



5th Grade Math Sample SLO (Student Learning Objective)

Name: Mr. William Minster

Content Area: Math

Grade Level: 5th Grade

Instruction Interval: 9/1/15 – 5/1/16

SLO Type: Class-level Course-level or Grade-level Targeted Tiered

Student Population

Who is included in this objective? If a targeted subgroup, how will the other students be addressed in another SLO? [Support Video #1 OH](#)

MDE Checklist Criteria for Student Population:

- ✓ 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?

My SLO will cover all 30 students in my 5th grade class. The demographics in my class include:

- 18 male
- 12 female
- 7 students with IEPs
- 3 students identified as EL

Last year, 28 of the students were screened up on the 5th grade readiness standards in the spring:

- 10 students met benchmark on all 6 readiness standards
- 8 students met benchmark on 5 readiness standards
- 7 students met benchmark on 3 or 4 readiness standards
- 3 students met benchmark on 0, 1 or 2 readiness standards

Learning Standards

What are the essential standards or competencies connected to the learning content? [Support Video #2 OH](#)

MDE Checklist Criteria for Learning Standards:

- ✓ 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

The 5th grade Delta Math readiness standards were used to identify students for 5th grade Tier 2 interventions. They are a subset of 4th grade content standards identified as essential for all students to be ready to learn new 5th grade standards.

Each grade level of Common Core Content standards were analyzed by a team of math consultants, coaches, administrators and teachers throughout West Michigan to determine what all students should know and be able to do to increase a student's readiness to learn new grade-level content standards.

The 5th grade readiness standards include:

- 4.NBT.5 (Multiply up to a 4-digit by a 1-digit number and two 2-digit numbers)
- 4.NBT.6 (Divide up to a 4-digit by 1-digit number)
- 4.NF.2 (Compare fractions with different numerators and different denominators)
- 4.NF.3b (Convert between improper fractions and mixed numbers)
- 4.NF.3c (Add and subtract mixed numbers with like denominators)
- 4.NF.4b (Multiply a whole number by a fraction)

During this year, Tier 1 instruction will include additional state-adopted standards. However, these 6th grade readiness standards will be monitored by students after they have had the opportunity to learn and demonstrate mastery. Delta Math Quick Checks and Growth Charts will be used to ensure additional Tier 1 intervention is provided throughout the year when necessary.

The 6th Grade readiness standards include:

- 5.OA.1 (Evaluate expressions with parenthesis)
- 5.NBT.5 (Multiply multi-digit numbers),
- 5.NBT.6 (Divide 4 digit numbers)
- 5.NF.1 (Add/Subtract mixed numbers with different denominators)
- 5.NF.4b (Multiply fractions)
- 5.NF.7a (Divide unit fraction by whole number)
- 5.NF.7b (Divide whole number by unit fraction).

NOTE: Although the Delta Math Readiness Screeners align to the complexity of each readiness standard as foundational components for state-adopted standards, these items may not reflect the complexity of the entire content for each grade level (i.e. some standards have multiple parts or extend to context).

<p>Baseline Data What data were reviewed in the development of the SLO? How do the data support the SLO? Support Video #3 OH; Data Template OH <u>MDE Checklist Criteria for Learning Standards:</u></p> <ul style="list-style-type: none"> ✓ 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.
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Of the 30 students who completed the 5th Grade Readiness Screener in September, only 8 of the 30 met benchmark on all six standards.

On the state-level assessment (M-STEP), 16 students demonstrated proficiency, four of these were considered at the advanced level. Diagnostic data to determine standard level performance was not available from the state test.

All 30 students were placed into four tiers using the Fall Delta Math 5th Grade Readiness Screener combined with the Spring State Assessment. (See table below.)

