

# Student Learning Objective Template

<b>Teacher Name:</b>		
<b>School District/School Name:</b>		
<b>Principal/Evaluator:</b>		
<b>Content Area for SLO:</b> Reading	<b>Type/Approach of SLO:</b>  <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Individual</span> <span><input type="checkbox"/> Team</span> </div> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Course</span> <span><input type="checkbox"/> Targeted</span> </div> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Class</span> <span><input checked="" type="checkbox"/> Tiered</span> </div>	
<b>Grade Level:</b>  3-5	<b>SLO Team Members (if applicable):</b>	
<b>School Year:</b>  2014-2015		
<b>SLO Objective Statement:</b>  Student will demonstrate growth in deriving main idea from literary text.		
<b>Assessment Window Dates:</b>	<b>Pre-Assessment Date:</b> September 8 <sup>th</sup> , 2014	<b>Post-Assessment Date:</b> April 15 <sup>th</sup> , 2015
<b>SLO Interval of Instruction:</b>	<b>Beginning Instruction Date:</b> September 15 <sup>th</sup> , 2014	<b>Ending Instruction Date:</b> April 8 <sup>th</sup> , 2015

## I. Rationale:

Provide a basis for the work to be accomplished. Why was this focus for an SLO selected? What background work has been done in this area? How does this target align with the school or district goals? What is the expected outcome? Is the objective broad enough to capture the major content but focused enough to be measureable?

Provide details related to assessment analysis and how that relates to the student population within the SLO.

All students in the class are taught using alternate achievement standards. The alternate achievement standards that are used are the NCSC Core Content Connectors. The basis for this SLO are the South Carolina College and Career Reading Standards via alignment with the NCSC ELA Core Content Connector (CCC) and Reading Standards for Literary Text and grades 3-5: Meaning and Context: Standard 6-Summarize the key details and ideas to support analysis of thematic development. Literacy skills are necessary for students with significant cognitive disabilities to be college, career, and community ready through the life span. Through evidence-based instructional strategies via systematic instruction, the student will access reading content at independent communication level, pre-symbolic, concrete, or abstract level. Analysis of student growth will include ongoing weekly probes as evidence of independent student responses toward content mastery for generalization and maintenance.

## II. Baseline and Trend Data:

Describe the data used to identify assessment and growth targets. Explain how this data helped you identify the growth targets for your students.

Baseline data: Information about students' level of performance prior to the start of the interval of instruction. How was the assessment done? When? Baseline data are used to establish SLO growth targets.

There are eight students with significant cognitive disabilities in my classroom within a grade band consisting of third through fifth grade. In September, 2014, these students were assessed with a teacher created pre-assessment based on the National Center and State Collaborative (NCSC) alternate achievement standards for ELA.

### Pre-Assessment

**Class: Smith: Grades 3-5**

**State Standard:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas to improve comprehension

Students:		Date:	9/8	
	↓	→		
A			10%	
B			0%	
C			20%	
D			0%	
E			30%	
F			20%	
G			0%	
H			40%	

The assessment illustrated the following strengths within my classroom of students:

- 1 of 8 students could identify some words within text as the student has basic concept of print
- 4 of 8 students could identify some picture symbols
- 3 of 8 students have little identifiable mode of communication, though attempts were made to identify items with objects.

Results from the assessment indicated the following areas of weaknesses for my group:

- 5 of 8 could not answer “what” and “who” questions about texts read aloud
- 7 of 8 students could not sequence a familiar story using picture symbols
- 0 of 8 students could summarize theme of story

This is the initial school year for students participating in the NCSC Alternate Assessment that is based on a curriculum of alternate achievement standards that are the NCSC Core Connectors aligned to South Carolina College and Career Readiness Standards. As a result, there is no baseline data relative to the NCSC Core Connectors.

As there is no vendor to appropriately assess the NCSC Core Connectors, a pre-test was derived based on curriculum-based assessment. Because the NCSC Core Connectors for ELA are based on scientific evidence with embedded systematic instructional strategies, it is expected that each student will attain growth in reading content at independent communication level, pre-symbolic, concrete, or abstract level.

