Student Learning Objective (SLO) Template

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

Teacher Name: ___Example___ Content Area and Course(s): <u>Algebra II</u> Grade Level(s): <u>10-12</u> Academic Year: <u>2013-2014</u>

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?

Results of a district-approved common end-of-course exam that was given to all Geometry students at the end of the 2012-2013 school year were analyzed. The exam was comprised of 25 multiple choice questions covering the majority of the course content. Scores ranged from 28% - 90% correct.

Baseline Score	Number of Students
80 - 100%	17
60-79%	39
0 - 59%	11

Student areas of strength were understanding congruence and using volume formulas to solve problems; areas of weakness were using coordinates to prove simple geometric theorems algebraically and explaining volume formulas.

Student Population

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

This SLO covers all 67 Algebra II students in the sections that I teach. Of these 67 students, 5 have special needs. Two students have been identified gifted in mathematics, two students are English Language Learners and one student is autistic. Identified students will be provided with all instructional and assessment accommodations and modifications contained in their Individualized Education Plans (IEPs) and/or Written Education Plans (WEPs). No students were excluded from this SLO.

Interval of Instruction

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

The instructional interval is from September 3, 2013 to April 15, 2014. Sections meet daily and are 43 minutes long; however, sometimes first period is shortened by announcements and/or assemblies.

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

The end-of-course exam that will be used to assess these students at the end of the course was created to be aligned with the Ohio Learning Standards for Algebra 2. Key elements of those standards include:
- Solving linear systems with graphs
- Graphing quadratic functions
- Evaluate polynomial functions
- Exponential growth and decay
- Operations with rational functions
- Right Triangle Trigonometry
- Summarize, represent, and interpret data on single count or measurement variable
- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies
- Use probability to evaluate outcomes of decisions
This is not a targeted SLO.

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

The assessment was created and reviewed by the district math department and has been pre-approved by the district. The exam focuses on the key elements identified in the "Standards and Content" section of this SLO and consists of 25 multiple choice, 3 short answer and 2 extended response questions. The exam includes basic knowledge questions to allow the low-achieving students to show growth as well as advanced knowledge/skill questions to allow high-achievers to show growth. Per their IEPs, those students will receive extended time and support from resource teachers for the assessment. There is only one exam so no plan for scoring multiple assessments is needed.

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

Since scores on the baseline assessment ranged from 28 - 90%, all students in the course have a growth target.

Baseline Score	Number of Students	Target Score
80 - 100%	17	90% or baseline + 10%, whichever is greater
60 - 79%	39	80% or baseline + 15%, whichever is greater
0 - 59%	11	60% or baseline + 20%, whichever is greater

Lower-achieving students are expected to make more growth than higher-achieving students and are also expected to reach the 60% level of mastery

required to meet district grade level expectations.

Rationale for Growth Target(s)

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

I set tiered targets based on the distribution of baseline scores to help ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower than 60% on the pre-assessment will be expected to demonstrate at least 60% mastery on the post-assessment. This level would be the minimum level of mastery needed to demonstrate in order to meet grade level expectations, which is an ambitious, but attainable target. I will build on student areas of strength as identified in the "Baseline and Trend Data" section, understanding congruence and using volume formulas to solve problems to address the areas of weakness, using coordinates to prove simple geometric theorems algebraically and explaining volume formulas, by helping students make connections between geometry and algebra throughout my instruction. I will use formative instructional practices to determine student progress toward the Algebra II Ohio Learning Standards. One of our building goals is to prepare students for college and career. Improving student understanding of mathematics in high school will reduce the number of students who require remediation in math in college as well as increase the skill set for students when applying for employment.