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 students
	     Emerging (scores of 10 - 14) 6 students
	     Developing (scores of 15 - 19) 3 students
	     Capable (scores of 20 - 24) 0 students
	     Experienced (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. | | | | | | | | | | | | | | | | | | | | | |

HEDI Scoring	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.