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

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| *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. |