

**STUDENT LEARNING OBJECTIVE
TEACHER TEMPLATE**

Everything in the ELA Grade 7 SLO Sample holds true for the students in the Special Education Resource Classroom and the yellow highlighted areas were added to address the identified special education students' needs.

Teacher Name: Cheryl Yamazuki	School: Rolling Hills	Complex: Fairview
Grade: 7	Content Area: English Language Arts -Special Education Resource Room	Course Name: Grade 7 English
		Period: 4

Student Population:
Total Number of Students <u>12</u> Males <u>9</u> Females <u>3</u>
Any Other _____
Additional Information: Additional Information: Please refer to current information in students' IEPs.

SLO Components	For a complete description of SLO components and guiding questions, use the "Student Learning Objective Planning Document" attachment.
<p>Learning Goal <i>The SLO was developed with the information from the General Education grade 7 teacher. The meeting allowed for the opportunity to learn about what is expected of the grade 7 students in the area of ELA-skills and knowledge, to meet 7.W.1 by the end of the year.</i></p>	<p>Learning Goal: Students will write arguments that:</p> <ul style="list-style-type: none"> include consistent and purposefully focused claims have a clear and effective organizational structures smoothly integrates thorough and convincing evidence from multiple sources uses precise language effectively to create cohesion demonstrates knowledge of language and conventions <p>Big Idea: Strong arguments require writers to read, research, gather data, analyze it, and evaluate the strengths and weaknesses of multiple perspectives.</p> <p>Standards/Benchmarks:</p> <p>7.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>7.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>7.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Rationale:</p> <p>The written argument is considered a key skill for college and career readiness and has received a special place of emphasis in the CCSS (CCSS Appendix A). The state has identified the written argument as a key strategy in preparing students to be college and career ready. Our school has decided to focus heavily on written argument as a vehicle to help prepare students for the type of</p>

	<p>writing they will do in college and in many careers. This is reflected in our Academic and Financial Plan. The ability to integrate multiple sources as support for a written argument is a DOK 3.</p> <p>Interval of instruction necessary to address goal: <u> X </u> yearlong <u> </u> semester</p>
<p>Assessments, Scoring and Criteria</p>	<p>Planned Assessments and Criteria:</p> <p>Formative: Small-group and whole-class discussions; peer-group analysis of reasonable and credible supporting evidence; journals, exit passes, sample drafts of argument components; Self and peer assessments using checklists and student-friendly rubrics to determine progress as needed or appropriate to the learning.</p> <p>Summative: Summative: Each quarter, students will write argumentative essays on controversial topics, self-selected or chosen by the teacher. (e.g., Should school uniforms be required? Should companies market to children? Are cell phones dangerous? Do violent video games cause behavior problems?). Students will have access to several print and/or digital sources reflecting different points of view on their topic. Students will have time to revise and edit their work.</p> <p>Teacher will score individual papers using the SBAC written argument rubric. See link below: http://www.smarterbalanced.org/wordpress/wpcontent/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf (also see attachment)</p> <p>A sample of argumentative papers from grade 7 students will be collectively scored during data teams meetings by all grade 7 teachers. To ensure validity and reliable scoring across the grade 7 students' argumentative papers, the special education teacher will participate with the grade 7 data team teachers collectively to score a sample of argumentative papers from grade 7 students using the SBAC written argument rubric. The special education teacher will then individually score the students' papers using the same rubric.</p>
<p>Expected Targets</p>	<p>At the beginning of the school year, students in my English class read short informational articles (as a class with teacher guidance) on different sides of a controversial topic. They also watched several related short video clips. Through small- and large-group discussions, students were asked to develop and support a claim, and then write a short essay scored using the ELA 4-point rubric provided by the Smarter Balanced Assessment Consortium.</p> <p>Other data sources used for grouping include current information on students' IEPs, the students' Grade 6 HSA Reading score, and their History Day Final Project Assessment. On the essay: 10 students scored a 1; 2 students scored a 2; 0 students scored a 3 or 4.</p> <p>Based on all four data sources, with more consideration given to the topic discussion and argument essay, student expected targets were determined as follows:</p> <p>Below Proficiency: 10 students Approaching Proficiency: 2 student Proficient: 0 students</p> <p>The data sources indicated that 2 students were not able to state a clear claim, organization of thoughts when are not organized, evidence from sources are weak, inappropriate use of vocabulary and conventions in writing is also inconsistent. The other 10 students stated a claim that was confusing or unclear, ideas were not organized, identified evidence from source were minimal,</p>

