**New York State Student Learning Objective: ELA 2nd Grade (writing)**

|  |
| --- |
| *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.)*13 students total: 2 students have IEPs for Speech and Language Impairment; 1 student is identified as having a Learning Disability 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?* **2.W.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?*2011- 2012 School Year |
| **Evidence**  | *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*Six Traits of Writing Primary Rubric (K- 2) will be used to evaluate narrative writing samples for both the baseline and summative assessments.  |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*Overall (see roster for individual student scores):Experimenting (scores of 5 - 9) 4 studentsEmerging (scores of 10 - 14) 6 studentsDeveloping (scores of 15 - 19) 3 studentsCapable (scores of 20 - 24) 0 studentsExperienced (scores of 25 – 30) 0 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 70% of the students will achieve a score of 18 or better by the end of Second Grade. |
| **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 |
| 98 – 100% | 95-97% | 92-94% | 90-91% | 83 -89% | 77 – 82% | 73 - 76% | 70 -72%  | 67 -69% | 65-66% | 63 – 64% | 61-62% |  59-60% | 57-58% | 55-56% | 53-54% | 52-53% | 50-51% | 47-49% | 44-46% | 0-43% |
| **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 write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. This demonstrates the connection between listening, reading, and writing. |