

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: Ms. GIS Content Area and Course(s): ELA/Gifted Grade Level(s): 3-5 Academic Year: 2013-2014

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

For the resource room pull out program, the 3rd through 5th grade gifted students identified as being superior cognitive are required to engage in rigorous research projects. In the past, these projects have been evaluated by the portfolio of products embedded in the research process, as well as the final research project through a rubric.

A concern with past cohorts of gifted students has been poor research skills mainly due to lack of experience with the standards. Past cohorts struggled with the organization and synthesis of their research and documentation. Past performance in this area has been weak and has averaged a score of 2 out of 6 possible points on the preassessment rubric.

Using the new college and career readiness standards as a guidepost, baseline data and trends are established through a pre-assessment indicating students need to strengthen college and career readiness standards 7, 8, and 9 when conducting research:

College and career readiness standards for Writing

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.*

The preassessment was created and approved at the district level by the gifted teachers and gifted coordinator. It consists of 20 total possible points, which allows for a wide range of entry levels. Results on the preassessment are comparable by grade level. Grade 3 students were able to successfully identify appropriate research questions (average score of 2.5/3) and identify selection of sources

(average score of 2/3). Grade 4 students were able to identify appropriate research questions (average score of 2.5 /3), identify selection of sources (average score of 2.5/3), and identify three areas of research for a topic (average score 2/3). Grade 5 students could identify appropriate research questions (average score of 3/3), identify selection of sources (average score of 2.5/3), and identify three areas of research for a topic (average score of 2.5/3). All students struggled with organization and synthesis of their research and documentation (average score of 3/6). This weakness is a typical area of concern for students of these age groups.

Results of the preassessment are concluded below:

Baseline/preassessment score	Number of students
5-10	1
11-15	17
16-18	3

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

Students in this SLO have been identified as superior cognitive. Instruction takes place in a Resource Room and the curriculum is interdisciplinary.

This SLO includes all of my grades 3-5 superior cognitive students:

Six 3rd grade superior cognitive gifted students

Eight 4th grade superior cognitive gifted students

Seven 5th grade superior cognitive gifted students

This course meets by grade level. No subgroups or second exceptionalities are excluded from this SLO.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

This SLO begins on September 3, 2012 and concludes April 5, 2013. Each gifted class meets 3 times per week; each class is 90 minutes in length.

Grade 3: Monday, Wednesday, and Friday-daily 2:05-3:35

Grade 4: Monday, Wednesday, and Friday-daily 12:30-2:00

Grade 5: Monday, Wednesday, and Friday-daily 11:15-12:45

Other established timeframes:

- Research is conducted throughout the school year.
- The Pre-Assessment was administered the second week of September.
- The Post Assessment will be administered the first full week of April.
- The final research project will be scored the second full week of April.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

The SLO will target the ELA Common Core state standards through an independent study research project conducted by the students based on interest and teacher approval. The content requires gifted students to extend their learning and build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient and advanced in new areas through research and study. They read purposefully to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing. They become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

College and career readiness anchor standards for writing

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade level content statements addressed:

Writing Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
<i>Text Types and Purposes</i>		
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related</p>
<i>Research to Build and Present Knowledge</i>		
<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

<p>9. (Begins in grade 4)</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
-------------------------------	--	--

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Range of Reading and Level of Text Complexity

- 10. Read and comprehend complex literary and informational texts independently and proficiently.

Grade level content statements addressed:

<p>Reading Standards for Literature K–5</p>		
<p>Grade 3 students:</p>	<p>Grade 4 students:</p>	<p>Grade 5 students:</p>
<p><i>Key Ideas and Details</i></p>		
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>Reading Standards for Informational Text K–5</p>		
<p>Grade 3 students:</p>	<p>Grade 4 students:</p>	<p>Grade 5 students:</p>
<p><i>Key Ideas and Details</i></p>		
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

<i>Integration of Knowledge and Ideas</i>		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to
<i>Range of Reading and Level of Text Complexity</i>		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

The unit will include research materials that incorporate experiential learning for the following components (drawn from evaluation rubric)

