

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:

Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>This SLO will include all 6 of my students in the self-contained classroom who take the NYSAA assessment. Three are 10 years old, and three are 11 years old.</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>This SLO is based on the NYSAA Frameworks – English Language Arts Standards and Alternate Grade Level Indicators (AGLIs) for the 4th and the 5th grade to include:</p> <p><u>Grade 4:</u> Required Component 1 – Key Idea: Reading Choice Component – Standard 4 – Students will read, write, listen, and speak for social interaction; and</p> <p>Required Component 2 – Key idea: Writing Choice Component 1 – Standard 1 – Students will read, write, listen, and speak for information and understanding</p> <p><u>Grade 5:</u> Required Component 1—Key Idea: Reading Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <p>Required Component 2—Key Idea: Listening Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <p>The specific complexity level for AGLIs were selected by the teacher for each student based on their entry points.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>The SLO will cover the entire school year September 2012 – June 2013. The outcome will be assessed at the end of the NYSAA testing window.</p>

<p>Evidence</p>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <ol style="list-style-type: none"> NYSAA ELA results from grade 3 will be used to provide baseline information for the students assessed at the grade 4 level, and the 4th grade results will provide baseline for the students assessed at the grade 5 level. For the one grade 4 level student who was not in NY State last year, the teacher will analyze the prior IEP and conduct a NYSAA-based pre-assessment to estimate an appropriate incoming NYSAA level. Student IEPs and other relevant historical academic data will be reviewed and analyzed in order to inform the target. The NYSAA ELA datafolio will be used as the summative assessment. <p>Note: In accordance with State guidelines, the assessment tasks will be administered on 3 dates, with the datafolio evidence and summary sheets sent to the BOCES for scoring.</p>																																																																																	
<p>Baseline</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>Students pre-assessment scores are as follows: Grade 4: Student 1 scored 42 (Level 3) on the Grade 3 ELA NYSAA Student 2 scored 40 (Level 3) on the Grade 3 ELA NYSAA Student 3 was estimated to score within the Level 2 range on the Grade 3 ELA NYSAA</p> <p>Grade 5: Student 4 scored a 41 (Level 3) on the Grade 4 ELA NYSAA Student 5 scored a 46 (Level 4) on the Grade 4 ELA NYSAA Student 6 scored a 42 (Level 3) on the Grade 5 ELA NYSAA</p> <p>Note: The reported scores are based on the NYSAA conversion chart cut scores.</p>																																																																																	
<p>Target(s)</p>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>My goal is for 75% of my students to maintain or increase their performance level on the NYSAA. However, the complexity level of each the AGLI's selected for the students will be increased over what they were expected to do in the previous year.</p>																																																																																	
<p>HEDI Scoring</p>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>The values below were assigned by the district.</p> <table border="1" data-bbox="363 1206 2016 1481"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="9">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="3">INEFFECTIVE</th> </tr> <tr> <th>20</th> <th>19</th> <th>18</th> <th>17</th> <th>16</th> <th>15</th> <th>14</th> <th>13</th> <th>12</th> <th>11</th> <th>10</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>91%</td> <td>86-90%</td> <td>80-85%</td> <td>79%</td> <td>78%</td> <td>77%</td> <td>76%</td> <td>75%</td> <td>74%</td> <td>73%</td> <td>72%</td> <td>71%</td> <td>70%</td> <td>69%</td> <td>68%</td> <td>67%</td> <td>66%</td> <td>65%</td> <td>64%</td> <td>63%</td> <td>62%-0</td> </tr> </tbody> </table>																				HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	91%	86-90%	80-85%	79%	78%	77%	76%	75%	74%	73%	72%	71%	70%	69%	68%	67%	66%	65%	64%	63%	62%-0
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Rationale

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

My district has placed a focus this year in ELA is on reading for social interaction writing for information and understanding in the 4th grade, and reading informational texts and listening for literary response in the 5th grade, meeting the requirement for focus on two AGLIs in the ELA content area at each grade level. My fourth graders will be able to use sign language to respond to questions about readings and recognize and respond to safety signs. The 5th grade students will be able to re-tell stories and recount the main facts of readings. Both grades will demonstrate improved accuracy and independence in response over the course of the year. Being able to understand what is being expressed by others is an essential social skill that they will need to be as independent as it possible in the future and contribute to the development of the basic life skills they will need in the future.

The NYSAA assessment is the designated end-of-grade assessment for students with significant cognitive disabilities in the State of NY. The multiple administrations and outside scoring ensure that our students have a fair chance to demonstrate their competencies.

Several of these students are low Level 3's in ELA (2 and 4) and one student (5) is already a Level 4. I feel that with concerted effort and practice, these students will reach proficiency.