Ohio | Department of Education

Student Learning Objective (SLO) Template

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

Teacher Name: _____ Content Area and Course(s): **Gifted Pull-Out: Critical Thinking** Grade Level(s): 3rd – 6th Grades

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?*

Baseline data includes 2013 **OAA test data for ELA** (3rd -6th grades), **Math** (3rd-6th grades), and **Science** (5th grade). Results demonstrate that all students performed at the proficient level or above in these subject areas. My students recorded a range of reading scores on the OAA from 415-507. Their **strongest area** was acquisition of vocabulary and **weakest** was in informational text. Math scores ranged from 429-522. Their strongest performance was in Number, Sense and Operations and weakest was in Data Analysis and Probabilities. In addition, I have **IOWA Test of Basic Skills** data for my 3rd grade students providing nationally normed scores in reading, math, science and social studies. These show that these students score at the 95thile or above in ELA or math, but percentiles ranged from the 56thile to the 99thile in science. Their social studies skills were also a range between the 50thile to the 99thile. Students were very strong in vocabulary and comprehension at their grade level, but could grow in these two at above grade level areas. I have **Cognitive Abilities Test data** for all students. This serves to identify students as superior cognitive gifted according to OAC 3301-51-15. All students were identified as gifted using state criteria. They qualified as either superior cognitive, specific academic in reading and/or specific academic in math. **Trend data:** I have taught this configuration of students through the pull-out model for 5 years. In that time, I have noted that they usually are strong in problem-solving skills but are weak in writing skills; in particular, they are weak in using descriptive details to bring greater meaning to an idea/topic. Most have strong performance on the OAAs, scoring in either the accelerated or advanced range in reading and math. I will begin a database of this year's pre-assessment scores and analyze the data for future use in identifying strengths and weaknesses. The **pre-assessment** given in September measured critical thinking skills including: higher level thinking skills (applying, analyzing, evaluating, creating), problem-solving skills (both cognitive and creative: assumptions, inference, point of view, data gathering, predictions, sequencing), and logical reasoning skills (inductive, deductive, drawing conclusions, fact/opinion, cause and effect, patterning). Results of the **regionally created, district approved pre-assessment** indicated a need for growth in analyzing, inductive and deductive thinking, cause and effect, and writing skills using informational text. Copies of student trend and baseline test data are attached on an Excel spreadsheet.

- ☐ Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)
- ☐ Draws upon trend data, if available
- ☐ Summarizes the teachers' analysis of the baseline data by identifying student strengths and weaknesses.

Ohio | Department of Education

Student Population

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

This is a **gifted pull-out course** with **superior cognitive identified gifted students and specific academic gifted students** identified in either **reading or math.** These are children identified as gifted by the state of Ohio OAC 3301-51-15. Aggregated scores are demonstrated in the table below, including social studies and science for this group of students.

CogAT Superior Cognitive Ability Score	IOWA Superior Cognitive Achievement Score: Core	IOWA Superior Cognitive Achievement Score: Composite	IOWA Achievement Score: Total Reading	IOWA Achievement Score: Total Math	IOWA Achievement Score: Social Studies	IOWA Achievement Score: Science
9	10	9	4	12	5	7

I have 15 students total for 225 minutes per week (3rd-5th grade) and 240 minutes for my 6th graders, according to Gifted Operating Standards, ORC 3324.01-07. **We meet one day per week**. There are 4 third-grade students, 2 fourth-grade students, 5 fifth-grade students and 4 sixth-grade students. There are no students on an IEP. All students have Written Education Plans, (WEPs), which set yearly goals based on strengths. **No students are excluded.** Since we only meet one day per week, holidays, weather delays or cancellations, field trips, absences and other classroom conflicts can negatively impact gifted class direct instruction time. I will collaborate with classroom teachers and parents to maximize learning opportunities lost in these instances.

- ☐ Identifies the class or subgroup of students covered by the SLO
- ☐ Describes the student population and considers any contextual factors that may impact student growth
- ☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO

Interval of Instruction

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

This course **begins in August 27, 2013, and ends April 15, 2014** for evaluation purposes. The class meets once per week for a full day of instruction for a total of 225 minutes for 3rd through 5th grades, and 240 minutes per week for 6th grade. **Total number of days meeting is approximately 35 per year.** As stated above, the total number of times meeting with direct gifted instructional time can be diminished due to weather, classroom priorities/conflicts or student absences. Each day that our class or individual students do not meet can significantly impact student achievement due to the exponential impact of fewer days to make up the experiences. I will collaborate with classroom teachers and parents to maximize learning opportunities lost in these instances.

