STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Math Team
School:	1st Grade
Evaluator:	

STEP ONE: SLO DEVELOPMENT

Prioritize Learning Content: *Identify standards and content.*	*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)*
	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 + 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 – 3 – 1 = 10 – 1 =9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 =12, one knows 12 – 8 = 4); and creating equivalent, but easier or know sums (e.g., adding 6 + 7 by creating the know equivalent 6 + 6 + 1 = 12 + 1 = 13). Focus of the SLO is fluency to 10.

Identify the Student Population: *Describe the context of the class.*	*How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)*
	61 students; 4 speech IEPs, 2 academic IEPs, 8 reading Recovery, 2 in RTI process

Interval of Instruction: *Specify the time frame in which growth with be measured.*	*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.*
	September 2014 – April 2015
Analyze Data and Develop Baseline: *Detail student understanding of the content at the beginning of the instructional period.*	*Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)*
	4 – Students can solve addition and subtraction combinations to 20 within 3 seconds without counting. (Advanced) 3 – Students can solve addition and subtraction combinations to 10 within seconds without counting. (Proficient) 2 – Students can solve all addition and subtractions combinations to 10 using strategies listed in 1.OA.6. 50% of the combinations are known fluently. (Basic) 1 – Students can solve addition and subtraction combinations to 10 using strategies listed in 1.OA.6 (Below Basic) (52) students are beginning at below basic. (10) students are basic. (3) students are proficient.

Select or Develop an Assessment: *Describe how the goal attainment will be measured.*	*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)*
	The strengths for the proficient students are knowing their combinations, both addition and subtraction to 10. By the end of the year, those students are expected to be advanced (showing fluency of combinations to 20). The strength of the basic students are fluently knowing half their combinations to 10. By the end of the year, they should be proficient as well as beginning to work on combinations to 20. The strengths of the below basic students are that they show a strategy for addition. Some have a strategy for subtraction, but not all of them. By the end of they year, they will be proficient and be fluent with their combinations to 10. *2 students showed no evidence of an addition or subtraction strategy.

Growth Goal: *Establish expectations for student growth.*	*What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)*
	Students are expected to gain an understanding of number senses, by demonstrating increasing fluency of facts through ten. The assessment scores should increase as the year progresses. 100% of below basic student will reach proficiency by April 2015. 100% of basic students will reach proficient as well as continue to progress to combinations of 20 by April 2015. 100% of proficient students will be advanced by the April 2015.

Provide Rationale: *Describe how your SLO benefits student learning.*	*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)*
	The end of the year expectation if for all the students to know their addition/subtraction facts fluency (3 seconds or less) through 10. It is imperative to know where the students are at the beginning of the year and recognize where they need to be at the end of they year. This will guide our instruction by attending to number sense an what strengths and weaknesses the students possess. Historically, the data has proven this standard to ben and area of high needs. Our current data shows that 65% of students entering 1st grade did not know their parts of 5, which is a kindergarten fluency standard.

Learning Strategies: *Describe your plan to meet student needs.*	*How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)*
	The team will utilize a district provided book called Mastering the Basic Math Facts in Addition and Subtraction. This book includes activities, strategies, and interventions, to move students beyond memorization. We will use game binders both in and outside of the classroom, engage parents and extend learning. Number talks will be focused towards developing the understanding of addition and subtraction strategies. Along with the daily math and number talks, we will be incorporating technology through Dreambox Learning.

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: *Describe student progress toward the growth goal.*	*Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)*
	Mid Year 23 students are below basic. 24 students are basic. 11 students are proficient. 7 students are advanced. The assessment used was the exact same assessment that was given at the beginning of the year.

Strategy Modification: *If necessary, document changes in strategy.*	*Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)*
	We will continue to provide assignment and assessment modifications, enrichment activities, and other practice materials to meet the needs of students. The data shows definite progression for several students.

SLO Adjustment: *If justified, describe changes to the SLO.*	*Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)*
	NA

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: *The growth goal was 86% to 100% attained.*	*What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)*

Expected Growth: *The growth goal was 65% to 85% attained.*	*What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)*
	April 2015 3 students are below basic. 14 students are basic. 31 students are proficient. 17 students are advanced. 48/65 = 73% goal attainment

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

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: *Detail what you learned.*	*What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)*
	The drill and practice methods, consistent enrichment activities, differentiation, and assistance from others such as aids and resource teachers helped improve my student learning. I also adjusted my teaching style and provided extra support to my students that were in need. I do not think the goal should be refined at this time considering my population. If I had a different population of students, my goal would have to be more or less rigorous.