

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Computer Application I
School:	9 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>Students will understand how to create and manipulate files using the Microsoft Office 13 Word application software. Word processing standards covered in this SLO:</p> <ol style="list-style-type: none"> 1. Modify and manipulate paragraphs and paragraph formatting. 2. Use tables to enhance documents. 3. Customize document formatting. 4. Create a mail merge document. 5. Create and use the advance features of word processing software. 6. Format characters and use the “Help” features.

<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>The number of students is based on the students enrolled in the school district at the time of both the pre- and post-test. In the Computer Application I block 2 class there are 24 students. 24 Freshmen 1 student on a Section 504 plan.</p>

<p>Interval of Instruction:</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>
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<i>Specify the time frame in which growth will be measured.</i>	This is 83-minute block class; the time period will be one semester. The pre-test will be given within the 14 days prior to the onset of the Microsoft Office 13 Word unit and the post-test within 14 days upon completion of the same unit.
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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>	
	Students were given a pre-test worth 100 points.	
	Number Correct	Number of Students
	11	1
	18	1
	19	1
	27	1
	29	2
	30	1
	34	1
	37	2
	39	1
	40	1
	41	2
	42	1

Select or Develop an Assessment:	<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>
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<p><i>Describe how the goal attainment will be measured.</i></p>	<p>Teacher-created pre- and post-test. The test will have three parts: (a) flyer; (b) research paper; and (c) letter with a letterhead.</p>
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<p>Growth Goal: <i>Establish expectations for student growth.</i></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 Microsoft Office 13 Word processing unit, all of the Block 2 Computer Application students will show growth based on the scores of the pre-test given at the beginning of the unit and the same test given as the post-test at the end of the unit. 100% of the students will demonstrate proficiency by scoring at least 70% on the post-test.</p>

<p>Provide Rationale: <i>Describe how your SLO benefits student learning.</i></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>Students need to produce a variety of documents in everyday life using application software, i.e. letters (cover, application, etc.), resumes, presentations, research, and flyers.</p>

<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>Strategies will include but are not limited to group and individual work, demonstrating, reading, writing, listening, note-taking, speaking, researching, keyboarding, project creating, and comparing.</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>All students will complete 4-6 projects as guided practice for each chapter in the Word 2013 unit. A test will be given at the end of the unit, i.e. flyer, research paper, and letterhead.</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 data suggests the students are on track toward meeting the growth goal. However, converting text to table will need practice. A worksheet was created for guided practice on how to convert text to a table.</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/> <p>No circumstances were met beyond the teacher's control.</p>

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>
	19 out of 24 students scored 70% or higher on post-test. 79% goal attainment.

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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>
	Because my pre-test scores were so widely dispersed, next year I will work on writing a differentiated goal. I may also work on differentiating my instruction since I had several students this year who were already near proficient at the beginning of the class, as well as several whose scores were low enough to warrant additional instructional time or more targeted support.