

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Writing
School:	7 th 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>The student can write informative/explanatory texts, meeting CCSS W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

<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>All 23 students in the 7th grade ELA class will be addressed. One student is identified as a Special Education student.</p>

<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>The time period over which growth is expected is the 2014-15 school year, from September to April. The course is divided into four quarters but the growth will be measured over all four quarters.</p>

<p>Analyze Data and Develop Baseline: Detail student understanding of the content at the beginning of the instructional period.</p>	<p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p> <p>An informative writing assessment assessed the students' skills on informative/explanatory writing. A rubric aligned to W.7.2 and W.7.9 was used to score the completed writing. The average score of the 23 students was 38.4% or 7.68/20. Based on this assessment and formative assessments during the first three weeks of school, these two standards were identified as a high priority for the group of students.</p>
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<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>A similar prompt and same rubric will be used to assess student writing and measure growth goal attainment. The assessment prompts are from the "write to learn" program previously used in the district, and the rubric is from "6+1 Writing" materials. The same rubric is being used on all informative writing.</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 April 1, 2015, 100% of students in the ELA class will score an 80% (16/20 on the rubric) or better on the final informative/explanatory writing assignment.</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>After initial assessment and several informal assessments, this SLO was chosen to prepare students for the rigorous writing demands into high school and beyond.</p>
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<p>Learning Strategies: <i>Describe your plan to meet student needs.</i></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>Students will have weekly instruction directed specifically to writing informative/explanatory text as well as identifying and citing details from both literary and informational texts as support for student analysis. Strategies used will include teacher modeling, peer review, formal and informal writing, science fair research, and multiple styles of graphic organizers.</p>

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> <hr/> <p>The students are on track to meeting the growth goal. After working with students for the first month, it was necessary to disaggregate the student scores into different levels of remediation for specific skills. The assessment to track progress is still being used, but the instructional strategies have changed.</p>
<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> <hr/> <p>The lower third of students are being introduced into a more specific guide for creation of paragraphs, while the top two thirds are working more specifically on citing evidence throughout their writing in an appropriate and organized manner. Students' have been reluctant to use peer review as a tool to improve their writing. More modeling by the instructor will be required to increase their comfort level.</p>
<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> <hr/>

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>19 students of 23 scored an 80% or above (16/20 on the rubric) on the post-test writing assessment. I met 83% of my goal of having 100% of the students score 80% or above.</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
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

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 am excited by the amount of growth all my students made even though not all met the goal of getting an 80% on the final assessment. I plan to look into writing a differentiated goal for next year, so that each student's growth is recognized. I think I should have looked at the scores and divided them into groups based on pre-test scores and set goals for each group differently.</p>

