

New York State Student Learning Objective **ELA 9th Grade**

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>Three sections of Grade 9 Regents level ELA (72 students). One section is the targeted-AIS section (8 of the 18 receive ELA AIS) and these students all receive AIS support from the same teacher.</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>Standards SL 9 – 10.3 – focus on listening comprehension. Students will be able to recognize and articulate in writing a speaker’s main point and purpose. In addition, students will be able to recognize and articulate in writing whether a speaker’s claim has sufficient evidence and reasoning to support it.</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>September 2012 – June 2013</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: 8th grade ELA results; pre-assessment exam consisting of a listening passage about the Dust Bowl from the 2002 ELA Regents exam with 5 multiple choice questions identifying main ideas, 2 short answer questions using specific examples from the passage to explain claims being made by the passage. Also, an on-demand writing prompt will assess students’ ability to use evidence to support a claim.</p> <p>Summative assessment at the end of the year: A listening passage that is a speech by B.B. King from the 2000 ELA Regents exam with 10 multiple choice questions identifying main points, 5 short answer questions requiring the use of specific examples from the passage to explain the purpose of the passage, and 1 essay question requiring the use of sufficient evidence of reasoning to support a claim.</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>ELA results: 7% earned a score of 1; 33% earned a score of 2; 50% earned a score of 3; 10% earned a score of 4. On the writing prompt: 20% earned a score of 1; 30% earned a score of 2; 40% earned a score of 3; 10% earned a score of 4. See roster for detailed data.</p>																			
Target(s)	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>80% of all students will achieve mastery (85% or higher) on ELA performance indicators as measured by the district-developed summative assessment (see description above for contents of the assessment).</p>																			
HEDI Scoring	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>See ranges below.</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
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%
Rationale	<p><i>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.</i></p> <p>The learning content is based on district focus of listening CCLS for all 9th graders. The baseline evidence combines 8th grade ELA scores and an on-demand listening intensive task. The summative assessment target of 80% of all students reaching a 55% should reflect a solid foundation of students' ability to meet CCLS for Listening that can be built upon in future years.</p>																			