

New York State Student Learning Objective: 2nd Grade ELA

All SLOs MUST include the following basic components:

Population	<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>One section of ELA, grade 2, heterogeneously grouped 21 students.</p>
Learning Content	<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>Reading Standard for Literature for Grade 2 (Standard 1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.)</p> <p>Reading Standard for Literature for Grade 2 (Standard 10: By the end of the year, read and comprehend literature, including stories and poetry in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.)</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>2012 - 2013 school year</p>
Evidence	<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: Students will read a story (at a level equivalent to the end of first grade) independently and answer comprehension and vocabulary questions about the story. They will recall information and details from the story to write responses to five questions.</p> <p>Summative assessment: Students will read a story (at a level equivalent to the end of second grade) independently and answer higher level comprehension and vocabulary questions (including critical thinking skills such as cause and effect relationships and making inferences). They will recall information and details from the story to write responses to five questions.</p>
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>50% of students were at reading level I. 30% were at J. 10% were at K. 10% were at level H.</p>

Target(s)	<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>80% of all students will score improve three or more reading levels.</p>																				
HEDI Scoring	<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 below (based on baseline data and district history):</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	99 - 100 %	97 - 98%	93 - 96%	91 - 92%	88 - 90%	85 - 87%	82 - 84%	80 - 81%	78 - 79%	75 - 77%	72 - 74%	70 - 71%	64 - 69%	60 - 63%	57 - 59%	53 - 56%	49 - 52%	45 - 48%	40 - 44%	30 - 39%	<30 %
Rationale	<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 most important CCLS ELA anchor standards for 2nd grade. The baseline evidence uses students' scores from the 2nd grade BOY assessment, which will consist of a reading passage at Fountas and Pinnell level I and will consist of 15 multiple choice questions and 5 short answer questions valued at 5 points each. Partial credit is possible for the short answer questions. The summative assessment will be a reading passage at Fountas and Pinnell level M and will consist of 15 multiple choice questions and 5 short answer questions valued at 5 points each. Partial credit is possible for the short answer questions. Both assessments will address reading standards 1 and 10.</p>																				