

Student Learning Objective (SLO) Template

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

Teacher Name: _____ Content Area and Course(s): Mathematics Grade Level(s): K-2 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?

My classroom includes 8 students who have significant cognitive disabilities. My students include kindergarten, 1st grade, and 2nd grade. Last Spring (2013) I assessed my students using a task-based assessment that our across-district team (3 teachers) created. The tasks were created utilizing the Ohio's Mathematics Content Standards – Extended.

The assessment revealed the following areas strength for my class:

- 4 of the 8 students could count objects up to 5
- 4 of the 8 students could match a number with the quantity (quantity of 1, 2, and 3)
- 3 of the 8 students could add “1 more” to a group of objects when asked
- 3 of the 8 students could identify an event that happens in the morning (or at night)
- 4 of 8 students could match pennies and nickels;
- 5 of 8 students could identify squares, and circles;

The assessment revealed areas of weakness for my class:

- 2 of the 8 students could count objects to 10
- 1 of the 8 students could “put together” and “take away” using objects up to 3
- 3 of the 8 students could tell if the number of objects in one group was equal to another group
- 3 of the 8 students could group objects by 2
- 2 of the 8 students could sort objects in the environment by shape
- 2 of 8 students could identify relative position of an object (above, below)

All of my students were administered a task-based pre-assessment during the week of September 9-13, 2013. The pre-assessment has a total point value of 40 points based upon the rubric. The scores below are out of a total possible 40 points:

Pre-Assessment Score

Kindergarten	
Student A	5
Student B	12
Student C	7
First Grade	
Student D	12
Student E	22
Second Grade	
Student F	22
Student G	24
Student H	26

Over the past two years, assessment results (from both teacher team created assessments as well as other assessments that our special education department utilizes) show that our students have a hard time with the of weakness above. We have seen improvements within the areas of strength during that time. Based upon these noted areas of strength and weakness, our cross-district team worked together to select standards and content within the SLO to illustrate growth on the standards within Mathematics. Additionally, we have a focus- area of Numeracy as that is a priority for our district and building at this grade-band.

Comments: 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 within the time period?

- Identifies sources of information about students (e.g., test scores from prior years, results of pre assessments)
Yes. Identifies team assessment from the spring of prior year as well as a pre assessment delivered during the first of this year.
- Draws upon trend data, if available
Yes. Indicates data from the past two years illustrating strengths, weaknesses and improvements in skills that have been noted.
- Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses
Yes. Both strengths and weaknesses are identified and discussed through the analysis of the specific standards.

Student Population

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

All eight of my students have significant cognitive disabilities. I have students in kindergarten, grade 1 and grade 2:

- 3 students in kindergarten
- 2 students in first grade
- 3 students in second grade
- All students receive instruction through the Extended Standards. It is likely all will be administered the Alternate Assessment if determined appropriate when they reach third grade.
- 2 of the kindergartners and 1 of the first graders receive speech therapy twice a week for 20 minutes each
- 2 students receive services from a 1:1 aide
- All kindergarten and first grade students receive adaptive physical education for three times during the week for 40 minutes each session.
- All students receive occupational therapy services twice a week for 45 minutes per session
- The first and second grade students are identified as students with Multiple Disabilities
- The three kindergarten students have been identified as Cognitively Delayed

*** No subgroups were excluded from this data**

Comments: Student Population

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

- Identifies the class or subgroup of students covered by the SLO
Yes. The SLO covers the 8 students on the teacher's caseload.
- Describes the student population and considers any contextual factors that may impact student growth
Yes. Student population along with contextual factors is well explained!
- If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO
N/A.

Interval of Instruction

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

The interval of instruction for this SLO is from September 1, 2013 through April 18, 2014.

Mathematics is a focus for at least 30 minutes per day, and additionally throughout the day such as at snack time, lunch time, art, and music.

