**New York State Student Learning Objective: Special Class ELA 9**

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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.)*One section of ELA 9, self-contained special education 15:1, 15 students.  |
| **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?* Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Read and comprehend traditional and contemporary works of literature independently and proficiently. |
| **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: 8th Grade ELA Results. Common writing prompt: Students provide a written analysis of *Harriet Tubman: Conductor on the Underground Railroad.* They will analyze how the central idea regarding the escape from slavery is conveyed and developed throughout the text (will be scored with the district rubric).Summative: Ten reading comprehension questions based on the selection from JFK’s *Ich bin ein Berliner* speech and analyze how Kenney uses detail and repetition to emphasize his position. Ten comprehension questions based on the selection from *The Odyssey.* Ten comprehension questions based on Shakespeare’s *The Tragedy of Macbeth*. |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*On last year’s ELA 8: 18% scored 1; 67% scored 2, 11% scored 3, 1% scored 4.On the four point district- wide writing rubric: 30% scored 1, 58% scored 2, 10% scored 3, and 2% scored 4. |
| **Target(s)**  | *What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?*75% of students will score 55 points or higher on the summative assessment, out of 64 points. |
| **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 as specified from target above |
| **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 |
|  97-100 | 93-96  | 89-92  | 86-88 | 83-85 | 80-82 | 77-79 | 74-76 | 71-73 | 68-70  | 65-67 | 62-64 |  57-61 | 52-56 | 47-51 |  42-46 | 37-41 | 32-36  | 27-31 | 22-26 | <21%  |
| **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 the CCLS anchor standards. The baseline evidence combines state test assessment with and on- demand assessment taken from the 8th grade performance tasks in Appendix B and the district’s curriculum. The summative assessment is based on the performance tasks for 9th grade in Appendix B of the CCLS. The summative score is calculated by adding 2 points per reading comprehension question answered correctly for a total possible of 40 points. The writing prompt will be graded with a district created rubric with 6 elements on a 4 point scale for a total of 24 points. |