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

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| *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 Recognition5. 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.* |