**New York State Student Learning Objective ELA 9th 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.)*  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. | | | | | | | | | | | | | | | | | | | | |
| **Learning Content** | *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?*  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. | | | | | | | | | | | | | | | | | | | | |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*  September 2012 – June 2013 | | | | | | | | | | | | | | | | | | | | |
| **Evidence** | *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*  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.  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. | | | | | | | | | | | | | | | | | | | | |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*  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. | | | | | | | | | | | | | | | | | | | | |
| **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 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). | | | | | | | | | | | | | | | | | | | | |
| **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 ranges 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 | 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% |
| **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.*  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. | | | | | | | | | | | | | | | | | | | | |