New York State Student Learning Objective Template: ELA 1st Grade

	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.* *(Full class rosters of all students must be provided for all included course sections.)* 23 students, inclusive education classroom, 4 students with IEP's in reading
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?* **1.RFS.3 Know and apply grade-level phonics and word analysis skills in decoding words**. a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. **1.RFS.4 Read with sufficient accuracy and fluency to support comprehension.** a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* 2011- 2012 School Year
Evidenced	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Students will be given the Developmental Reading Assessment (DRA) at the beginning and end of the school year.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Developmental Reading Assessment – Students are expected to be at an Independent Level 3 at the beginning of Grade 1.** Baseline Data for 2011-2012 School Year Level 1 – 4 students Level 2 – 2 students

	Level 3 – 10 students Level 4 – 4 students Level 8 – 1 students Level 14 – 2 students *Below Level – 6 students* *On Level – 10 students* *Above Level – 7 students*
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **It is expected that 80% of 1st Grade students will achieve an Independent Level 16 at the end of first grade.** • 1st grade students will have successfully progressed through at least 4 reading levels during the school year.

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)?

The Percent of students reaching the goal is given below. The corresponding score for the teacher is recorded above the percent.

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
99-100	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30%

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.* Students must be able to decode and recognize words before they can develop the comprehension skills necessary to read a variety of genre. These foundational skills measure a student's ability to read fluently and accurately. They also assess comprehension. The target was chosen based on data from the past three years. Information on the performance of students on these assessments can be used to provide diversified instruction based on individual needs. The results of the assessments will inform the teacher on areas which need further instruction.