Comments: Interval of Instruction

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

- Matches the length of the course (e.g., quarter, semester, year)
Yes. This SLO will cover the entire school year and identifies the time spent on instruction per day for mathematics.

Standards and Content

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

Based on the strengths and weaknesses of my students (data from the previous year, pre-assessment, observation, as well as previous documentation, in addition to the k-2 task-based assessment we (3 teachers) created and administered at the beginning of this year – we selected the following Ohio Mathematics Content Standards - Extended have been selected to show individual growth within my class this year (the following coding comes directly from Ohio’s Mathematics Content Standards-Extended). These big ideas will support foundational mathematics comprehension.

Ohio Mathematics Content Standards-Extended:

CC.K2.1b Count up to 20 by 1s using a model or concrete objects

CC.K2.3c Match a spoken number to quantity of objects up to 10

CC.K2.4c Match the correct numeral to objects up to 10

OA.K2.2c Demonstrate addition as “putting together” and subtraction as “taking away,” using models or objects up to a sum of 5.

OA.K2.3c Determine whether one set is equal to another set.

OA.K2.5c Participate in grouping objects together by 2s.

NBT.K2.4c Compare quantities (e.g., objects) up to 10 using “more than,” “less than,” or the “same as.”

NBT.K2.8c Add 1 more to a given set up to 20 using models or objects.

MD.K2.7c Identify events that happen in the morning (a.m.) or afternoon (p.m.)

MD.K2.8c Match like coins and one dollar bills

G.K2.2b Sort objects in the environment by their shape.

G.K2.3b Describe the relative positions of objects using such terms such as “above,” “below,” “beside,” and “next to.”

To select the above standards, I focused on those that would lead to student growth in mathematics comprehension. While there are many extended standards (along with three levels of complexity) for each domain for Mathematics (there are 6 extensions for Counting and Cardinality, 6 extensions for Operations and Algebraic Thinking, etc.), I am focusing on those “big idea” extended standards within each domain – so supporting standards can taught within the standards I’ve selected. Even though there are 12 extended standards I’ve selected for this SLO (across all domains of Mathematics) – I will be teaching all extensions throughout the year. So I am focusing on the “big idea standards” within this SLO.

Comments: Standards and Content

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

- Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations

Yes. Ohio’s Academic Content Standards-Extended were identified for this SLO.

- Represents the big ideas or domains of the content taught during the interval of instruction

Yes. The standards selected span through Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data and Geometry within the Extended Standards.

- Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)

N/A-Not a targeted SLO

Assessment(s)

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

There are no Vendor Assessments that can adequately measure my student's progress on the Extended Standards. So my teacher team created a task-based assessment that is aligned to the Extended Standards and has been approved for use by our special education department. This assessment focuses on the big ideas and priority standards we've identified in Mathematics for the K-2 grade band with Ohio's Academic Content Standards-Extended. We made sure there is enough stretch in the assessment and that it includes items that are low, moderate, and high levels of complexity. We also created a scoring rubric that aligns to the selected standards and content. We built two assessments: A pre-assessment and an aligned post-assessment. The documented change in scores from the pre-assessment to the post-assessment will serve as indicators of student growth.

All my students will take the pre assessment and the aligned post-assessment. Both assessment administrations will be modeled after the Alternate Assessment administration. Each student will have their appropriate accommodations for the assessment per their IEP. Both the pre- and post-assessments are based upon a 40 point scale.

Comments: Assessment(s)

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

- Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended\

Yes. The assessment being utilized has been approved by the special education department.

- Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course
Yes. There are differing levels of questioning within the assessment based upon the complexity levels of the Extended Standards. This will enable stretch within the assessment.

- Provides a plan for combining assessments if multiple summative assessments are used

N/A. Only one assessment will be used.

