

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

<i>All SLOs MUST include the following basic components:</i>	
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 ELA inclusive 2nd grade, 18 students (4 students with IEPs)</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>NYS P-12 CCLS, Reading Standards for Literature K-5, Key Ideas and Details</p> <p>Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</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: End of first grade running record levels.</p> <p>Common Reading Prompt: Students retell Arnold Lobel's <i>Frog and Toad Together</i> to demonstrate their understanding of the key idea and details in a story. The retelling will include how hard work pays by describing who, what, when, where, why and how the characters grew gardens in their yards.</p> <p>Summative assessment: End of second grade running record levels.</p> <p>Common Reading Prompt: Students read Ailiki's description of <i>A Medieval Feast</i> and demonstrate their understanding of all that goes into such an event by asking questions pertaining to who, what, where, when, why and how such a meal happens and by answering using key details.</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>

	End of first grade running record levels: 66% were reading at level H. 24% were reading at level F. 10% were reading at level G.																			
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% will increase their independent reading abilities by a minimum of 4 running record levels.</p>																			
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)?																			
	See below.																			
	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
98-100	96-99	92-95	88-91	84-87	80-83	77-79	72-76	67-71	64-66	61-63	56-60	53-55	50-52	46-49	42-45	38-41	35-37	30-34	25-29	<25%
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 anchor standard. The baseline evidence combines running record reading level scores with on demand activities taken from the second grade performance tasks in Appendix B. The summative score for students with reading disabilities will increase by two running record levels which would demonstrate one-half year's growth in reading. The summative score for students without reading disabilities will increase by four running record levels which would demonstrate a full year's growth in reading.</p>																			