

## New York State Student Learning Objective: **ELA 3<sup>rd</sup> Grade**

All SLOs MUST include the following basic components:

<b>Population</b>	<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>3rd grade inclusion class: 23 students with 7 students identified with a range of special needs</p>
<b>Learning Content</b>	<p><i>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?</i></p> <p>NYS CCLS for 3<sup>rd</sup> grade: Phonics and Word Recognition</p> <p>5. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ol>
<b>Interval of Instructional Time</b>	<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>
<b>Evidence</b>	<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: Number of sight words students know on the 3<sup>rd</sup> grade word list and the results of the end of the 2<sup>nd</sup> grade on the district's phonics screening tool.</p> <p>Summative: NYS ELA Assessment for 3<sup>rd</sup> Grade</p>

<p><b>Baseline</b></p>	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p>Sight words: Class average was 120/250. High was 245/250; low was 75/250.</p> <p>Phonics screening results from 2<sup>nd</sup> grade: Class average was 110/250. High was 243/250; low was 67/250.</p> <p>Student-by-student data are outlined in spreadsheet.</p>																			
<p><b>Target(s)</b></p>	<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 students will score at least a 3 on the State test and at least 40% will score a 4 on the State test.</p>																			
<p><b>HEDI Scoring</b></p>	<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>Top row is for 3s; bottom row is for 4s. The two scores will be averaged for final score on 20 point scale.</p>																			
	<p><b>HIGHLY EFFECTIVE</b></p>			<p><b>EFFECTIVE</b></p>									<p><b>DEVELOPING</b></p>					<p><b>INEFFECTIVE</b></p>		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1
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%
<p><b>Rationale</b></p>	<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>																			