Tiered Groups	2015 Spring State Assessment	2015 Fall Delta Math 5th Grade Readiness Screener	Student Initials	# of students
Advanced	Advanced	Met benchmark on all 6 readiness standards	DG, SK, AT, KU	4
Benchmark	Proficient	Met benchmark on at least 5 or 6 readiness standards	TA, IB, LC, JD, MG, RL, MM, DS, HS, TS, , WV	11
Targeted / At-Risk	Proficient OR Near Proficient	Met benchmark on 3 or 4 readiness standards	DB, BC, RD, CD, AbH, AIH, SK, TM, BS, DS, YV, FV	12
Intensive	Near Proficient OR Not Proficient	Met benchmark on 0, 1 or 2 readiness standards	ZG, JT, VW	3

(Note: The Delta Math Course Overview report can be used to identify the number of readiness standards that each student performed at benchmark. I am not sure how I can find each student’s designation on the spring state assessment.)

With the need to utilize local data for qualifying students for Section 31a “At Risk” funds, the middle group that is below benchmark has been named “Targeted or At Risk”. Goals will be set for each of the four groups under the Growth Target section.

In the intensive group, ZG performed below benchmark on all 6 readiness standards. JT and VW performed below benchmark on 5 readiness standards. They will be scheduled in the first Tier 2 intervention being provided to all students who performed below benchmark on the same readiness standard. And, if they do not respond to the Tier 2 intervention,

they will be screened using the Delta Math 5th grade Tier 3 Screener. This will provide more information based on the readiness standards for 4th and 3rd grades so that additional learning gaps and a Tier 3 intervention plan can be developed.

Assessment

How will you measure the outcomes of this SLO, which tool(s) will be reviewed to determine success criteria? [Support Video #4 OH: Assessment Checklist IN](#)

MDE Checklist Criteria for Learning Standards:

- ✖ 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

The Delta Math RtI Program provides readiness screeners for students entering each grade level from 1st grade through Algebra 1. Grade level readiness screeners are used to identify students who may not be ready-to-learn new grade level standards so that Tier 2 intervention can be provided to increase each student's readiness to learn Tier 1 math standards.

In September, students will be screened using the Fall 5th Grade readiness screener to provide base-line data. Students who performed below benchmark on each readiness standard will be provided fall Tier 2 interventions that include progress monitoring using Delta Math Quick Checks and Growth Charts.

In December, all students will be screened using the Winter 5th Grade readiness screener to measure the impact of fall tier 2 interventions and identify students who still need winter tier 2 interventions with progress monitoring.

In April, students who did not meet benchmark on all 6 readiness standards, will be screened again to measure the impact of winter Tier 2 interventions. Also, students who perform below benchmark on the spring 5th Grade Readiness Screener will receive additional Tier 2 interventions that include progress monitoring. For each 5th grade readiness standard, where a student meets the learning goal on 3 Quick Checks in a row, the student would be considered as meeting benchmark and this new data would be included in the student's end of the year growth data.

In May, students will be screened using the Spring Delta Math 6th Grade Readiness Screener to measure their performance on 5th grade content standards. Each student who performed below benchmark on a 6th grade readiness standard will receive re-teaching with progress monitoring. For each 6th grade readiness standard where a student meets the learning goal on 3 Quick Checks in a row, the student will be considered as meeting benchmark and this new data would also be included in the student's end of the year growth data.

The spring state assessment is called the M-STEP and measures student growth on learning targets that are aligned to the Michigan Career and College Readiness grade level standards. This assessment categorizes students into 4 categories: Advanced, Proficient, Near Proficient and Not Proficient.

Growth Targets

What are the quantitative targets that will demonstrate achievement of this SLO? [Support Video #5 OH](#); Samples collected by [MASSP](#) or found at these state departments: [LA](#), [RI](#), [OH](#), or [NY](#)

MDE Checklist Criteria for Learning Standards:

- ✓ 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.