- ☐ Matches the length of the course (e.g., quarter, semester, year)

Ohio | Department of Education

Standards and Content

To what related standards is the SLO aligned?

I have selected **Ohio's Learning Standards for ELA,Math, Science and Social Studies** as the basis for my instruction and assessment, with critical thinking as the goal. For ELA, **College and Career Readiness Standards for Reading 10**. *Read and comprehend complex literary and informational texts independently and proficiently, and* **College and Career Readiness Anchor Standards for Writing 10**.*Write routinely over extended time frames and shorter time frames for a range of tasks, purposes an audiences for reading* will be used with differentiated expectations at each grade level. To guide math instruction, I have selected the following standards from the **8 Standards for Mathematical Practice**: *making sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, and look for and make use of structure.* Other standards confirm the need, align well, and will be used as resources to strengthen my focus on critical thinking. The **National Association for Gifted Program Standards Standard 3: 3.4.1 Curriculum Planning and Instruction** states*: Educators use critical-thinking strategies to meet the needs of students with gifts and talents.* The **Partnership for 21st Century Skills** has **Critical Thinking and Program Solving Standards** as one of its key components. **Ohio's Race to the Top Area B: Standards and Assessments** goal states that *by 2014, 100% of Ohio's classrooms will implement a more rigorous college-and career-ready curriculum that, together with aligned assessments and teacher supports will form the foundation of a comprehensive system to empower Ohio's students to succeed globally in the 21st century*. Critical thinking is a **core component** of that initiative and this SLO therefore aligns well with that larger Ohio goal as well. **Program goals and objectives adopted in the district's board policy for gifted states:** *The service will provide the opportunity for students to develop higher-level thinking skills through academic content areas, which also aligns well with this SLO.* Most of my instruction involves **integrated projects involving multiple content areas.** The use of these standards meets the individual needs of my students as I am able to differentiate their assignments based on their grade level and individual content area strengths as indicated in their WEPs, with an emphasis on critical thinking throughout. I will focus on critical thinking skills through integrated assignments, using above grade level academic standards as a guide, and grade band goals where appropriate. Copies of the appropriate grade level Ohio ELA,Math, Science and Social Studies Learning Standards, the National Association for Gifted Program Standards, and since Ohio is a participating member of the **Partnership for 21st Century Skills** initiative, the **Critical Thinking and Program Solving Standards** will also be attached. Those standards have been incorporated into Ohio Science and Social Studies Learning Standards. This is a broad, not targeted, SLO.

- ☐ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Ohio's LearningStandards, or (2) national standards put forth by education organizations
- ☐ Represents the big ideas or domains of the content taught during the interval of instruction
- ☐ Identifies core knowledge and skills student are expected to attain as required by the applicable standards (if the SLO is targeted)

Ohio | Department of Education

Assessment(s)

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

I used a **regionally-created by gifted coordinators, district approved,** gifted pre-assessment in September to establish baseline data that addresses critical thinking skills including: higher level thinking skills, (applying, analyzing, evaluating, creating), problem-solving skills (both cognitive and creative: assumptions, inference, point of view, data gathering, predictions, sequencing), and logical reasoning skills (inductive, deductive, drawing conclusions, fact/opinion, cause and effect, patterning). The short answer and extended response items were rated using **a regionally-created, district approved rubric**. The assessment was designed to align with my overall content skills, and **contains stretch** through the use of higher level thinking questions and tasks because each grade has a separate test with items addressing at and above grade-level skills. Each grade-level test included 19 multiple choice questions worth 2 points each, 4 short answer worth up to 2 points each, and 1 extended response answer worth up to 4 points. The post-assessment mirrors the pre-assessment, using similar items, but not copying them. The table below illustrates the test blueprint for the pre-assessment. **To help ensure objectivity, I exchanged the short answer and extended response items with a fellow gifted teacher and we graded each other's students' papers.** I chose a 50 point assessment since this class meets approximately 35 days per year, thereby reducing contact time with students. The growth portfolio will only be used if a student scores a 48 or above on the pre-test in order for them to demonstrate growth. It consists of a concept map (pre and post) on a topic appropriate for their grade level and pertaining to a unit of study the class does at each grade level, 2 formative writing assessments (pre and post), and an above grade level problem-solving problem graded by a **district approved rubric** using a 4 point scale. The student must score at least a 12 on the growth portfolio with a maximum possible of 16 points.

