

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Writing
School:	3 rd 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 style="text-align: center;">3.W. 1 Write opinion pieces on topics or texts, supporting a point of view with reason. Students will include the following pieces:</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure. b. Provide reasons that support that opinion c. Use linking words or phrases to connect opinions and reasons d. Provide a concluding statement or paragraph.
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<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>20 third grade students. 2 are on IEPs and one is ESL.</p>
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<p>Interval of Instruction: Specify the time frame in which growth will be measured.</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 a time period that is less than the full length of the course.</i></p>
<p>Analyze Data and Develop Baseline: Detail student understanding of the content at the beginning of the instructional period.</p>	<p>2nd quarter--our writing focus at this time is opinion pieces; however, some writing skills will be worked on throughout the entire 2014-2015 school year.</p> <p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p> <p>Students are scored using a teacher-created rubric that focuses on meeting the specified criteria. When given an opinion prompt, students are asked to write an essay following specified criteria. On the initial writing assignment, 2 students scored a 3-proficient; 10 students scored 2-basic; and 8 students scored 1 or 0.</p>

<p>Select or Develop an Assessment: Describe how the goal attainment will be measured.</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 same rubric will be used to evaluate student growth; however students will be able to write to a prompt of their choice. Rubric scores are averaged to a 0-4 scale.</p>
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<p>Growth Goal: Establish expectations for student growth.</p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p> <p>By the end of the second quarter, all students gain at least one point on the 4 point rubric scale. Students that scored below 2 will score at least 2 on the writing assessment.</p>
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<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>Fundamental writing skills are important to student's success in all content areas. In addition, in my baseline data it was evident students need instruction in the area of opinion writing.</p>
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<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>We will use a balanced literacy approach where there will be whole group instruction, small guided group instruction, and peer evaluation. Skills that will be taught include, topic writing, paragraph writing, daily language skills to include all areas of punctuation, capitalization, and sentence structure, and use of linking words.</p>
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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> <p>To evaluate progress, I had students look at the first opinion writing piece we started with and identify from our list of what makes a good writing piece what they had or what things they were missing. Then they were to revise and enhance their first piece. 15 out of 20 students showed growth on the rubric scale.</p>
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<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> <p>My data suggests that my students are showing progress toward my SLO. I will continue to meet with those 5 students not yet showing growth in small group.</p>
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<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>
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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>

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>
	All students gained at least one point on the final assessment, but 3 students who had scored below 2 on the first assessment failed to score at least 2 on their writing assessment. This means I met 85% of my goal.

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
	X	

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>
	Next year, I would change my interval to cover the entire year and I would shift from opinion writing to all basic components of writing. This seemed too narrow, and some students lack basic writing skills such as writing a sentence and using transitions, and building an organized paragraph.