STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Math CA
School:	4th 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)*
	CC.4.NBT.A.2-3 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. Use place value understanding to round multi-digit whole numbers to any place.

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)*
	12 students including 2 on IEPs for math. STAR math data indicates that 5 of 12 students are below grade level in math.

Interval of Instruction:	*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.*

Specify the time frame in which growth with be measured.	2014-15 school year.

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)*
	Pretest in numeration (Topic 1) from Envision Math curriculum. All students scored 20 or below, putting them in the below basic proficiency level.

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)*
	Envision Topic 1 aligns to standards indicated as priority content. Students must score 24 or higher on this assessment to be considered proficient.

Growth Goal: *Establish expectations for student growth.*	*What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)*
	All students will score at the proficient level on the Numeration post-test (Topic 1).

Provide Rationale:	*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)*

Describe how your SLO benefits student learning.	Numeration and Base Ten standards proficiency is a building block for 4th grade math. It is a prerequisite skill for multi-digit operations.

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)*
	Students will receive instruction utilizing cognitively guided instructional strategies, reinforce skill acquisition through computer (IXL) and center activities, and be formatively assessed in a variety of ways including math journaling.

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)*
	Practice worksheet scores and formative assessments indicate that students are on track to meet growth goal.

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)*
	None needed

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)*
	None needed

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)*
	8 of 12 students scored 24 or above (proficient) on the Topic 1 assessment. Of the remaining students 3 scored in the basic range and the remaining student scored 18. All students improved from their pretest score. Goal attainment: 68%

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
☐	☒	☐

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)*
	This year I focused on a single unit and domain. Next year, I would like to work to identify more priority content and expand my SLO to include more of the instructional period.