STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Teacher Math 6-8
School:	South Dakota School
Evaluator:	Mr. Principal

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)*
	Students will be able to compute quotients of fractions, and solve real world problems involving division of fractions by fractions. Students will be able to use the greatest common factor to reduce, multiply, and divide fractions. Students will be able to find and position integers and other rational numbers on a horizontal or vertical number line. **Number System** 6. NS.1A – divide fractions and can solve word problems involving the division of fractions. 6.NS.4 – can find and use the greatest common factor (help in reducing fractions) 6.NS.6C – can place ordered pairs on a coordinate plane 6.NS.7 – understand ordering of rational numbers **Ratios and Proportions** 6.RP.1 – understand the concept of a ratio and use ratio language 6.RP.2 – understand the concept of a unit rate a/b, and use the rate language 6.RP.3 – using ratios to solve real world problems **Evaluating Expressions** 6.EE.7 – solve real world and mathematical problems by writing and solving equations with rational numbers **Geometry** 6.G.2 – find the volume of right rectangular prism with fractional edge lengths

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)*
	I will address the 61 students that I have in my 6th grade math classes this year. Two of them are on IEPs and one student is ELL.

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.*
	2014-2015 academic 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)*
	The data below present the student's ranking of the student's pre-test scores. It is the same assessment I will be giving them as their posttest. The test includes 26 questions aligned to the standards picked from above and is worth 36 points. 42 students scored 25% or lower 15 students scored 26% - 50% 3 students scored 51%-75% 1 student scored 76% or higher

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 assessment that I will be using will be one that I created and modified from the chapter assessments with my curriculum. It is the same test I used as the pre-test. The assessment contains only the problems that address the standards listed above as well as only working with fractions.

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 (100%) will score a 11% improvement or better from the pre-test the final summative assessment.

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)*
	After reviewing past AIMSweb test results from last year's class and my incoming 6th graders and from consulting higher level math teachers, the trend for the CCSS involving fractions has shown low results. It is crucial for students to understand the various mathematical concepts with fractions as you use it in everyday life situations (building concepts, area, etc.), as well as mathematical concepts in higher levels. Based off my baseline data the students' scores have shown me that the fraction standards are the standards I need to focus on.

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)*
	I will use the lesson plans and engaging activities involving the critical lessons dealing with fractions. I will be using various tools such as entrance/exit tickets, observations, questioning, various quizzes as well as a half-way point test to see how they're progressing. Students will be giving their initial benchmark testing at the beginning of the year. I will then ask them to come up with their own goal that can help them monitor their own progress and growth. The students will also decide their own strengths and weaknesses that helps them understand the math concepts and applications.

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: 9/10/2014

Evaluator Signature: Date: 9/10/2014

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)*
	After giving the half way point assessment all the students are have increased their score with a class average of 5% increase.

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)*

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)*

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)*
	42/61 students increased their score by a minimum of 11% or better. I met 69% of my goal, so I had expected growth.

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)*
	I would have liked to see more students increase their percentage more, and I think I will take into account the varying levels of abilities of my students. I expected some students to grow quite a bit, while others didn't need to grow as much to meet my goal. I think I will focus again on fractions as they are needed for higher level math and everyday life. I will focus on finding better strategies

	to get my students to improve their scores a little more.