- Follows the guidelines for appropriate assessments

Yes

Growth Target(s)

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

Our team discussed how to best determine growth target; we decided to structure the growth targets in a tiered fashion - based upon the student scores within five different ranges. We came up with the growth targets by looking at previous student performance on assessments. The targets are ambitious for this our students, but I've seen students progress nicely through the Mathematics curriculum with the Extended Standards, so I feel they are attainable. The tiered targets are developmentally appropriate and have been individualized for each student.

- 0-10: Attain a score of 12 or increase score by 7 points, whichever is greater
- 11-18: Attain a score of 20 or increase score by 6 points, whichever is greater
- 19-27: Attain a score of 29 or increase score by 5 points, whichever is greater
- 28-35: Attain a score of 37 or increase score by 4 points, whichever is greater
- 35-40: Attain a score of 40 along with a score of 5 or higher on the next grade band assessment (teacher team created for grades 3-5 for mathematics)

My students' growth targets:

	Pre-Assessment Score	Growth Target
Kindergarten		
Student A	5	12
Student B	12	20
Student C	7	14
First Grade		
Student D	12	20
Student E	22	29
Second Grade		
Student F	22	29
Student G	24	29
Student H	26	31

Comments: Growth Target(s)

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

- All students in the class have a growth target in at least one SLO

Yes. All students have individual growth targets.

- Uses baseline or pretest data to determine appropriate growth

Yes. Utilizes pre-assessment data to determine growth. This growth target is based upon the teacher team creating a tiered approach based upon student performance on the pre-assessment.

- Sets developmentally appropriate targets

Yes. Explains that these targets are developmentally appropriate for this group of students based upon historical data.

- Creates tiered targets when appropriate so that all students may demonstrate growth

Yes. Targets are individual and allow students to demonstrate growth.

- Sets ambitious yet attainable targets

Yes. Explains that these targets are attainable based upon historical data.

Rationale for Growth Target(s)

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

When setting growth targets, we considered several things. First, as a teacher team, our three teachers came to consensus on the priority standards within the Mathematics Extended Standards that will lead to increased mathematics comprehension. We were then able to pre-assess our students using the same pre-assessment and rubric for scoring. Based on our pre-assessment data, we then decided upon specific standards upon which to focus our Math SLO. As a team, we structured growth targets with minimum scores as well as making sure we included enough room for students at the upper range to “show what they know.” In order to show individual growth, we have used a tiered target approach which has worked well to show growth between pre and post assessments we’ve given for the past two years. With tiered growth targets, all students can show growth within our three classrooms. Even though the targets are rigorous, they are attainable.

The baseline and trend data show strengths and weaknesses of my students within the Mathematics standards. Our district, building, and classrooms have a focus on Mathematics, specifically Numeracy for our grades. So our team decided to focus on those standards Ohio’s Academic Content Standards-Extended that would provide a solid foundation for Mathematics understanding in a way that makes sense for our students who are learning through the Extended Standards (and building toward Ohio’s Alternate Assessment in 3rd grade). High expectations for all students leads to higher learning; I believe the standards selected along with the noted growth targets align with school and district priorities for high achievement as we move toward our third grade year. While our team worked together to select appropriate Extended Standards and Content and created aligned task-based assessments, this SLO will be used for my classroom, focusing on my eight students.

Comments: Rationale for Growth Target(s)

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

Demonstrates teacher knowledge of students and content

Yes. Explains the importance of mathematics, especially numeracy at this grade level.

Explains why target is appropriate for the population

Yes. Explains that these targets have been used with this population of students historically and while rigorous, they are attainable.

Addresses observed student needs

Yes. Based upon data, numeracy is a key component for these students in building mathematical comprehension of skills.

Uses data to identify student needs and determine appropriate growth targets

Yes. Discusses data from baseline and pre assessments to build the need for this SLO.

Explains how targets align with broader school and district goals

Yes. Identifies the district, building and classroom focus on numeracy for grades K-2.

Sets rigorous expectations for students and teacher(s)

Yes. Discusses the rigor of the growth targets and while they are rigorous, it is stated that they are attainable.