For an “Effective” rating for this SLO:

Tiered Groups	Delta Math 5th Grade Readiness (e.g. 4.NF.4b)	Delta Math 6th Grade Readiness (e.g. 5.NF.7b)	Student Initials	# of students
Advanced	Met benchmark on all 6 readiness standards	Met benchmark on all 7 readiness standards	DG, SK, AT, KU	4
Benchmark	Met benchmark on all 6 readiness standards	Met benchmark on at least 6 readiness standards	TA, IB, LC, JD, MG, RL, MM, DS, HS, TS, , WV	11
Targeted / At-Risk	Met benchmark on all 6 readiness standards	Met benchmark on at least 5 readiness standards	DB, BC, RD, CD, AbH, AIH, SK, TM, BS, DS, YV, FV	12
Intensive	Met benchmark at least 4 readiness standards	Met benchmark on at least 3 readiness standards	ZG, JT, VW	3

For a “Highly Effective” rating for this SLO:

Tiered Groups	Delta Math 5th Grade Readiness (e.g. 4.NF.4b)	Delta Math 6th Grade Readiness (e.g. 5.NF.7b)	Student Initials	# of students
Advanced	Met benchmark on all 6 readiness standards	Met benchmark on all 7 readiness standards	DG, SK, AT, KU	4
Benchmark	Met benchmark on all 6 readiness standards	Met benchmark on all 7 readiness standards	TA, IB, LC, JD, MG, RL, MM, DS, HS, TS, , WV	11
Targeted / At-Risk	Met benchmark on all 6 readiness standards	Met benchmark on at least 6 readiness standards	DB, BC, RD, CD, AbH, AIH, SK, TM, BS, DS, YV, FV	12
Intensive	Met benchmark at least 5 readiness standards	Met benchmark on at least 5 readiness standards	ZG, JT, VW	3

Rationale

What is your rationale for setting the targets for student growth and how do they align with school improvement goals? [Support Video #6 OH](#)

MDE Checklist Criteria for Learning Standards:

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

Having every student ready for 6th grade math is important. And, if a student is not performing at benchmark for each 6th grade readiness standard, I want to ensure that they are more ready to learn 6th grade than they were ready to learn 5th grade. This means that throughout this school year, I would like to close all learning gaps using Tier 2 interventions that include progress monitoring and have each student at benchmark on a greater number of 6th grade readiness standards than how they entered my 5th grade class.

My SLO aligns with our building SIP Math Goal as seen in the activities under Strategy 1, “Targeted instruction on readiness standards” and Strategy 2, “Teachers will assist students struggling”. (Please see the building SIP.)

As part of a multi-tiered system of supports, I plan to provide Tier 2 interventions with progress monitoring as just-in-time support to help all student be ready-to-learn current grade-level content standards. I also plan to provide Tier 1 interventions with progress monitoring to all students who do not perform at benchmark as indicated by Delta Math Quick Checks after core instruction has been provided.

These targets are focused and rigorous. In years past, benchmark on all 6th grade readiness standards have never been attained by an entire class. Last year, over 50% of students performed below benchmark on 2 standards or more when screened in the spring on 6th grade readiness standards. I hope to significantly close the gap between students who are not ready to learn 6th grade readiness standards (to be measured in the spring) compared to those not ready to learn 5th grade readiness standards (as measured this fall).

Comments from Approval Committee Members

This SLO represents one portion of the student growth on an Ed Eval. (In order to use multiple data points and since all checkboxes were not marked, this SLO will be used in combination with another SLO using interim assessments and/or state-level SGPs.)

For additional sample SLOs done by various states, the formats are slightly different, though the components are the same, visit: [Louisiana](#), [Rhode Island](#), [Ohio](#), or [New York](#) or the collection by content area from MASSP.

For additional information on SLOs, contact Doug Greer (DGreer@oaisd.org) or

For information on Delta Math, contact Mike Klavon (MKlavon@oaisd.org)

SLO Approval Committee**Date****Signature**

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9/30/2015

Mr. William Minster, teacher

9/30/2015

Additional Names ...

Dr. Feed Back, principal

10/5/2015
