STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	All
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)*
	1NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, on adds tens and tens, ones and ones; and sometimes it is necessary compose a ten.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Addition • Subtraction • Place value • Multiple of ten • Number sentence	Our number system is base ten. Numbers have place value. They can use a variety of strategies to solve addition and subtraction problems. Number sentences are used to show how numbers were added or subtracted.	Use a hundreds chart to add 10 to numbers 1-90. Use manipulatives to represent composing a new group of ten when necessary in addition. Use objects or drawings to explain strategies used to add. Write number sentences to show how numbers were added or subtracted.

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)*
	All 24 students in the first grade classroom will be addressed by the SLO. There are 2 students on math IEP's, 3 students receiving speech services, and 6 students being pulled out of the class for Title 1 services.

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.*
	The time period in which student growth is expected to occur is the 2014-2015 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)*
	All students were assessed using the AIMSweb Math Computation assessment in August 2014. 4 students scored in the WELL ABOVE AVERAGE range (90th percentile), 7 students scored in the ABOVE AVERAGE range (75th percentile), 12 students scored in the AVERAGE range (25th percentile), and 1 student sore in the WELL BELOW AVERAGE range. 22 of the 24 students scored above the average target of 7.

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 AIMSweb Math Computation assessment will be given again in December and April to measure growth and goal attainment. This assessment is administered by the school's Title teachers with in the typical classroom setting.

Growth Goal: Establish expectations for student growth.	*What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)*
	By the end of the 2014-2015 school year the 4 students who scored in the well above average range will increase their scores by 5 points. The 7 students who scored in the above average range will score in the well above average range. The 12 students who scored in the average range will score in the above average range. The 1 student in the well below average range will score in the average range. One student on an IEP will double his score of 4 to 8 on the AIMSweb Math Computation 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)*
	This goal was chosen because our data shows that previous years' scores show students in first grade have not been proficient with basic math facts. The curriculum currently being used (EnVision) does not meet the needs of our student in the content standard. By focusing on these skills and providing daily fact practice our students will be more readily able to complete higher level math skills in upper grade levels.

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 complete group and individual fact practice work within the classroom to support their growth. This will include flashcard and activities from the Envision curriculum. The two students on IEPs will meet with a SPED teacher, and Title I student will be pulled for further instruction by Title teachers.

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)*
	With our scores so high at the beginning of the year, 22/24 meeting the target score, that number has fallen to 15/24. The AIMSweb Math Computation assessment was utilized as was in the fall. It will be reissued in May.

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)*
	Interventions will need to be reviewed daily – Magic Math activities and IXL will also be purchased for further practice. IXL is aligned to the CCSS.

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)*
	Not at this time.

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)*
	After assessing in December, interventions were put into place and 20/24 met the target score. The 4 students who scored WELL ABOVE AVERAGE: 3 made the 5+ point gain 1 made a 3 point gain The 7 students who scored ABOVE AVERAGE: 4 scored WELL ABOVE AVERAGE and 3 remain AVERAGE. The 12 students who scored AVERAGE: 7 scored ABOVE AVERAGE 2 scored AVERAGE 2 fell to BELOW AVERAGE The 1 student who scored in the WELL BELOW AVERAGE: Did improve and moved up to BELOW AVERAGE, but did not attain the Target Score. The one IEP student did double his score from 4 to 8.

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:	*What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)*

Detail what you learned.	More hands on and visual teaching strategies needed to start at the beginning of the school year. Even though the class scored well at the beginning time and interventions need to take place to ensure continue growth and attainment.