<p>3rd Grade:</p> <ul style="list-style-type: none"> • Research Questions • Selection of Sources • Note-taking and Keywords • Sharing and Presenting Information • Listing Sources 	<p>4th Grade:</p> <ul style="list-style-type: none"> • Research Questions • Selection and Sources • Note-taking and Keywords • Organization and Synthesis • Citations/Documentation 	<p>5th Grade: (Big 6 Research Skills)</p> <p>Task Definition-</p> <ul style="list-style-type: none"> • Define the information/problem • Identify information needed <p>Information Seeking Strategy-</p> <ul style="list-style-type: none"> • Determine all possible sources • Select the best sources <p>Location and Access</p> <ul style="list-style-type: none"> • Locate Sources • Find Information within sources <p>Use of Information</p> <ul style="list-style-type: none"> • Engage • Extract Relevant Information <p>Synthesis:</p> <ul style="list-style-type: none"> • Organize from multiple sources • Present the Information <p>Evaluation:</p>
--	---	--

- | | | | |
|--|--|--|--|
| | | <ul style="list-style-type: none">• Judge the result• Judge the process | |
|--|--|--|--|

In addition to addressing the CCSS, the SLO also addresses the following NAGC programming standard, 3.4. *Instructional Strategies*. Students with gifts and talents become independent investigators.

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

All students will be assessed with a 20 point pre-assessment. The pre-assessment includes all essential areas of research and allows for identification of students' strengths and weaknesses. The pre-assessment was district developed and approved and includes a scoring rubric. The pre-assessment was given the 2nd week of September. The assessment includes both prerequisite and higher performance skills so that all students can demonstrate understanding and so that the assessment can be utilized as a solid data point for determining appropriate growth.

The post-assessments for this SLO were also district developed and approved. The gifted department and gifted coordinator worked to create the preassessment, postassessments, and corresponding rubrics and administration guidelines. The postassessment is aligned to the preassessment but includes a different rubric and scoring structure. This has been taken into consideration when establishing appropriate growth targets. The postassessment is the culmination product of a yearlong research project. Students, with teacher approval, are encouraged to define a topic early in October and begin to conduct research. Students work on components of the research project throughout the year and complete the required research components as a culminating project in early April. The rubrics used to evaluate the research project were designed at the national level and were retrieved online. The rubrics have been evaluated and approved for use in the district. The gifted teachers will use the rubrics to evaluate their students. They will use the corresponding grade appropriate rubric for each group of gifted students. Due to the nature and content of the rubrics, stretch is incorporated into the design so that all ability levels are able to demonstrate understanding and growth. The gifted teachers have been trained to interpret the rubric criteria and will refer any clarifying questions to the gifted coordinator. Due to this year's preassessment results, it is indicative that students can exhibit growth on the postassessment.

Pre-assessment/Research Skills

Name:

Date:

_____/20 points

Research Question: (0-3 points)

Write an example of a question you would be able to research in the space below:

Selection of Sources: (0-3 points)

List examples of three ways you could gather information about a topic. Be very specific in listing appropriate sources of information.

Note-Taking and Keywords (0-3)

The topic is dogs.

List three areas of research you could pursue when thinking of dogs as a topic. What are some things you would want to determine about the topic? What are some keywords related to the topic?

Organization and Synthesis (0-6)

Brainstorm at least three formats that you could use to present a research topic to the class.

Describe your thinking on how you would organize your work and presentation using the space below.

Documentation (0-5)

How would you establish whether a source of information is relevant? What are some things you would look for in the information you are gathering to make sure it is accurate? How could you evaluate your sources? Explain below.

