**New York State Student Learning Objective: ELA 3rd Grade**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *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.)*  3rd grade inclusion class: 23 students with 7 students identified with a range of special needs | | | | | | | | | | | | | | | | | | | | |
| **Learning Content** | *What is being taught over the instructional period covered? CommonCore/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*  NYS CCLS for 3rd grade:  Phonics and Word Recognition  5. Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multi-syllable words.  d. Read grade-appropriate irregularly spelled words. | | | | | | | | | | | | | | | | | | | | |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?*  2012-2013 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.*  Baseline: Number of sight words students know on the 3rd grade word list and the results of the end of the 2nd grade on the district’s phonics screening tool.  Summative: NYS ELA Assessment for 3rd Grade | | | | | | | | | | | | | | | | | | | | |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*  Sight words: Class average was 120/250. High was 245/250; low was 75/250.  Phonics screening results from 2nd grade: Class average was 110/250. High was 243/250; low was 67/250.  Student-by-student data are outlined in spreadsheet. | | | | | | | | | | | | | | | | | | | | |
| **Target(s)** | *What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?*  80% of students will score at least a 3 on the State test and at least 40% will score a 4 on the State test. | | | | | | | | | | | | | | | | | | | | |
| **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)?*  Top row is for 3s; bottom row is for 4s. The two scores will be averaged for final score on 20 point scale. | | | | | | | | | | | | | | | | | | | | |
| **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 |
| 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% |
|  | 59-100% | 57-58% | 55-56% | 52-54% | 48-51% | 45-47% | 42-44% | 39-41% | 36-38% | 33-35% | 31-32% | 28-30% | 24-27% | 20-23% | 17-19% | 13-16% | 9-12% | 5-8% | 3-4% | 1-2% | 0% |
| **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.* | | | | | | | | | | | | | | | | | | | | |