

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

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>One section of ELA 9, self-contained special education 15:1, 15 students.</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>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.</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>2012- 2013 school year</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. Common writing prompt: Students provide a written analysis of <i>Harriet Tubman: Conductor on the Underground Railroad</i>. 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).</p> <p>Summative: Ten reading comprehension questions based on the selection from JFK's <i>Ich bin ein Berliner</i> speech and analyze how Kenney uses detail and repetition to emphasize his position. Ten comprehension questions based on the selection from <i>The Odyssey</i>. Ten comprehension questions based on Shakespeare's <i>The Tragedy of Macbeth</i>.</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>On last year's ELA 8: 18% scored 1; 67% scored 2, 11% scored 3, 1% scored 4.</p> <p>On the four point district- wide writing rubric: 30% scored 1, 58% scored 2, 10% scored 3, and 2% scored 4.</p>

Target(s)	<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>75% of students will score 55 points or higher on the summative assessment, out of 64 points.</p>																				
HEDI Scoring	<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>See ranges as specified from target above</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	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	<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> <p>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.</p>																				