Grades 3-5 Preassessment Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Research Question	3 points	2 points	1 point	0 points	___/3
	Wrote clear, creative, and interesting question(s), which fit the topic.	Wrote clear question(s), which fit the topic.	Wrote a question which did not fit the topic.	No attempt.	
Selection of Sources	3 points	2 points	1 point	0 points	___/3
	Identified at least 3 useful sources in many formats (books, magazines, electronic).	Identified at least 3 mostly useful sources in many formats (books, magazines, electronic).	Identified 2 useful sources in one or two formats.	Identified 1 or less useful sources in any formats.	
Note-taking & Keywords	3 points	2 points	1 point	0 points	___/3
	Identified 3 important areas of research about the topic.	Identified 3 general areas of research about the topic.	Identified 2 general areas of research about the topic.	Identified 1 or less general areas of research about the topic.	
Organization/Synthesis	6 points	4 points	2 point	0 points	___/6
	Listed 3 formats that could be used to	Listed 3 formats that could be used to	Listed 2 formats that could be used to	Listed 1 or less formats that could be used to	

	present all information in a clear and organized way.	present information.	present information which was poorly organized or was difficult to understand some of the time.	present information which was poorly organized and hard to understand.	
	Selected a highly effective and creative format for the presentation.	Selected an effective format for the presentation.	Selected a format which was only minimally effective for this topic.	Selected a format which was not effective for this topic.	
Listing Sources	5 points	4 points	2 point	0 points	___/5
	Included all relevant sources used and listed sources in the correct format.	Included most sources used and listed sources in the correct format.	Included most sources used, but some information was missing or incorrect.	Failed to include most of the sources used, and a lot of the information was missing or incorrect.	
TOTAL POINTS					/20

Rubrics for **post-assessment** can be accessed digitally:

3rd grade rubric: (15 total possible points)

<http://www2.uwstout.edu/content/profdev/rubrics/elemresearchrubric.html>

4th grade rubric: (15 total possible points)

<http://www2.uwstout.edu/content/profdev/rubrics/middlelschresearchrubric.html>

A full example of the 5th grade post-assessment rubric: (50 total possible points)

Big 6 Research Skills Rubric

	Exceeds Expectations	Meets Expectations	Partially Met Expectations	Attempted Meeting Expectations	No Effort
	<i>Point Value</i>	<i>Point Value</i>	<i>Point Value</i>	<i>Point Value</i>	<i>Points Value</i>
Step 1: Task Definition	<i>4 Points Each</i>	<i>3 Points Each</i>	<i>2 Points Each</i>	<i>1 Point Each</i>	<i>0 Points Each</i>
Define the Information Problem	Articulates a clear understanding of the assignment	Demonstrates an understanding of most of the assignment	Shows vague, unfocused understanding of the assignment	Is aware of the assignment	Not applicable/Nothing available
Identify Information Needed	Clear outline with > 4 sub-topics	Clear outline with 4 sub-topics	Clear outline with 3 sub-topics	Outline with 1-2 sub-topics	No outline
Step 2: Information Seeking Strategies	<i>4 Points Each</i>	<i>3 Points Each</i>	<i>2 Points Each</i>	<i>1 Point Each</i>	<i>0 Points Each</i>
Determine all Possible Sources	Chooses the most appropriate strategy(ies) and gives reasons for choice(s)	Chooses a strategy after comparing possibilities	Chooses a strategy without comparison to other possibilities	Is aware of different strategies	Not applicable/Nothing available
Select the Best Sources	Lists > 3 possible sources of information	Lists 3 possible sources of information	Lists 2 possible sources of information	List 1 possible source of information	No list of possible sources of information
Step 3: Location and Access	<i>8 Points Each</i>	<i>7 Points Each</i>	<i>6 Points Each</i>	<i>5 Points Each</i>	<i>0 Points Each</i>
Locate Sources (intellectually and physically)	Completes the assignment with all components evident	Submits the assignment with few components missing	Submits the assignment with many components missing	Is aware of assignment but has difficulty proceeding	Not applicable/Nothing available
Find Information Within Sources	Gathers information in > 10 sources with citations	Gathers information in 8-10 sources with citations	Gathers information in 4-7 sources with citations	Gathers information with 1-3 sources with citations	Gathers no information from any source and/or no citations

