

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	ELA Writing
School:	6 th Grade
Evaluator:	

STEP ONE: SLO DEVELOPMENT

<p>Prioritize Learning Content: Identify standards and content.</p>	<p><i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)</i></p>
	<p>Students will be able to produce a piece of writing that demonstrates clear and coherent development, organization, and style through a five-paragraph essay.</p> <p>6.W.4 Produce writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>Student writing was analyzed using a writing rubric from a standardized writing program</p>

<p>Identify the Student Population: Describe the context of the class.</p>	<p><i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</i></p>
	<p>All students (68) in 4 sections of 6th grade ELA are included in the SLO process.</p> <p>In section 2, there are three students with learning disabilities and a paraprofessional in the room to assist the teacher.</p> <p>In section 4, there is a student on a 504 requiring the instructor to wear a sound amplifier.</p>

<p>Interval of Instruction:</p>	<p><i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.</i></p>
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<p><i>Specify the time frame in which growth will be measured.</i></p>	<p>Student growth will be measured from September 2014 through May 2015.</p>
<p>Analyze Data and Develop Baseline: <i>Detail student understanding of the content at the beginning of the instructional period.</i></p>	<p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p> <p>A student who is a good reader tends to be a good writer, so the connection between reading proficiency and writing proficiency can be an indicator of need. Dakota STEP test data at the school shows students with a 60% proficiency in reading. Analysis of the pre-assessment identified 16% of students (11) at the proficient level, 26% at basic (18), and 57% of students below basic (39) in their writing skills.</p>
<p>Select or Develop an Assessment: <i>Describe how the goal attainment will be measured.</i></p>	<p><i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)</i></p> <p>The assessment instrument is taken from Lucy Calkins, Writing Pathways. This is directly related to CCSS W.6.4, which focuses on clear and coherent writing that is developed and organized based on a five paragraph essay. This also supports learning and progress toward W.6.2, which asks students to write informative and explanatory texts and to examine a topic and convey ideas.</p>
<p>Growth Goal: <i>Establish expectations for student growth.</i></p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p> <p>Based on the baseline data and learning objective, each student (100%) will be expected to move up one level on the rubric. This will allow for each student to show growth. 11 students will move from proficient to advanced. 18 will move from basic to proficient. 39 will move from below basic to basic.</p>

<p>Provide Rationale: Describe how your SLO benefits student learning.</p>	<p><i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</i></p>
	<p>The goal is designed to help students become clear and coherent writers which will provide them with skills beyond the ELA classroom into life outside of school. While growth goals indicate a movement of one level on the scale, it is hoped that all students will become proficient or advanced. In order for students to experience growth, instruction is designed to accommodate all learning needs. Students will be assessed through formative and summative assessments, teacher conferences and assignments to ensure all students have adequate learning opportunities.</p>

<p>Learning Strategies: Describe your plan to meet student needs.</p>	<p><i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i></p>
	<p>Students will be given multiple opportunities to practice writing. Lucy Calkins curriculum supplemented with research-based activities will be used. Strategies used will include but are not limited to: modeling, informal and formal writing assignments of varying lengths, reading and analyzing a variety of informational and literary texts as examples of well written pieces, student checklists for writing, analysis of writing at each rubric level to help students understand what good writing looks like, and use of graphic organizers.</p> <p>Students in need of remediation or more specific strategies for writing will be provided individualized instruction from either the regular classroom teacher or the special education teacher.</p>

STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

STEP THREE: ONGOING COMMUNICATION

<p>Progress Update: Describe student progress toward the growth goal.</p>	<p><i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)</i></p> <hr/> <p>Students took a mid-year test with a prompt similar to the pre-assessment. The same rubric was used to score it. Analysis of the pre-assessment identified 16% of students at the proficient level, 26% at basic, and 51% of students below basic in their writing skills. The mid-year assessment put 21% at proficient, 38% at basic, and 41% still at below basic. They are on track with three months of school still left.</p>
<p>Strategy Modification: If necessary, document changes in strategy.</p>	<p><i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)</i></p> <hr/> <p>Moving forward, students still at below basic and basic levels will have group individualized writing workshops. Small group interventions will occur with help from teacher aides and other specialists available to the classroom.</p>
<p>SLO Adjustment: If justified, describe changes to the SLO.</p>	<p><i>Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)</i></p> <hr/>

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

SCORING

High Growth: <i>The growth goal was 86% to 100% attained.</i>	<i>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</i>
	67 of 68 students moved up a minimum of one level. I met 99% of my goal of having all students move up at least one level.

Expected Growth: <i>The growth goal was 65% to 85% attained.</i>	<i>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</i>

Low Growth: <i>The growth goal was less than 65% attained?</i>	<i>What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)</i>

PRELIMINARY STUDENT GROWTH RATING

PRELIMINARY STUDENT GROWTH RATING Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

REFLECTION

Professional Growth: <i>Detail what you learned.</i>	<i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i>
	Some students moved up more than one level, so I would like to consider that when creating more individualized goals next year. If possible I would like to collect one writing sample within the first few days of school to review and then give the pre-assessment within a few days of that, so I have more data to use when writing differentiated goals.