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Name: Teacher Name SAMPLE Content Area: Math Grade Level: 5th Grade

Academic Year: 2015-2016 SLO Type: √ Class-level 🞎 Course-level or Grade-level 🞎 Targeted 🞎 Tiered

**5th Grade Math DRAFT Sample**

**Student Learning Objectives (SLO)**

**Student Population**

Who is included in this objective? If a targeted subgroup, why has this group been selected?

There are 30 students enrolled in the class, 25 students took the Delta Math 5th grade screener last spring for baseline data and all 30 took the fall screener. There are 18 boys and 12 girls. We have seven students with IEPs, though only two with math related accommodations. There are also three students who qualify as an English Learner. This SLO will set goals for all 30 students based on available baseline data and will set rigorous and attainable goals for each student as a tiered group or individual goal.

* Describes the demographics of the class accurately.
* Justifies why a targeted group was selected or includes the entire class.
* If subgroups are excluded, specifies who and if they are covered by another SLO; otherwise, why not

**Learning Standards**

What are the essential standards connected to the learning content?

There are six “readiness” standards from the previous year that should have been mastered as foundational standards for 5th grade content, these include: 4.NBT.5, 4.NBT.6, 4.NF.2, 4.NF.3b, 4.NF.3c, and 4.NF.4b. These standards will be reviewed if necessary as just in time intervention when this prior knowledge is needed for grade level instruction.

There are seven essential (readiness) standards to be measured at the end of this course of instruction, these include: 5.OA.1, 5.NBT.5, 5.NBT.6, 5.NF.1, 5.NF.4b, 5.NF.7a, and 5.NF.7b. Instruction throughout the year will include additional state-adopted standards, however, these seven have been identified as part of a mastery learning loop in my classroom. Although the Delta Math Screeners align to the complexity of the “readiness standards” as foundational components for state-adopted standards, these items do not reflect the complexity of the entire content for each grade level.

* Aligns to specific state-adopted standards
* Represents the essential standards or the big ideas to be taught during the course of instruction
* Reaches the appropriate level of complexity for each state-adopted standard measured

**Baseline Data**

What data were reviewed in the development of the SLO? How do the data support the SLO?

When students screened up on Delta Math in the previous spring, 20 of the 25 had shown mastery on six foundational standards from 4th grade. On the same screener taken the third week of school, only 12 of the 30 showed mastery of all six foundational standards, summer loss evidently. All 12 students plus two others demonstrated proficiency on the state-level assessment, though diagnostic data was not available.

Comparing the spring and fall Delta Math screener, 15 students showed mastery on at least five of the six foundational standards, this will be referred to as our “Benchmark” group. 12 students need support on two or three foundational standards, this group will be referred to as the “At Risk” group. The remaining three students will be considered our “Intensive” group. NOTE: One student missed all of the readiness standards. Goals will be set for each of the three groups under the Growth Target section.

* Identifies sources of information about students (e.g. prior year test scores, trend data and/or pre-tests)
* Summarizes student data to demonstrate specific student need for the content.

**Assessment**

How will you measure the outcomes of this SLO, which tool(s) will be reviewed to determine success criteria?

Delta Math has identified “readiness” standards as the most essential learning outcomes leading to Algebra 1. All students will be given the Delta Math 5th Grade Readiness Screener at least twice, once in September and again in November or December. Students who have not mastered all readiness standards, will be screened again in March or April, then continued intervention and progress monitoring if necessary. All students will also screen up in the spring taking the Delta Math 6th Grade Readiness Screener in May, with re-teaching and progress monitoring if necessary till the end of the school year. The success criteria for Delta Math and all assessments in inQwizIT meet .67 or higher typically on three to five items (i.e. 2/3, 3/4, or 4/5).

* Describes assessment alignment to the course content and emphasizes constructed-response or performance tasks that require higher-order thinking skills OR
* Identifies national, state or regional assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.
* Indicates that there are clear answer key, scoring guides and/or rubrics for all assessment items.
* Describes how progress monitoring will occur

**Growth Targets**

What are the quantitative targets that will demonstrate achievement of this SLO?

For an “Effective” rating for this SLO, all 30 students will demonstrate proficiency on the foundational standards on the early winter or late winter Delta Math 5th Grade Readiness Screener. Students who fail to demonstrate proficiency by April, will receive continued support and an opportunity to demonstrate proficiency on three successive quick checks. In addition, all “Benchmark” students will show mastery on all seven essential standards assessed when screening up in May on the Delta Math 6th Grade Readiness Screener. “At Risk” students will show mastery on at least six of the seven essential standards and “Intensive” students will show mastery on at least four of the seven essential standards.

A “Highly Effective” rating for this SLO will be given if all “Benchmark” and “At Risk” students demonstrate proficiency for all standards on the Delta Math 5th Grade and 6th Grade Readiness Screener. In addition, two of the three “Intensive” students will demonstrate proficiency on all 5th Grade Readiness and at least six of the seven 6th Grade Readiness. The third “Intensive” student will show proficiency on at least 11 of the 13 essential standards written in the SLO.

* Baseline and trend data support established targets
* Demonstrated use of data to identify student needs and determine appropriate targets
* Ensures all students in this SLO have a rigorous and attainable target, consider setting differentiated growth targets
* Demonstrates teacher knowledge of students and content.

**Rationale**

What are the quantitative targets that will demonstrate achievement of this SLO?

These targets are focused and rigorous. In years past, proficiency on these essential standards were not attained at this level by an entire class. The composite of this class did not show this level of competency based on baseline data from the previous year. SLO aligns with our building SIP Math Goal as seen in activities under Strategy 1 (Targeted instruction on readiness standards) and Strategy 2 (Teachers will assist students struggling), see the building SIP and <http://deltamath.org/> for specific activities.

* Explains why target is appropriate for the population.
* Explains how targets align to broader school and district goals.

**Comments from Approval Committee Members**

This represents one portion of the student growth on an Ed Eval since all checkboxes were not marked.

**SLO Approval Committee Date Signature**

Mike Klavon, department chair 9/30/2015

Sample Name, teacher 9/30/2015

Doug Greer, principal 10/5/2015