

New York State Student Learning Objective: **ESL Secondary**

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>Two sections of Intermediate English As a Second Language. One 9th grader, four 10th graders, three 11th graders. (8 students total)</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>Reading: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</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: NYSESLAT scores from previous years, ELA scores, and the ESL/ELA final exam will be used to determine baseline.</p>

	<p>Additionally, we will use a beginning of the year writing prompt that asks students to read, explain, and Summarize the Preamble to the Constitution of the United States. Answer five reading comprehension questions about the Preamble. Identify American values. Determine the central theme. Summarize the meanings expressed. Discuss to what extent Americans throughout history have accomplished the goals of the Preamble.</p> <p>Summative: Create a final project that includes evidence of Americans who have not been represented effectively. Research documents from situations where there have been groups of people (African Americans- the song “ A Pawn in their Game” about Medgar Evers,, Women- the “Declaration of Sentiments and Resolutions: by Elizabeth Stady Canton, Children- the Keating Owen Labor Act of 1916”, Native Americans- “ I will fight no more forever,” Japanese Americans in 1940s- the Japanese Exclusion Act, , Mexican Americans in 2010 both legal and illegal immigrants)) that have not experienced the freedoms and values of the Preamble to the U.S. Constitution. Describe evidence using pictures, documents, quotes, civil rights cases, and Amendments. Choose two groups of people: Support their choices using three pieces of evidence such as pictures, documents, and civil rights. Write one essay of a written discussion showing clear evidence to support their choices. Analyze the evidence to extrapolate their findings and prove their choice using clear and coherent writing for each item. The total number of points that can be earned on this assessment is 100 which is a conversion from the district writing rubric.</p>
<p>Baseline</p>	<p><i>What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?</i></p> <p>NYSESLAT- Reading and Writing Scores from previous years if applicable (7 scores available, 615, 655, 672, 685, 689, and 701(2))</p> <p>8th ELA results- 1 score available – scaled score of 618, performance level 21</p> <p>9th grade ESL/ELA final exam 5 scores available (57, 60, 77, 79, 95)</p> <p>Baseline prompt scores (scores converted from rubric): 40, 50, 50, 55, 60, 60, 60, 80</p>
<p>Target(s)</p>	<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>75% of all students will achieve a score of 80% or higher out of 100 points on their summative assessment.</p>

HEDI Scoring	<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>																				
	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%	59-61%	56-58%	53-55%	50-52%	47-49%	44-46%	41-43%	38-40%	<37 %
Rationale	<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>The learning content is based on the ELA Reading and Writing standards for informational texts for 9th/10th grade (although they are mixed grade classes with a majority enrolled in 10th grade)). ELLs need to focus on developing these skills to allow them success in both their mainstream classrooms and their state assessments. Our baseline score took into consideration the multilevel grades, and the nature of their entrance into American schools. The NYSESLAT scores show us where they were linguistically in May of the prior year in all four modalities. The 8th grade ELA measures the ability of our 9th grader to perform on a state assessment and approach academic work in high school. The final exam scores for the ESL/ELA courses for the prior year help us to know what kind of reading/writing skills and content the students have mastered, and inform beginning of the year instruction. Finally, the writing prompt will help us diagnose if there was any regression in English Language Skills over the summer since students often engage in their native language more often outside of the school setting. The prompt also helps us diagnose any needs of new entrants to our ESL program in addition to the LAB R test for new entrants.</p>																				
	<p>The summative assessment takes into consideration that these students need content support, and specifically in the area of the history of the US. We understand that ELLs need multiple ways to demonstrate learning, while still being held to high standards of content. Since they are intermediate level learners, they can perform more sophisticated tasks, work with more complex texts, and need exposure to the academic language that is integral to ALL academic courses (define, illustrate, describe, list, analyze, explain, summarize, etc.). These things will all be evaluated in the portfolio through student demonstration and adherence to task and quality of work. Our target range identifies the level in which intermediate ELLs should be able to perform in order to achieve a passing grade on their 11th grade state assessment in US History, and portions of the 11th grade assessment in ELA, and engage actively in all content area courses with some scaffolding and modifications where necessary.</p>																				