pecific **M**easurable **A**ppropriate **R**ealistic **T**ime Limited	**STANDARDS:** What do you want students to know and be able to do? *Points to consider:* Is the goal ambitious, yet realistic, for the grade level?
	Big Idea: Students will identify claims and evidence to support those claims. **Standard(s):** RI 6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes). 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. **Student Learning Goal:** Students will be able to evaluate what the author thinks and share the reasons they give for their thinking. Students will be able to identify when an author does not give reasons for their thinking. **Time Span for SLO Cycle:** Over the course of the school year.

Assessment How will you evaluate each student's understanding and achievement?	**Starting Point:** How will you evaluate each student's depth of understanding and achievement before the instruction? Pre-test, see attached documents.
	       o Article: Is There a Link Between Food Dye and Hyperactivity in Children
	           ▪ (https://webertube.com/document/26588/is-there-a-link-between-food-dyes-and-hyperactivity-in-children)
	       o Student Test:
	           ▪ (https://webertube.com/document/26589/ri-6-8--pre-test--student-copy)
	       o Rubric (see page 2 of the linked document) (https://webertube.com/document/26590/ri-6-8-scoring-rubric) **Progress monitoring:** How will you evaluate each student's depth of understanding and achievement during instruction? Mid-year assessment (see attached documents):
	       o Article: Rachel Carson- Sounding the Alarm on Pollution
	           ▪ (https://webertube.com/document/26581/sounding-the-alarm-on-pollution)
	       o Student Test:
	           ▪ (https://webertube.com/document/26583/ri-6-8--mid-test--student-copy)
	       o Rubric (see page 2 of the linked document)
	           ▪ (https://webertube.com/document/26590/ri-6-8-scoring-rubric) **Expected Targets:** How will you evaluate each student's depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?

Post-Test (see attached documents):
- o Article: Longer School Year Worth Exploring
    - ▪ (https://webertube.com/document/26586/longer-school-year-worth-exploring)
- o Student Test:
    - ▪ (https://webertube.com/document/26587/ri-6-8--post-test--student-copy)
- o Rubric (see page 2 of the linked document)
    - ▪ (https://webertube.com/document/26590/ri-6-8-scoring-rubric)

Learning Target(s)

Level	Baseline Data	Expected Target(s)	Outcome Data
Highly Proficient 10-12 points			
Proficient 8-9 points			
Approaching Proficiency 6-7 points			
Below Proficient 1-5 points			

Curriculum & Instruction What learning experiences and teaching strategies best promote understanding and achievement? Consider: • whole group • small group • partner • individual • collaborative experiences	Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?* • Teach students to highlight (e.g., claim with dark green and support with light green). • Write your own claim and support it. • Here are a few websites for additional text: https://www.scootpad.com/ http://www.readworks.org/ https://newsela.com/ https://www.engageny.org/
	How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?* • Whole group work • Small group work • Partner work • Individual work
Differentiation How will you respond to differing levels of understanding and achievement	How will you provide additional instructional support for students who don't understand? • Small groups to work on specific needs. • Shortened text with instant feedback. • Reading specialists may give extra support.

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throughout the learning cycle?	How will you extend or deepen learning for students who are already proficient? • Higher-level reading text with multiple claims and evidence/reasons. • Apply it to their own reading. • Students could teach other students and critique them.
Reflection and Data Analysis How will evidence of student understanding and achievement be used to drive instructional decisions?	**Based on your SLO data**
	What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept?
	What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth?
	What changes could be made to your instructional practice to address the needs of all (low, average, high) students?