### III. Growth Targets:

The growth targets set for this SLO must be rigorous for all students, yet attainable. Connect the baseline data that you collected at the beginning of the learning interval to your target data. Be sure to tier your growth targets so that you are able to demonstrate growth for students that perform at various levels. Considering all available data with baseline and trending data, what targets are you expecting your students to reach based upon their starting points? Explain how these targets were determined.

Student	Pre-Test	Growth Target
A	10%	30%
B	0%	20%
C	20%	50%
D	0%	20%
E	30%	60%
F	20%	50%
G	0%	20%
H	40%	80%

When setting growth targets, I considered the learning characteristics relative to each individual student and their communication access level. One student can access the general curriculum at the abstract level as he is verbal and can identify print aligned to the near link of the standard. Four students access the general curriculum at the concrete level as they can identify picture symbols through pointing, one student with switch access. Three students are accessing the general curriculum at the pre-symbolic level as they are non-verbal and exhibit inconsistent communication responses to instructional prompts given by teacher. In addition, I chose the NCSC CCCs because this is the content aligned to the South Carolina College and Career Readiness Standards that my students will be assessed with on the summative assessment beginning in third grade and thereafter. As a result of my pre-assessment, I was able to establish a baseline and trend data to exhibit strengths and weaknesses of my group for ELA.

### IV. Student Population:

Provide an in-depth description of the student population included in the SLO. At least six students are to be involved in an SLO. Describe any exceptionalities and special needs of this student group.

All of my students have significant cognitive disabilities and receive services in the self-contained setting. Based on the group's learning characteristics and curriculum access, one student can identify text and has a basic concept of print. Four students can identify picture symbols within text. One of those students is non-verbal, and utilizes switch-access for student responses to instructional prompts in accessing the general curriculum. Three students are at the pre-symbolic level as they cannot discriminate text, pictures, or picture symbols. In addition, the three students at the pre-symbolic level have no consistent mode of communication in place. For those students who are at the pre-symbolic level, I use objects as awareness to curriculum access. Students in my class receive instruction based on the alternate achievement standards via the CCCs that are aligned to the South Carolina College and Career Readiness Standards. There are four 3<sup>rd</sup> grade students, two fourth grade students and two fifth grade students in my class. All students receive speech services, and two students receive physical therapy. Four students receive occupational therapy.

<p><b>V. Standards/Content and Interval of Instruction</b></p> <p>Describe the content and content standards that are addressed by the SLO. Refer to the state content area standards to complete this section. Provide a data-driven explanation for the focus of the SLO. Also, describe the instructional period for this SLO.</p>	<p>Content will be derived from the NCSC ELA Core Connectors (CCCs) aligned to the South Carolina College and Career Readiness Standards.</p> <p>ELA Standard: Meaning and Context grade three-five: Standard 6: Summarize key details and ideas to support analysis of thematic development. Grade 3: 6.1 Determine the theme by recalling key details that support the theme. ELA CCC: 3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Grade 4: 6.1 Determine the development of a theme within a text; summarize using key details ELA CCC: 4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer. Grade 5: 6.1 Determine and analyze the development of a theme within a text, summarize using key details. ELA CCC: 5.RL.c2 Summarize a text from beginning to end in a few sentences.</p> <p>The selected CCCs aligned to the South Carolina College and Career Readiness Standards were chosen based on student strengths and weaknesses from the pre-assessment data to improve growth targets in reading comprehension. The instructional period will include daily reading intervention of 30 minutes and weekly probes to demonstrate growth in access to the general curriculum.</p>
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<p><b>VI. Assessment (Pre- and Post-) and Scoring:</b></p> <p>Describe the assessments (pre- and post-) that will be used to determine student growth. How do they measure the identified content/skills of the SLO? How will they be administered and by whom? Include information on how the assessment(s) will be scored. Assessments reviewed and discussed by a school team will verify the appropriateness of the instrument. Consider state-, district-, school-, and individual teacher-created assessments. Will these assessment be tied to grades, and if so, how?</p>	<p>All students within my classroom will take the same pre and post curriculum-based assessment administered by the same administrator in the same setting, similar in structure to the method that the Alternate Assessment is administered. Each student will have their appropriate accommodations for the assessment per their IEP. The growth indicator will measure comparison scores from the pre and post assessment. The assessment will be aligned to district assessments within this grade band.</p>
<p><b>VII. Instructional Strategies :</b></p> <p>Describe the best instructional practices and/or grouping strategies that you will use to teach this content to students. Discuss the varying baselines among your students. <b>How will instruction be differentiated based on data?</b> Have teachers in appropriate grades/subjects linked their SLOs? What interventions will be used if more assistance is needed during the learning process?</p>	<p>The general education and special education grade level curriculum teams collaborated and determined that based on the unique learning characteristics of the students in my class, the best instructional approach would be to align instruction to the grade level standard via the ELA CCCs through a Universal Design for Learning (UDL) approach utilizing a system of least prompts. Through UDL, I will utilize multiple modes to teach content with multiple strategies to engage students in learning, and create multiple ways students can demonstrate what they know. As there are varying baselines among my students, differentiated instruction based on student learning characteristics will include direct instruction with those specifically designed supports for access. For my one student with learning characteristics at the abstract level, I will utilize adapted grade level text at a near link that the student can read. For the four students at the concrete level, I will utilize adapted grade level text with picture symbols. For my three students at the pre-symbolic level, I will utilize grade level adapted text and objects for access. If students need more assistance, I will collaborate with my grade level curriculum teams as to additional strategies and/or approaches. For my three students who exhibit little identifiable modes of communication and other students as warranted, I will ask for an assistive/augmentative/alternative communication consultation to improve access to the general curriculum.</p>

