**New York State Student Learning Objective: ELA 1st Grade (with push-in AIS)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *All SLOs MUST include the following basic components:* | | | | | | | | | | | | | | | | | | | | | |
| **Population** | *These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO.*  3 classes of 1st grade, heterogeneously grouped, 75 students total, 18 receiving push-in AIS | | | | | | | | | | | | | | | | | | | | |
| **Learning Content** | ***What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?***  Reading Standard: Foundational Skills  Learning Standards 2 and 3: Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | | | | | | | | | | | | | | | | |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*  2012 - 2013 | | | | | | | | | | | | | | | | | | | | |
| **Evidence** | *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*  Baseline assessment: Kindergarten AIMSweb TEL measures: NWF Spring Universal Screening Results: AND Fall 2012 September DRA level.  Summative assessment: 1st grade AIMSweb TEL measures: NWF Spring Universal Screening Results | | | | | | | | | | | | | | | | | | | | |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*  On 2011-2012 Aimsweb TEL Spring Universal Screening, 54% scored above the target of 33 or above for NWF (Nonsense Word Fluency | | | | | | | | | | | | | | | | | | | | |
| **Target(s)** | *What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?*  Spring Universal Screening: 57% of all 1st grade students will score at or above the target score of 57 on Aimsweb TEL NWF. 46% of AIS students will receive target score of 57 or higher. | | | | | | | | | | | | | | | | | | | | |
| **HEDI Scoring** | *How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?*  See ranges as specified, top row is all students, bottom row is for AIS students. | | | | | | | | | | | | | | | | | | | | |
| **HIGHLY EFFECTIVE** | | | **EFFECTIVE** | | | | | | | | | **DEVELOPING** | | | | | | **INEFFECTIVE** | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | **13** | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| >72% | 70-72% | 68-69% | 66-67% | 64-65% | 61-63% | 58-60% | 56-57% | 53-55% | 50-52% | 47-49% | 44-46% | 41-43% | 37-40% | 33-36% | 30-32% | 27-29% | 24-26% | 21-23% | 18-20% | <20% |
|  | >62% | 60-62% | 58-59% | 56-57% | 54-55% | 51-53% | 48-50% | 46-47% | 43-45% | 40-42% | 37-39% | 34-36% | 31-33% | 27-30% | 23-26% | 20-22% | 17-19% | 14-16% | 11-13% | 8-10% | <8% |
| **Rationale** | *Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*  The Learning Content is based on the CCLS anchor standards and targets a foundational reading skill necessary to produce strategic readers. The baseline evidence provides a one-minute nonsense word reading fluency rate from the end of Kindergarten. Similarly, the summative assessment is based on a one-minute nonsense word reading fluency rate from the end of 1st grade. The target score is based on national norms which are highly correlated to success on the NYS English-Language Arts exams. | | | | | | | | | | | | | | | | | | | | |