

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Reading
School:	1 st 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 comprehend nonfiction/fiction texts. RL1.1- Ask and answers questions RI 1.2- Retell stories RI 1.1- Ask and answer questions RI 1.7- Using illustrations to describe key ideas</p>
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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>There are 20 students, 10 boys and 10 girls. 1 student is in reading recovery for 16 weeks.</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 an time period that is less than the full length of the course.</i></p> <p>The time period for the SLO is for the 2014-2015 school year.</p>
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Analyze Data and Develop Baseline: <i>Detail student understanding of the content at the beginning of the instructional period.</i>	<i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i>
	<p>I used the Scholastic Benchmark Assessment tool kit to measure baseline data.</p> <p>8 students- Emergent Reader (A-C) 11 students- Early Reader (D-I) 1 student- Transitional Reader (J-M)</p>

Select or Develop an Assessment: <i>Describe how the goal attainment will be measured.</i>	<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>I will use the Scholastic Guided Reading assessment tool kit and reading records from the Scholastic Guided Reading assessment series to measure the goal. This assessment is a valid and research based program used to measure reading skills in students grades K-5. It specifically measures comprehension by asking five different types of comprehension questions (key detail, infer, vocabulary, evaluate, and text feature).</p>

Growth Goal: <i>Establish expectations for student growth.</i>	<i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i>
	<p>For the 2014-2015 school year, students reading as an Emergent reader will increase their instructional level by 5 levels. Students reading as an Early Reader will increase their instructional level by 3 levels and those students reading as an Transitional Reader will increase their instructional level by 2 levels.</p>

Provide Rationale: <i>Describe how your SLO benefits student learning.</i>	<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>This goal was chosen because my students need direct instruction in comprehension, reading strategies, and opportunities to practice reading after reviewing my fall Scholastic data. I chose to develop this SLO based on our school improvement plan and Advanced ED goal that we created in the Spring of the 2014 school year that states all students will be proficient in reading and comprehension.</p>

Learning Strategies:	<i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i>
Describe your plan to meet student needs.	In order to meet this goal, I will provide students with comprehension strategies through power hour, fluency practice with peers/individual reading time, large group discussions, literacy centers, and daily guided reading groups. Bi-weekly reading records will help determine if a student is ready to move on to the next instructional level. We will be using the Journeys and Scholastic leveled readers as well to help increase comprehension and movement within guided reading levels.

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

Progress Update: <i>Describe student progress toward the growth goal.</i>	<i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)</i>
	I gave the Scholastic Benchmark Assessment midyear. 6 of the 8 Emergent Readers increased two levels. 7 of the 11 Early Readers increased 2 levels. 1 of 1 Transitional reader increased 1 level.

Strategy Modification: <i>If necessary, document changes in strategy.</i>	<i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)</i>
	My data suggests that my Emergent Readers are not progressing as I expected, so I will be taking an extra twenty minutes during our literacy instruction to meet with them.

SLO Adjustment: <i>If justified, describe changes to the SLO.</i>	<i>Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)</i>
	None needed at this time.

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

<p>High Growth: The growth goal was 86% to 100% attained.</p>	<p><i>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</i></p>

<p>Expected Growth: The growth goal was 65% to 85% attained.</p>	<p><i>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</i></p>
	<p>17 of my 20 students showed the expected growth detailed in my goal. 7 of 8 Emergent Readers grew 5 levels. 9 of 11 Early Readers grew 3 levels and 1 of 1 Transitional Reader grew 2 levels.</p>

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

PRELIMINARY STUDENT GROWTH RATING

PRELIMINARY STUDENT GROWTH RATING		
Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
	X	

REFLECTION

<p>Professional Growth: Detail what you learned.</p>	<p><i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i></p>
	<p>I would choose this standard and content again because I constantly measure this all year. Next time, I would report my goal in a percentage.</p>