New York State Student Learning Objective: English Language Arts- Kindergarten

Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)* Eighteen kindergarten students, enrolled on BEDS day, October 2, 2013 are included in this SLO. This class consists of four special education students with IEPs, two students with 504 plans, and two students who are English Language Learners.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* Kindergarten ELA is built around the five overlapping strands of instruction found within the New York State Kindergarten Common Core Learning Standards for English Language Arts and Literacy- reading (literature and informational text), writing, listening and speaking, language, and the K-5 foundational skills: . According to the district priorities and goals, Kindergarten ELA will place an emphasis on the following skills: • Sequencing Events - The student will draw pictures that demonstrate an understanding of the beginning, middle and end of the story. **RL.K.2**, **W.K.3** • Identifying Character **-** The student will identify the main character in the story with prompting and assistance. **RL.K.3**. • Identifying Setting **-** The student will be able to identify the setting with prompting and assistance. **RL.K.3**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* This SLO will cover the entire 2013-2014 school year. ELA instruction encompasses 90 minutes a day, 5 days a week.
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **Baseline Measures:** Information gained from kindergarten screening and a district-developed kindergarten ELA baseline assessment will be used to establish baseline performance evidence for this SLO. Kindergarten screening information includes: preliminary information regarding student's development, language, listening, writing, basic letter and number awareness, fine and gross motor skills and cognitive skills. The district developed kindergarten ELA baseline assessment is made up of questions and tasks that assess basic phonics, handwriting, spelling, writing, and listening skills. **Summative Assessment:** A district-developed summative assessment administered in May 2014 will serve as the summative

Comment [SED1]: Indicating the date on which the roster is verified for inclusion illustrates that a standard process has been put in place. This type of timeline could be established at the district and/or building level to ensure consistency across SLOs.

Comment [SED2]: Summarizing the demographics of a course provides additional context for the teacher and/or reviewer, especially when the population includes Students with Disabilities and/or English Language Learners.

Comment [SED3]: Aligning the New York State Common Core State Standards provides students with comprehensive learning content designed to provide a strong foundation for literacy during students' first year of instruction as well as the subsequent years of literacy work.

Comment [SED4]: Most courses are built around an entire body of standards with the expectation that students will meet grade level proficiency by the end of the instructional period. By not only identifying those standards, but describing particular key ideas, process skills, etc. a teacher and/or reviewer will be better able to analyze information gained through assessments to drive instruction in these key areas. The specification of key ideas, skills, etc. can stem from district goals/priorities, course design, and/or student performance (both historic and current).

Comment [SED5]: By indicating how often the course meets and the duration of a class period the teacher and/or reviewer gain additional insight into the context in which this SLO takes place. This level of detail can also help to inform the instructional plan of action associated with this SLO.

	assessment. This assessment will focus on both literary and informational text comprehension. Students will also engage in a speech and language performance task. *This SLO offers accommodations as legally required and appropriate for all students with current Individual Educational Plans (IEP's) and section 504 Accommodation Plans identified within the roster of students.* *To ensure that this SLO is evaluated fairly and equitably and those with a vested interest are not scoring those summative assessments, the school has developed teams to score all summative assessments.*
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* Information about student performance gained from the kindergarten screening process will be used along with student scores from the beginning of the year district-developed kindergarten ELA assessment as a complete and comprehensive baseline of student performance. Student performance on district-developed kindergarten ELA assessment: • 0-25%: 1 students • 26-50%: 4 students • 51-75%: 10 students • 76-100%: 3 students
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* Using the baseline performance data described above, individualized learning targets have been established through teacher-principal collaboration and approved by the district superintendent. The expectation is that 80% of students will meet their individual targets.

Comment [SED6]: The description of the assessment format allows the teacher and/or reviewer to better understand how the content of the evidence is aligned with the learning content of the course.

Comment [SED7]: A brief description of the sources of evidence used within the SLO help the teacher and/or reviewer gain a sense of how students will be asked to demonstrate their course-related knowledge and/or skills.

Comment [SED8]: Describing the provision of testing accommodations and steps that will be taken to ensure the "vested interest rule" is followed allow the reviewer to be certain that the teacher is adhering to all relevant state and federal law as well as NYSED policy. The Student Learning Objectives (SLO) Results Analysis webinar will enable district leaders, principals and teachers to consider systems for scoring summative assessments used with SLOs.

Comment [SED9]: Multiple sources of baseline data provide a more robust picture of students' current academic ability, thus allowing for more precise targets to be set for end of the course performance. For more information about the use of historical data to establish baselines please reference the Student Learning Objective 103 Webinar

Comment [SED10]: A broad overview of student baseline performance, in addition to the individual student performance, allows the teacher and reviewer additional context from which to set rigorous and reasonable targets for student performance.

Comment [SED11]: Setting individual student growth targets ensures that targets are rigorous yet achievable for each individual student. Using baseline data allows targets to be set that take into account each students strengths and weaknesses.

	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?																				
HEDI Scoring	**HIGHLY EFFECTIVE**			**EFFECTIVE**									**DEVELOPING**						**INEFFECTIVE**		
	20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
	98–100	94–97	90-93	88-89	86-87	84-85	82-83	80-81	78-79	76-77	74-75	70–73	64–69	57–63	50–56	43–49	37–42	30-36	21–29	11–20	0-10

Rationale

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

The learning content for Kindergarten ELA is based directly on the New York State Kindergarten Common Core Learning Standards for English Language Arts and Literacy and includes: Reading Standards for Literature, Informational Texts, and Foundational Skills, as well as Writing, Speaking, Listening and Language Standards. Classroom instruction, assessment, and curriculum are designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. In addition, the decoding skills needed for future independent reading are taught. This combination of skills will build the requisite decoding and comprehension skills that comprise fluent, mature reading and success in future course work.

Students' language comprehension ability will grow by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. The decoding skills taught can have the most immediate impact, but our district recognizes the necessity for language comprehension as well. District priorities for kindergarten include students being able to identify characters, settings, and sequencing events. Information gained from the baseline and formative assessments throughout the year will be used to differentiate instruction based on individual needs.

Since, students will likely enter kindergarten at varying levels, the baseline measures are designed to identify strengths and weaknesses. The teacher will set individualized growth targets for each student on the roster that are both reasonable and rigorous. Targeted interventions and extensive support will be given throughout the year to all students that need extra support in order to meet grade level expectations.