<p><b>VIII. Progress Monitoring:</b></p> <p>How frequently will you progress monitor students' mastery of standards taught? How and with what instruments will you assess students to measure their progress over time toward the learning goal? What will you do if students do not show adequate progress toward the learning goal? Who will be sharing and discussing the results of this data collection during the instructional period?</p>			<p>Progress monitoring will be measured by weekly probes. Curriculum based measures will be used to determine progress over time. If the student(s) do not show adequate progress towards their learning goal, instructional strategies and/or supports will be changed in order for the student to make progress toward his or her goal. Results of data collection during the instructional period will be shared with the general education and special education grade level curriculum teams.</p>
<p><b>IX. Teacher Professional Growth and Development Plan and Action Research (S.C. Code Ann. Section 59-26-30):</b></p> <p>Describe the learning that the teacher will complete to successfully complete the plan. How will this learning occur? Will this be compiled as action research to add to the profession? What reading and reflection will be done during the SLO process? What teaching skills and techniques will be improved through the project?</p>			<p>Students with significant cognitive disabilities are a heterogeneous group of students with varying entry skills/points/levels into reading content. As a result of this challenge, the teacher will learn principles of universal design for learning (UDL) in providing multiple ways that content is to be presented, in the ways students respond or demonstrate knowledge and skills, and providing multiple opportunities for student engagement. This UDL approach should include appropriate accommodations and supports that may include assistive technology, and augmentative/alternative communication. The teacher should read and/or participate in professional learning opportunities (PLOs) to stay abreast of the most current evidence-based practices that may promote action research. In addition, the teacher should reflect daily on formative assessment as progress monitoring to drive planning and instruction. With participation in PLOs, the teacher will be able to improve on writing lesson plans aligned to the South Carolina College and Career Readiness Standards via the NCSC CCC's with principles of UDL and progress monitoring for specifically designed instruction and supports.</p>
<b>Conference</b>	<b>Date</b>	<b>Signatures</b>	
SLO Preliminary Conference			
SLO Mid-Course Conference			
SLO Summative Conference			

## Summative Scoring Table

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
The teacher attains a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable progress based on established standards for a significant number of students.	The work of the teacher results in student growth but does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student growth.
Almost all students_____meet their targeted growth, and many_____exceed their targets	A significant number of students_____meet or exceed their targets.	A less than significant number_____of students meet or exceed their targets.	Fewer than_____of students meet or exceed their targets.
Beginning of the Year Targets:			
<b>Performance Level:</b>	<b>Performance Level:</b>	<b>Performance Level:</b>	<b>Performance Level:</b>
___of___Meet/Exceed ___of___Exceed	___of___Meet/Exceed	___of___Meet/Exceed	< of___Meet/Exceed
End of Year Performance:			
___of___Meet/Exceed ___of___Exceed	___of___Meet/Exceed	___of___Meet/Exceed	< of___Meet/Exceed