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.