Pre-Assessment	# of Questions-Multiple Choice (2 pts. Each)	# of Questions-Short Answer (0, 1 or 2 pts.)	# of Questions-Extended Response (0, 1, 2, 3, or 4 pts.)	Growth Portfolio (3 tasks with a maximum score of 4 pts. per task) Final score on each task must be at least a 3, for a minimum total of **12 points.**
Higher Level Thinking Skills	7		1	
Problem Solving Skills	6	2		
Logical Reasoning Skills	6	2		
Total #s of Questions/Tasks	19	4	1	3
Total Possible Points = 50	38 total points	8 total points	4 total points	16 total points

- ☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
- ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course
- ☐ Provides a plan for combining assessments if multiple summative assessments are used
- ☐ Follows the guidelines for appropriate assessments

Ohio | Department of Education

Growth Target(s)

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

I have set **tiered targets** based upon the **regionally-created, district approved pre-assessment** measuring critical thinking skills including: higher level thinking skills, problem-solving skills, and logical reasoning skills.

Pre-Test Score	Numbers of Students Scoring in this range on the Pre-Assessment	Growth Target	Range of Possible Scores
0-10	0	30 minimum or 25 points more, whichever is greater	0 = 30; 10 = 35
11-20	4	35 minimum or 20 points more, whichever is greater	11 = 35; 20 = 40
21-30	10	40 minimum or 15 points more, whichever is greater	21 = 40; 30 = 45
31-40	1	45 minimum or 8 points more, whichever is greater	31 = 45; 40 = 48
41-50	0	48 minimum + growth portfolio (GP with 12 pts. min.) or 50 + GP	41 = 48 + GP; 50 = 50 + GP (12 pts. min., + or – SEM as it is determined

- ☐ All students in the class have a growth target in at least one SLO
- ☐ Uses baseline or pretest data to determine appropriate growth
- ☐ Sets developmentally appropriate targets
- ☐ Creates tiered targets when appropriate so that all students may demonstrate growth
- ☐ Sets ambitious yet attainable targets

Ohio | Department of Education

Rationale for Growth Target(s)

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

The students in this class have already demonstrated high achievement compared to their grade level peers. I selected targeted ELA Anchor Standards, 8 Standards for Mathematical Practice and 21st Century Critical Thinking Skills Standards incorporated into the Newly Revised Science and Social Studies Learning Standards because their academic growth depends on instruction focused on deeper, more abstract and complex targets, including reaching beyond their grade level.

The tiered growth targets I have set are both reasonable and rigorous for this population of students because each student has a separate growth target based upon all key concepts of our gifted pull-out course targeting critical thinking skills. Each student's grade level is separately addressed in both the pre- and post-assessments. Students should be able to demonstrate grade level growth by the inclusion of a range of grade level questions (at and above) on the pre-test and the use of multiple styles of questions: multiple choice, short answer, and extended response. For students scoring 48 points or above on the pre-test, the growth portfolio tasks will provide sufficient evidence of growth. I will target instruction to address student weaknesses in the use of informational text to promote growth in this area. Students scoring at the lower end of the pre-assessment should be able to attain the **rigorous growth target listed due to their ability to process at a higher speed, retain information with fewer repetitions and their ability to connect information on an abstract level.** Their **identified ability predicts they are capable of growing more than a minimum of one year's growth**.

One confounding factor that may limit their achievement, is since we only meet 35 times per year, if we miss a day due to weather or other events outside of our control, my contact time is reduced proportionately with them and the ability to make up the work is also limited due to competing classroom priorities. I will communicate learning issues with classroom teachers and parents as needed to compenstate for this limitation.

Our school district is focusing on the broader goals of increased proficiency in reading and math along with improved writing skills across all grade levels. We are also increasing awareness and use of 21st Century skills, such as critical thinking, problem solving, communication and collaboration. **This SLO aligns directly with those goals**.

- ☐ Demonstrates teacher knowledge of students and content
- ☐ Explains why target is appropriate for the population
- ☐ Addresses observed student needs
- ☐ Uses data to identify student needs and determine appropriate growth targets
- ☐ Explains how targets align with broader school and district goals
- ☐ Sets rigorous expectations for students and teacher(s)