	<p>limited language or domain-specific vocabulary, and frequent errors in the conventions in writing.</p> <p>100% of students will show at least 1 level of growth on the Smarter Balanced Assessment Rubric during the course as measured by fourth quarter written argument assignments.</p>
<p>Instructional Strategies</p> <p>Note: The Instructional Strategies descriptors were shared for teachers to use as a resource. The descriptions are NOT required as part of the SLO template. All websites were selected for instructional strategies information ONLY.</p>	<p><i>Instructional strategies will be supported by current information in the students' IEPs.</i></p> <p>Students will go through all stages of the writing process to create their arguments.</p> <p>Students scoring a 1 on the SBAC during the first quarter will be provided small group instruction and shorter writing prompts. The teacher will work with students on each stage of the writing process, providing descriptive feedback during the writer's workshop. Students will be provided appropriate graphic organizers to support their thinking and how to organize their thoughts. Time will be spent on building some of the academic vocabulary needed so all students can access the task. Students will work in pairs to "understand" the task and the "argument".</p> <p>Direct instruction will be provided during focused mini lessons on how to state a claim as well as how to quote, paraphrase, and summarize in order to incorporate the words of others into your paper.</p> <p>Research shows that explicit teaching techniques (direct instruction) are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud"), guided practice, and application.</p> <ul style="list-style-type: none"> • Direct explanation - The teacher explains to students why the strategy helps comprehension and when to apply the strategy. • Modeling - The teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using. • Guided practice - The teacher guides and assists students as they learn how and when to apply the strategy. • Application <p>The teacher helps students practice the strategy until they can apply it independently.</p> <p>http://www.readingrockets.org/article/3479/</p> <p>Students will work closely with the criteria for strong arguments, and use strong and weak models of written arguments as the topics for class and small group discussions.</p> <p>Students will use graphic organizers to record primary arguments as well as pros and cons of each argument as they read about their topics.</p> <p>Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organizers are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. In a variety of formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel or article. Because they</p>

help the learner make connections and structure thinking, students often turn to graphic organizers for writing projects.

<http://www.inspiration.com/visual-learning/graphic-organizers>

Students will take part in multiple partner and small group **discussions** with their peers on the pros and cons of various arguments.

Why have discussions?

They can help students achieve a richer, deeper understanding of content.

Fledgling connections can solidify in discussions.

Discussions help students approach material from different perspectives to get a fuller understanding.

They can make course content more relevant.

They often increase the instructor's enjoyment.

They can reveal the content of a course to be contingent, open, and poised between accepted knowledge and the unknown. Students become a more vital part of larger discussions within a discipline.

<http://www.celt.iastate.edu/teaching/discussions.html#whydiscuss>

Students will also take part in **debates** and **drama games**.

Classroom **debates** enable students to work cooperatively, brainstorm ideas, develop vocabulary and read to support an opinion. By conducting research, students are taking notes to summarize, to question, and to clarify information. Students are identifying the main idea, deleting less important information, collapsing, categorizing, and labeling information. Questioning allows students to explain and to explore additional facts for clarification purposes. These comprehension skills are essential for students to become competent readers and writers linking debates directly to the entire curriculum.

Debates allow students to become more proficient in speaking, researching, reading, and writing skills, and they promote reasoning as well as communication skills. Fact-filled and passionate debates provide the incentive for students of all academic and socioeconomic levels to become engaged and to participate in the debate process. In addition, debates, both formal and informal, are a vehicle for students to express their opinions assertively in a respectful manner on a relevant issue or topic. <http://www.learnnc.org/lp/pages/636>

Dramatic Arts education is an important means of stimulating **CREATIVITY IN PROBLEM SOLVING**. It can **CHALLENGE STUDENTS' PERCEPTIONS** about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express. A student can, if only for a few moments, **BECOME ANOTHER**, explore a new role, try out and experiment with various personal choices and solutions to very real problems-problems from their own life, or problems faced by characters in literature or historical figures. This can happen in a **SAFE ATMOSPHERE**, where actions and consequences can be examined, discussed, and in a very real sense **EXPERIENCED** without the dangers and pitfalls that such experimentation would obviously lead to in the "real" world. This is perhaps the most important reason for Dramatic Arts in schools. <http://www.childdrama.com/why.html>

Students will be taught to **annotate written sources** as they **gather evidence**.

Students will develop a writer’s notebook to gather evidence as well as other tools to assist in their writing. Below is an example of what a writer’s notebook may consist of for a student.

The writer’s notebook

Another useful tool in organizing for writing is a writer’s notebook (sometimes a writer-reader’s notebook). This tool is used during a writing workshop. The notebook, often a three-ring binder, may contain whatever the teacher and students think helpful. Some examples of contents are samples of the student’s writing (works in progress, quick-write exercises, polished pieces, etc.); other samples that serve as examples of kinds of writing or of specific skills and strategies; conference records; planning forms and revision and editing checklists; instructional materials; resources on writing; items used in reflection and assessment; sentence combining exercises; etc. To model writing, the teacher may also keep a writer’s notebook and share excerpts from it when appropriate.

<http://www.learner.org/workshops/middlewriting/images/pdf/HomeBestPrac.pdf>

Students will also be taught **close reading strategies** as they examine multiple sources.

Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately.

Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7)

<http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>

To assess the Student Learning Objective, use the “Rubric for Rating the Quality of Student Learning Objectives” attachment

Results	
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SLO Rating Scale

Teacher should attach the class record for students assessed. Teacher should also have available accompanying student assessments and scored rubrics.

Rating rubric for teachers with a class of 5 or more students.

<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
At least 90-100% of students	At least 75-89% of students	At least 60-74% of students	Fewer than 60% of students

met or exceeded expected target.	met or exceeded expected target.	met or exceeded expected target.	met or exceeded expected target.
Rating rubric for teachers with a class of 4 or fewer students.			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Based on individual growth outcomes, all students met expected targets and some exceeded the targets.	Based on individual growth outcomes, all students met expected targets.	Based on individual growth outcomes, some students met or exceeded expected targets.	Based on individual growth outcomes, no students met expected targets.

SAMPLE