

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 ELA 9, heterogeneously grouped, 70 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>Read and comprehend complex literary and information texts independently and proficiently (College and Career Readiness Reading Anchor Standard #10). Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence (College and Career Readiness Writing Anchor Standard #1).</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 assessment: 8th Grade ELA results. Common writing prompt: Students provide an objective summary of Frederick Douglass’s Narrative. They analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of the text.</p> <p>Summative assessment: Ten reading comprehension questions based on the selection from <i>Things Fall Apart</i>. Ten reading comprehension questions based on Quindlen, Anna. “A Quilt of a Country.” <i>Newsweek</i> September 27, 2001. Students determine the purpose and point of view in Martin Luther King, Jr.’s, “I Have a Dream” speech and analyze how King uses rhetoric to advance his position (in writing).</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: 4% scored 1; 18% scored 2; 67% scored 3, 11% scored 4. On the four-point district-wide writing rubric: 15% scored 1; 40% scored 2; 30% scored 3, 15% 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>Eighty percent of all students will score 55 points or higher on the summative assessment (out of a possible 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.</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
	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>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 most important CCLS anchor standards. The baseline evidence combines state test scores with an on-demand assessment taken from the 8th grade performance tasks in Appendix B. Similarly, the summative assessment is based on the performance tasks for 9th grade in Appendix B. The summative score is calculated by adding twice of the number of comprehension questions answered correctly with the total score on the district-wide writing rubric (which has 6 elements on a 1-2-3-4 scale which translates to a maximum 24 points).</p>																				