

SLO: Math Kindergarten

All SLOs MUST include the following basic components:

Population	<p>General Education Kindergarten; 21 students—10 boys, 11 girls</p> <ul style="list-style-type: none"> • 3 students with an IEP
Learning Content	<p>CCSS for Math—</p> <ul style="list-style-type: none"> • K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).—Number Writing/Formation • K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.—Oral Counting 0-100 • K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. • K.G.2. Correctly name shapes regardless of their orientations or overall size. • K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). • K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
Interval of Instructional Time	<p>September 2011 – June 2012 (one academic year)</p>
Evidence	<p>District developed pre and post Math assessment based on CCSS, including oral counting skills, number formation, and four additional components which assess number recognition, addition/subtraction, and 2D/3D shapes.</p> <p><i>Note: all students will be assessed by another Kindergarten teacher from the district.</i></p>

Baseline	<p>All students have been enrolled in a full-day kindergarten program since September 2011.</p> <p>On the baseline assessment, 5/21 students demonstrated at least 50% mastery, 8/21 students demonstrated at least 60% mastery, and 8/21 students demonstrated at least 75% mastery.</p>																				
Target(s)	<p>100% students scoring 75%+ will achieve 90% or more mastery of learning content.</p> <p>100% students scoring 60 – 74% will achieve 85% or more mastery of learning content.</p> <p>100% of students scoring 59% or less will achieve 80% or more mastery of learning content.</p>																				
HEDI Scoring	<p>Highly Effective: 85-100% of students meet targets listed above ($\geq 18/21$ students).</p> <p>Effective: 75-84% of students meet targets listed above ($\geq 16/21$ students).</p> <p>Developing: 66-74% of students meet targets listed above ($\geq 14/21$ students).</p> <p>Ineffective: 65% of students or less meet targets listed above ($\leq 13/21$ students).</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
				17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	94-90%	89-85%	84%	83%	82%	81%	80%	79%	78%	77%	76-75%	74-73%	72%	71-70%	69%	68-67%	66%	65-60%	59-50%	49-0%	
Rationale	<p>Students were given the district developed assessment in October. Scores on the district developed assessment varied, but show evidence that all students are in range of achieving at least 80% mastery of content. After collaboration with first grade teachers in my school, it was decided that students who achieve at least 80% level of mastery in Kindergarten Math will have the foundational skills necessary for first grade. Students who achieve the targets listed above will therefore move on to first grade with mastery of the CCSS for Kindergarten, and a foundation to achieve success in first grade.</p>																				