

## New York State Student Learning Objective **ELA 11<sup>th</sup> Grade**

All SLOs MUST include the following basic components:

<b>Population</b>	<p><i>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.)</i></p> <p>Three sections of heterogeneously grouped ELA11R students: 56 students altogether (16, 19, and 21 in each class respectively)</p>
<b>Learning Content</b>	<p><i>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?</i></p> <p>Through the employment of complex literature and informational texts, the students will be assigned reading, writing, speaking and listening tasks in which they will be required to demonstrate growth in the skills of comprehension, analysis, application, synthesis and evaluation. The curriculum priorities focus intensely on the development of each skill through the statement and support of claims utilizing direct textual evidence. During the instruction of each unit based around each chosen text, the students will also recognize and emulate the style, voice and literary tools used by the author of each text.</p>
<b>Interval of Instructional Time</b>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>2012 –2013</p>
<b>Evidence</b>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>Baseline Assessment:</p> <ol style="list-style-type: none"> <li>1. June 2013 final exam grades</li> <li>2. MP grades for 2011/2012</li> <li>3. Modified 2011 Regents Examination (Assessment will primarily include short-answer and multiple-choice responses to isolated passages of literature): Read 2 passages from the 2011 June Regents and answer a total of 15 multiple-choice questions and one short answer response for each.</li> </ol> <p>Summative Assessment: 2012 Comprehensive English Regents Examination</p>

<p><b>Baseline</b></p>	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p>On last year's ELA 10 Post-assessment: 64 and below: 6%; 65 to 85: 55%; 86-95: 35%; 95-100: 4%</p> <p>MP grades from ELA10: 64 and below: 8%; 65 to 85: 55%; 86-95: 35%; 95-100: 2%</p> <p>Pre-assessment: 64 and below: 10%; 65 to 85: 60%; 86-95: 27%; 95-100: 3%</p>																			
<p><b>Target(s)</b></p>	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <p>After analyzing the results of the pre-assessment and baseline measured from the previous academic year and considering historic data, the target is that 80% of our English 11 students will achieve an 80% or above.</p>																			
<p><b>HEDI Scoring</b></p>	<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p> <p>See ranges below.</p>																			
	<p><b>HIGHLY EFFECTIVE</b></p>			<p><b>EFFECTIVE</b></p>									<p><b>DEVELOPING</b></p>					<p><b>INEFFECTIVE</b></p>		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1
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 %
<p><b>Rationale</b></p>	<p>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.</p> <p>The Learning Content is based on the CCLS anchor standards. The baseline evidence combines the results of the 10th grade post-assessment with the result of the 11th grade pre-assessment developed by district personnel, which exists as a modified version of the post-assessment Regents examination.</p> <p>The summative assessment is the 2013 June Regents Examination, as required. The summative score is calculated by the provided state rubric.</p>																			