Step 4: Use of Information	<i>12 Points Each</i>	<i>11 Points Each</i>	<i>10 Points Each</i>	<i>9 Points Each</i>	<i>0 Points Each</i>
Engage (Read, Hear, View, Touch, etc.)	Completes the assignment with all components evident	Submits the assignment with few components missing	Submits the assignment with many components missing	Is aware of assignment but has difficulty proceeding	Not applicable/Nothing available
Extract Relevant Information	Written notes using >10 information sources	Written notes using 8-10 information sources	Written notes using 4-7 information sources	Written notes using 1-3 information sources	No written notes
Step 5: Synthesis	<i>18 Points Each</i>	<i>17 Points Each</i>	<i>16 Points Each</i>	<i>15 Points Each</i>	<i>0 - 14 Points Each</i>
Organize from Multiple Sources	Report is significantly longer than required. Some of the information may be given in bullets but most of the report is written in complete sentences.	Report is written in complete sentences with 5 or more well written paragraphs. Some of the information may be given in bullets.	Half the report is written in complete sentences, or the report is less than 5 paragraphs, or most of the information is given in bullets.	Some of the report is written in complete sentences, most of the information is given in bullets. Less than 4 paragraphs.	Very few complete sentences. All the information given as bullets or Nothing Available
Present the Information	The quality of the product reflects an understanding of most facets of the problem	The quality of the product reflects an understanding of many facets of the problem	The quality of the product reflects an understanding of some facets of the problem	The quality of the product reflects an understanding of few facets of the problem	Very little to nothing applicable/Very little to nothing available
Step 6: Evaluation	<i>4 Points Each</i>	<i>3 Points Each</i>	<i>2 Points Each</i>	<i>1 Point Each</i>	<i>0 Points Each</i>
Judge the Result (effectiveness)	Evaluates the product and problem-solving process and gives reasons without assistance	Evaluates the product and problem-solving process and gives reasons with assistance	Understands the evaluation process but gives few reasons even with assistance	Completes the assignment but can't give reasons for the errors in product and problem solving process	Not applicable/Nothing available
Judge the Process (efficiency)	Evaluates own work listing what was done correctly and what could be improved and report has >10 sources of information	Evaluates own work listing what was done correctly and what could be improved	Shows some effort at listing what was done correctly or what could be improved	Fails to identify what was done correctly or what could be improved	No attempt at evaluating own work

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Students will be assessed with the appropriate rubric based on their grade level and content expectations. It is expected that students show growth across a continuum with the rubrics and each year progress is more sophisticated. Growth is determined by using the preassessment score to set a postassessment growth cut score. The postassessment has a different value than the preassessment and the

information for each is included below. Cut scores are based on minimum expectations on the assessments as indicated below:

3rd grade: 11/15 points Using “Elementary Research Rubric”

4th grade: 11/15 points using “Research process Rubric- Middle School”

5th grade: 35/50 points using “Big 6 Research Skills Rubric”

Grade 3:

Baseline/preassessment score out of 20	Number of students	Growth Target out of 15 possible
5-10	1	11
11-15	5	13

Grade 4:

Baseline/preassessment score out of 20	Number of students	Growth Target out of 15 possible
5-10	1	11
11-15	7	13

Grade 5:

Baseline/preassessment score out of 20	Number of students	Growth Target out of 50 possible
5-10	1	35
11-15	3	40
16-18	3	45

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Growth targets were established by considering past pre/post assessment performance of similar cohort groups. The postassessment rubrics are tiered in complexity from one grade level to the next. For grade 5, the postassessment target is different due to a varied point structure. In future administrations, student’s historic performance can be considered to ensure vertical and appropriate growth. Growth targets were created based on student performance on the preassessment that was administered this past September.

Research standards were chosen as the content for this gifted SLO because of the importance in the curriculum and the observed student

need in this area. Gifted students are driven by choice and exploration. The research standards support this development and allow students to investigate content of their choice. This motivates them to learn and to embrace the content fully. By enabling them to develop their interests, students build strong content knowledge of their choice and further develop reading and writing skills. They become self-directed learners through the research process and are able to use resources to assist them to gain general and discipline-specific expertise.

This SLO is tied directly to the school's Ohio Improvement Process goal for reading; *Students will increase reading performance as observed on the OAA by achieving expected growth on the building Value-Added report in the 2013-2014 school year.* The self-directed research allows students to identify a purpose for reading and encourages reading for pleasure due to the self-selection of the topic. The research project ensures the appropriate level of cognitive demand for gifted students and requires them to stretch their basic understanding of informational content to higher levels of complexity.